

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Ingol, Preston

LEA area: Lancashire

Unique reference number: 119611

Headteacher: Mr R Sudlow

Reporting inspector: Mr D Byrne
28076

Dates of inspection: 27th - 30th January 2003

Inspection number: 248040

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior school

School category: Voluntary Aided

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: 59 Whitby Avenue
Ingol
Preston

Postcode: PR2 3YP

Telephone number: 01772 727471

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Appropriate authority: Governing body

Name of chair of governors: Mr D Miller

Date of previous inspection: 24th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
28076	Mr D Byrne	Registered inspector	Science Physical education Special educational needs	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
31807	Mr D Carpenter	Team inspector	Foundation Stage Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
18027	Mrs S Mawer	Team inspector	English History Music	
22556	Mr E Morgan	Team inspector	Mathematics Information and communication technology Geography Equal Opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Family RC Primary School is situated in Ingol, in a residential area of North Preston. The number of pupils on the school's roll has been declining in recent years, reflecting a fall in the birth rate in the locality. There are 135 full time pupils on the school's roll plus 40 part time pupils attending the Nursery class. The attainment of children starting school is well below expectations for their age. A significant number of pupils live in homes that are socially disadvantaged and a high percentage of pupils (30%) are eligible for free school meals. The percentage of pupils with special educational needs (36%) is above average and a high percentage of pupils (3.2%) have statements of special educational need. The vast majority of pupils are of White British origin with a small percentage being of other origins. No pupil requires support for English as an additional language. Funds from a Neighbourhood Regeneration scheme are received by the school and used to support pupils and their parents within the community

HOW GOOD THE SCHOOL IS

The school provides an effective quality of education. Very good provision is made for children in the Nursery and Reception classes. Pupils make good progress as they move through the school particularly in upper Key Stage 2 and by the time pupils leave school at the end of Year 6 they achieve standards in English and mathematics that are above the national average. The quality of teaching is very good in the Foundation Stage, satisfactory in Key Stage 1 and good overall in Key Stage 2. The leadership and management of the school are satisfactory overall with strengths in the quality of care and support given to pupils and excellent links with the local community. The school provides satisfactory value for money.

What the school does well

- Children in the Foundation Stage are given a good start to their education. Teaching is very good and the Nursery and Reception children make very good progress.
- Teaching is good, with some very good teaching in Key Stage 2 and lower Key Stage 1.
- Pupils make very good progress in mathematics and English and achieve high standards by the end of Key Stage 2.
- Pupils' attitudes and behaviour are good. Relationships and pupils' personal development are very good.
- There are excellent links with the local community and schools.
- The school provides pupils with a warm, caring and supportive place to learn.
- Attendance is very good.
- Very good links exist with parents.

What could be improved

- Certain aspects of management.
- Standards in geography and history across the school and in science in Key Stage 1.
- The consistent use of assessment to inform planning in subjects other than English and mathematics.
- Opportunities for pupils to apply their knowledge and understanding of literacy and numeracy in subjects other than English and mathematics.
- The quality of handwriting and the range of ways for pupils to record their work in Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement overall since the last inspection in November 1997. Standards have risen in design and technology and information and communication technology across the school and attainment is higher than it was in English, mathematics and science at the end of Key Stage 2. In recognition of this improvement the school has received two consecutive School Improvement awards. Standards in history and geography, however, have declined. The school has integrated a new Nursery class housed in a new building and a very good Foundation Stage curriculum has been introduced. The quality of teaching across the school is much better and behaviour is good with very good relationships amongst pupils and between pupils and teachers. Opportunities for staff to fulfil all aspects of their curriculum co-ordination roles have been reduced because of disruptions caused by changes in staffing and because co-ordinators have been given insufficient time to carry out their responsibilities. Given the increasing security in staffing and the combined impact of the head teacher and his deputy on the school's leadership and management, the school has a satisfactory capacity to improve further in the future.

STANDARDS

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

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

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

Statistical evidence, supported by inspection evidence, shows that attainment in the end of key stage National Curriculum tests has risen over the last three years. In 2002 Year 6 pupils achieved well in English attaining standards that were well above the national average and in the top 5% of schools in a similar context. In mathematics and science attainment was average and above average compared to similar schools. Inspection evidence indicates that the current Year 6 pupils have made very good progress in English and mathematics from a low level of attainment when they started school, and that they are achieving standards that are above national expectations in English and mathematics and in line with national expectations in science. The discrepancies between the inspection evidence and the most recently reported test results are explained by the different nature of the current Year 6 class. In subjects other than English, mathematics and science, attainment at the end of Key Stage 2 is in line with the national expectations in each subject except geography and history where attainment is below expectations. The school sets realistic targets for pupils' attainment in English and mathematics at the end of Key Stage 2 and these are achieved.

Attainment in the National Curriculum tests at the end of Key Stage 1 declined steadily between 1998 and 2000 but this decline has been arrested and standards are now improving. In Key Stage 1, pupils make satisfactory progress overall in English, and good progress in mathematics. The results in the 2002 National Curriculum tests at the end of Year 2, in mathematics were above average compared with similar schools and in line with the national average. Compared with similar schools the results were average in reading, but well below

the average in writing. In comparison with the national average attainment in reading was below the average and well below the average in writing. In science teacher assessments indicated that attainment at the end of Year 2 was well below the national average. Inspection evidence shows that attainment in reading, writing and mathematics at the end of Year 2 is in line with the national average but in science, attainment is below the average. In subjects other than English, mathematics and science, attainment at the end of Key Stage 1 is in line with national expectations except in geography and history where standards are lower than national expectations.

When children start school in the Nursery class, the overall attainment is well below expectations for their age in communication, language and literacy, mathematical knowledge and knowledge and understanding of the world. In their personal, social and emotional development, and their creative and physical development, children’s attainment when they start school is below the expectations for their age. By the end of the Reception class, children have made very good progress in personal, social and emotional development, and creative and physical development and good progress in communication, language and literacy, mathematical knowledge and knowledge and understanding of the world. Despite this very good progress overall, the majority of children do not achieve the Early Learning Goals by the time they start in Year 1.

Pupils who have special educational needs receive satisfactory levels of support and make satisfactory progress. Pupils who are able and talented are identified in English and mathematics and in Key Stage 2 in particular, are given work that is adapted to challenge their needs.

PUPILS’ ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils develop good attitudes to school and develop an interest in learning. Most pupils are curious and motivated to find out.
Behaviour, in and out of classrooms	Good. The vast majority of pupils conduct themselves responsibly and show consideration for others in all that they do.
Personal development and relationships	Very good. Relationships between pupils and pupils and staff are very good overall. Pupils have high levels of respect for teachers. Most pupils are capable of taking responsibility, although the school could do more to increase such opportunities.
Attendance	Very good. Attendance is well above the national average and levels of absence low.

TEACHING AND LEARNING

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

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

The quality of teaching has improved significantly since the last inspection. It is very good in the Foundation Stage, satisfactory overall in Key Stage 1 and good in Key Stage 2. In the Foundation Stage, teaching and support staff work very effectively together to ensure that children have a very good start to their education. A rich array of exciting and well-planned activities rapidly encourage the children's development in each area of their learning. In Key Stages 1 and 2 there are strengths in most classes although there are weaknesses in teaching in geography and history and aspects of science and handwriting in Key Stage 1. Strengths exist in the way the school teaches English and literacy and mathematics and numeracy. The basic skills of literacy, reading, writing and speaking and listening are taught effectively with particularly good teaching in lower Key Stage 1 and upper Key Stage 2. A similar picture exists in mathematics where numeracy is taught well and pupils are taught how to apply their knowledge to solve mathematical problems. Good teaching occurs in art and design across the school and in design and technology in Key Stage 2. The teaching of information and communication technology is satisfactory overall and has improved significantly recently. Pupils with special educational needs are taught satisfactorily with good support from classroom support assistants. Higher attaining pupils are taught effectively most of the time, especially in English and mathematics. Teachers make good use of homework, especially in Year 6 where it prepares pupils well for secondary education. Throughout the school, teachers work hard to promote a Christian ethos and there is a good team spirit between all staff, both teaching and non-teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is good emphasis on literacy and numeracy but not enough time is given to geography and history. An excellent contribution is made to pupils' education through links with local schools and the community.
Provision for pupils with special educational needs	Satisfactory. Recent improvements have improved provision for pupils but the policy needs updating to meet requirements.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school makes good provision for promoting pupils' social and moral development and satisfactory provision for promoting their spiritual and cultural development.
How well the school cares for its pupils	Good. Procedures for supporting pupils' personal and emotional development are excellent and are a strength of the school. Assessment data is beginning to be used more effectively to set targets for improvement in English and mathematics.

The school has very good links with parents. Very good efforts are put into building links with parents. Some good quality information is provided for parents but there are some aspects of information that could be better.

HOW WELL IS THE SCHOOL LED AND MANAGED?

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The head teacher provides an ethos of care and support for pupils coupled with excellent links with the community. Most subject co-ordinators have a clear vision about how to develop their subjects but do not have enough regular time to enable them to effectively fulfil all aspects of their role.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors are very committed to the school, and are supportive of the head teacher and staff. With the exception of the Annual Governor's report to parents, the Governing Body fulfils all statutory requirements.
The school's evaluation of its performance	Satisfactory overall. The procedures for monitoring what goes on in the school and identifying strategies for improving it could be better. The school development plan covers only one year and does not identify longer term, strategic areas for development.
The strategic use of resources	Satisfactory. All available grants are spent effectively and the school's income deployed sensibly to meet pupils' needs. There are enough suitably qualified teaching and support staff to meet the needs the school. Additional support for managing special educational needs and building links between the school and home is effective in improving pupils' education. The school applies the principles of best value in the purchasing of resources and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The caring and supportive nature of the school. • The progress children make as a result of good teaching. • The ease with which parents can approach the school and the quality of information the school provides. • The quality of leadership and management of the school. 	<ul style="list-style-type: none"> • A very small number of parents feel that behaviour could be better. • There is some disagreement about the quantity and quality of homework. • Opportunities for pupils to become independent and responsible. • The range of extra-curricular activities.

The inspection evidence confirms that the school is a caring and supportive school and most pupils make good progress overall from mostly good teaching. The school has good systems for welcoming parents into school if they have any concerns. Aspects of leadership and management are good. The inspectors do not agree that behaviour is a significant issue in the school and judgements support the view that it is good overall. The range of homework is adequate and good in Year 6 and prepares pupils well for life in secondary school. Some opportunities are provided for pupils to become independent but higher expectations could be made especially in upper Key Stage 1. A satisfactory range of extra-curricular activities is provided.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children start school with attainment that is well below expectations for their age in communication, language and literacy, mathematical knowledge and understanding and knowledge and understanding of the world. Their attainment in their personal, social and emotional and in their creative and physical development is below expectations. As a result of very good provision and very good teaching for children in the Foundation Stage (the Nursery and Reception classes), pupils make very good progress. Despite this very good progress, the majority do not achieve the Early Learning Goals by the end of the Reception class. In terms of their personal, social and emotional development, they develop self-confidence and generally develop satisfactory social skills. In communication, language and literacy, children's vocabulary is expanded as a result of very good teaching that promotes the use of new and challenging words. In mathematics, very well planned activities supported effectively by classroom support assistants result in pupils developing a very basic idea of shape, space and number and pupils can recognise shapes as part of practical activities. Only a minority develop a secure knowledge and understanding of number and of counting and sequencing. The children's knowledge and understanding of the world improves rapidly in the Foundation Stage but still falls below the expected standard by the end of the Reception class in most aspects of this area of their development. Pupils in the Reception class participate in school assemblies and this ensures that the school meets requirements regarding religious education in the Foundation Stage.
2. The good start made in the Foundation Stage is successfully built on in most subjects in Key Stage 1 and Key Stage 2. The bulk of time and attention is given to the teaching of literacy and numeracy and in English and mathematics pupils make very good progress overall by the time they leave school. The progress varies between classes. It is particularly good in lower Key Stage 1 and in upper Key Stage 2. It slows in upper Key Stage 1 and in lower Key Stage 2 was unsatisfactory until recently. Recent changes in lower Key Stage 2 have started to improve things and pupils are now making better progress. Pupils with special educational needs make satisfactory progress overall but at a slower rate than other pupils in English and mathematics. This is because until recently the provision for special educational needs has had weaknesses that have been rectified now. In other subjects, pupils with special educational needs usually make progress that matches that of other pupils. The school identifies higher attaining pupils in English and mathematics and their progress in these subjects is very good. This is because teachers challenge pupils and give them work that is adapted for their ability. In other subjects, higher attaining pupils make the same rate of progress as other pupils. A register of higher attaining pupils is being developed by the school but is not yet sufficiently detailed in subjects other than English and mathematics. There is no statistically significant evidence of a difference between the attainment of boys and girls.
3. In the most recent end of key stage National Curriculum test results for the end of Key Stage 1, results were well below the national average in reading and below the national average in writing. When compared to similar schools attainment was below the average in reading but average in writing. Inspection evidence is that standards are improving in Key Stage 1 and pupils are now achieving average standards in reading. Whilst attainment in writing is still lower than expectations for their age,

standards are rising. In Key Stage 2 standards in English have risen rapidly over the last four years because of an improvement in the quality of teaching. In the 2002 end of key stage National Curriculum English tests, pupils achieved very well and attained standards that were well above the national average and in the top five percent compared with results in similar schools. Inspection evidence confirms this very positive picture that attainment is higher than the national average and for the current year group in Year 6 it is above average overall. Whilst pupils develop generally good levels of writing, opportunities for them to apply their skills across the curriculum are not as well planned as they might be and this reduces the level of attainment for some higher attaining pupils.

4. In mathematics, the numeracy strategy has been effectively put into place and this has contributed to an improving picture over recent years. In the 2002 end of key stage National Curriculum tests, pupils achieved standards that were in line with the national average at the end of both key stages. In comparison with similar schools, based on free school meals, attainment was above the average at the end of both key stages. Given the low attainment for most pupils starting Year 1, this represents very good progress overall. There are some variations in progress however. It is particularly good in lower Key Stage 1 and in the two top classes in Key Stage 2 as a result of better teaching that challenges pupils, especially the higher attainers. Inspection evidence confirms that standards are in line with national expectations at the end of Key Stage 1 and above them at the end of Key Stage 2.
5. Suitably challenging and realistic targets are set for pupils' attainment in English and mathematics at the end of Key Stage 2 and pupils work well towards achieving these. Pupils with special educational needs make satisfactory progress towards the targets in their individual education plans.
6. In science, attainment has improved significantly since the last inspection at the end of Key Stage 2 but has declined at the end of Key Stage 1. In the 2002 National Curriculum tests, attainment in science was in line with the national average at the end of Key Stage 2 and above the average for similar schools. At the end of Key Stage 1, teacher assessments showed that attainment was well below both the national average and the average for similar schools. The inspection evidence confirms the accuracy of the test results. In Key Stage 1, pupils are not given enough opportunities to work independently and expectations for pupils to develop their own recording skills are low resulting in very low standards overall. In Key Stage 2, higher expectations are made of pupils with better teaching of facts and content and as a result, pupils make good progress overall. Although pupils' independent learning skills improve as they move through Year 3 to Year 6, they could still do better in planning, performing and recording scientific investigations.
7. In the other subjects, there are variations in the overall progress and attainment. Significant improvements have occurred since the last inspection in the overall progress and attainment of pupils in design and technology and information and communication technology but standards have declined in geography and history. The improved standards are as a result of much better curriculum planning and subject leadership coupled with much better resources, especially for information and communication technology, and staff training. In design and technology, pupils are developing a secure knowledge and understanding of the process of planning, realising and evaluating the outcomes of a range of design and technology assignments. Pupils learn how to use modelling materials to explore ideas about mechanisms, how to create their own musical instruments that work and also how to use equipment borrowed from the local secondary school to tackle problems of

controlling movement. In information and communication technology, pupils' skills are improving rapidly. Pupils show confidence and competence in using computers to locate information using resources such as CD ROMs as well as using computers to support learning in subjects such as Literacy and in subjects such as design and technology and art and design to support designing activities.

8. The decline in standards in history and geography is linked to difficulties in managing the curriculum when the different Year groups were changing in order to cope with falling numbers. Not enough time has been given to each subject and as a result gaps have developed in pupils' knowledge and very few planned opportunities have been available for pupils to develop their independent learning skills. The combined impact of the instability has been for pupils to make unsatisfactory progress in recent years and to underachieve in these subjects.
9. Good progress occurs in art and design with pupils developing a secure and satisfactory knowledge of a range of artistic techniques and an appreciation of the work of other artists. In Key Stage 1 pupils make good progress in developing skills of painting, printing and drawing. In Key Stage 2 pupils develop a satisfactory knowledge and understanding of the works of Picasso and Van Gogh. Pupils' skills were recently recognised when they were invited to create a mural with a local artist in the city's Art gallery.
10. Satisfactory progress occurs in music and physical education. In music, pupils' performance is satisfactory and at times good, for example in singing, but a shortage of resources and staff knowledge in some aspects of the subject reduces opportunities for pupils to appraise music.

Pupils' attitudes, values and personal development

11. Pupils have good attitudes to school. Pupils are sociable and welcoming to visitors. They enjoy showing their work to adults and entering into conversation. Children in the Foundation Stage have settled well into school and have learned to share and play well with others. Throughout the school, pupils are generally eager to learn and wish to please their teachers. To these ends, they are attentive in lessons and make good contributions. Most parents agree that their children like school.
12. Pupils are well behaved in and around the school. A very small number of pupils with emotional and behavioural difficulties have difficulty in managing their own behaviour and rely upon the support of staff who have been trained in behaviour management. Two recent incidents have been sufficiently severe to warrant permanent exclusion. These are rare occurrences for the school and they are undertaken when all strategies have been exhausted. Parents are fully involved in the escalation of behaviour management and the exclusions are fully supported by the governing body. The majority of parents agree that behaviour in the school is good, and speak highly of the reward system that is valued by the parents and children alike.
13. Pupils' personal development throughout the school is very good and by the time they leave the school they are mature and confident pupils. Circle time enables pupils to discuss academic and personal concerns with their teachers and to learn the rules of living in an organised society. Older pupils are good conversationalists and have developed a high level of confidence in presenting their opinions, such as the views they hold on vivisection. Pupils in Key Stage 1 would benefit from having more opportunities to take responsibility for their own learning and to use their own initiative. Relationships amongst pupils and between pupils and teachers are very good.

Teachers provide strong role models for the pupils to emulate, and this also encourages pupils to please the teachers. Most parents agree that the school is helping their children to become mature and responsible.

14. Attendance is very good. During the last year the rate of attendance was 96.1% which was well above the national average. Unauthorised absence for the same period was 0.2% which was broadly in line with the national average. The rate of attendance has steadily improved for a number of years during which period it has been held above the national average.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching and learning has improved since the last inspection. It is very good in the Foundation Stage, satisfactory in Key Stage 1 and good overall in Key Stage 2. During the inspection, just under two thirds of the 32 lessons seen were good or better, a third were very good or better with the remaining lessons being satisfactory overall. The better quality of teaching has resulted in better standards in many subjects, most notably English, mathematics and science in Key Stage 2 and information and communication technology and design and technology across the school. These improvements are due to the hard work and dedication of teaching and support staff to overcome the challenge of falling roles resulting in the re-organisation of classes and pupils.
16. Despite recent changes in staffing, there is a good team spirit amongst staff and a strong commitment to achieving the Christian ethos of the school. All staff including teachers and classroom support assistants make sure that the school provides a totally inclusive education for all pupils. The teaching of pupils with special educational needs is satisfactory overall and is starting to improve rapidly. Classroom support assistants work very closely with class teachers to ensure that the requirements of pupils with statements of special educational needs are met. Pupils with individual education plans are given additional support so that the pupils can participate fully in lessons and work at a level suitable to their ability. The individual education plans meet requirements but in some cases need to be more detailed and refined. Higher attaining pupils are identified in English and mathematics and given challenging work where necessary. In other subjects, whilst teachers know the more able, challenge is often given by providing different types of support during lessons, and less often through planning separate, more challenging work. This is often appropriate but at times, higher attaining pupils would benefit from being given separate tasks to stretch them. With the existing development of the Able and Talented register, teachers may have better opportunities to plan for these pupils in future.
17. Very good teaching in the Foundation Stage gives children in the Reception and Nursery classes a very good start to their education. Children make very good progress in responding to teachers' expectations to conform to good classroom routines. By the end of the Reception class, most children have developed a love of learning and enjoy coming to school. The Nursery, staffed by two part-time teachers, is very well managed on a day-to-day basis and children are given a wide range of stimulating and well-organised activities that very successfully encompass the Foundation Stage curriculum. Very good teamwork between teaching and support staff in the Nursery and Reception classes ensures that the needs of all children are very well met and very good progress is made. Careful use of assessment helps teachers to plan carefully. Great care and attention is given to children's personal, social and emotional development and children rapidly adjust to life in school and look

forward to the rich array of materials and resources staff make available for them to learn with. Good attention is given to promoting pupils' communication, language and literacy skills. Role-play is used effectively and good use is made of stories and drama to encourage the use of new language. Valuable opportunities are provided for children in the Reception class to develop a love of books and reading. Teachers are good at promoting the use of mathematical vocabulary and a very good range of structured activities develops their knowledge of numbers up to 10. Clever use of resources improves the children's knowledge and understanding of the world. Basic ideas of science are introduced through water and sand play and through the use of construction kits and moving toys. Activities focusing on the use of old toys develop children's understanding of the past and visits to a local farm develops their geographical skills as well as many ideas to do with living things. The access to a secure and well-equipped outdoor area benefits the physical development of children in the Nursery class and teachers make good use of it. In Reception class teaching and support staff make good use of the hall but as yet, do not have access to a secure outdoor area. Physical skills are well taught however, and many activities are planned to develop the children's ability to control equipment such as pencils, the computer mouse and paintbrushes. Creative development is very well taught. Many opportunities are provided for children to create "works of art" by exploring colour and texture using a variety of media. Very good attention is given to exploring music using both tuned and untuned instruments. Children respond enthusiastically to adult led activities that involve singing a range of songs.

18. The teaching of both English and mathematics is good overall. The national strategies have been introduced successfully and careful evaluations of the strengths and weaknesses of each strategy are being constantly evaluated so that sensible adaptations can be made. The quality of teaching varies between classes. It is particularly good in lower Key Stage 1 and upper Key Stage 2. In upper Key Stage 1, although satisfactory, teacher's expectations could be higher.
19. The teaching of basic skills of literacy is generally good although the standard of handwriting by the end of Key Stage 1 should be better. At times writing tasks are repetitive for example, diary writing. In such cases, pupils respond with little enthusiasm and the rate of learning slows considerably. In the very good teaching of literacy, lessons are well planned, reflecting pupils' levels of ability and previous learning. Questioning skills are skilfully used to include all pupils and good lessons proceed with a brisk, purposeful pace. Good use is made at the end of lessons to review what has been learnt so that teachers can assess the progress in the lesson and pupils can evaluate what they have learnt. Expectations are also high in very good lessons for pupils to think for themselves and to apply their writing skills independently. In less successful lessons, pace is slower, the needs of higher attaining pupils are not given enough attention, and written activities are not challenging enough for example, an overuse of worksheets. Although literacy skills are used in other subjects, for example, when recording work in science, the planned use of literacy across the curriculum is not as effective as it could be.
20. Mathematics is taught well across the school using the national numeracy strategy. This promotes amongst pupils a positive attitude to the subject. Good use is made of problem solving activities to enable pupils to apply their basic numeracy knowledge for example, by extending Year 2 pupils' knowledge of length and distance using a programmable toy. Good attention is given in Key Stage 2 to developing pupils' mathematical vocabulary and to enabling them to apply mathematical formulae for example, when calculating the volume of a three dimensional shape. Teachers have a good knowledge of mathematics and this shows in the good quality of planning that

recognises the needs of all pupils including the higher attainers. Although numeracy skills are used in other subjects for example, when recording work in science, the planned use of numeracy across the curriculum is not as effective as it could be.

21. The quality of teaching in science is satisfactory overall in Key Stage 1 and good in Key Stage 2. Pupils develop positive attitudes to the subject and in upper Key Stage 2 especially some very good teaching inspires and motivates pupils. Under the good leadership of the science co-ordinator teaching is improving although some areas for development remain. Teachers have a sound knowledge and understanding of the key ideas of science and this ensures that the planned curriculum is successfully taught. In Key Stage 1 however, expectations for pupils to develop their independent skills of learning are too low and too much use is made of worksheets for pupils to record their work. This reduces the opportunities for all pupils, but especially higher attaining pupils, to achieve as well as they could. In Key Stage 2, whilst good attention is given to teaching essential scientific facts and concepts, there is no cohesive model for developing pupils' investigational and experimental skills.
22. The quality of teaching and learning in information and communication technology has improved considerably since the last inspection when it was unsatisfactory. Investments through New Opportunities Funding and the National Grid for Learning have improved the range and quality of computers and supported essential training for staff. The skills of information and communication technology are being taught satisfactorily and the use of the computer to support learning across the school is being successfully promoted in most subjects.
23. The quality of teaching and learning in art and design and design and technology is good overall. In art and design, teachers make good use of a range of techniques to develop amongst pupils a secure knowledge and understanding of colour and textures. Drawing techniques are promoted using sketchbooks and pupils are taught how to paint and develop a sense of design, shade and texture. In Key Stage 2, some good teaching about the work of great artists occurs although the artistic tradition of non-European artists and of women is not featured as strongly as it might be. The commitment of teachers to the artistic development of pupils is demonstrated by the way pupils became involved in an art project involving a local artist and the City Art Gallery. Teachers make links between art and design and other subjects where relevant. Teachers often make links between art and design and design and technology, a subject where the quality of teaching has improved considerably since the last inspection. In design and technology, teaching is satisfactory in Key Stage 1 and very good in Key Stage 2. In Key Stage 1, pupils are taught basic ideas about how to plan ways of solving design problems and the significance of evaluating the impact. In Key Stage 2, ambitious use is made of technology to develop pupils' knowledge and understanding of how to control mechanical movements. Teachers in Key Stage 2 have very good knowledge and understanding of the features of the design process.
24. Teaching is satisfactory in music although there are some areas for development. Teachers take responsibility for music and despite the lack of a secure subject knowledge and no access to a supportive scheme to guide them, they ensure that pupils are taught each element of the subject i.e. performance, composition and appreciation. Singing is taught well and pupils are learning to play the recorder in music lessons. This encourages pupils to read music and play an instrument. A good contribution, made by a peripatetic teacher, enables some pupils to learn to play the cornet. A lack of recorded music reduces opportunities for teachers to develop pupils' appreciation of music. Overall pupils are well motivated and enjoy music. In physical

education, good leadership by the subject co-ordinator has improved the confidence and knowledge of teaching staff and the quality of teaching and learning is satisfactory overall. A good range of extra-curricular sports activities for example, gymnastics, shows the strong commitment of some teachers to teaching sport.

25. There have been problems in staffing over recent years that have reduced the quality of teaching of geography and history. As a result of staff absence and illness, too many gaps in the curriculum have resulted in pupils making unsatisfactory progress in these subjects and the quality of teaching has been unsatisfactory. Evidence from the inspection shows that teaching is improving and during the inspection some good lessons were observed where pupils worked hard and enjoyed the subject. Expectations for pupils to use the local area as part of their history work have been too low and opportunities for pupils to develop historical and geographical research skills have been limited. However, the development of an effective assessment system has enabled teachers to start to evaluate how effective their teaching is and the introduction of a planned set of geographical and historical units provides teachers with a clearer plan of what should be taught and when.
26. Across the school, teachers make satisfactory use of homework. There are some differences between the quality and frequency of homework between different classes, an issue that parents would like to be resolved, but overall homework helps pupils to learn. In Year 6, the quantity and quality of homework improves and prepares pupils well for the added rigours of secondary education.

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

27. The curriculum for pupils in the Foundation Stage and in Key Stage 1 and 2, meets statutory requirements with the exception of having an agreed policy for drugs education. Pupils' academic and personal development are satisfactorily catered for. The school successfully fulfils its commitment to providing an equality of opportunity for all which is part of its mission statement. Pupils with special educational needs are fully integrated into all school activities.
28. A very good curriculum is provided for children in the Foundation Stage, which reflects the national guidelines for children in this age group. Children in the Nursery and Reception classes enjoy a range of opportunities that effectively promote their learning. Teachers in both classes plan well and the combination of activities helps to guide the children towards greater independence as learners. The very good progress made by the children is a significant improvement over that noted by the previous inspection when progress for pupils in the Reception class was judged to be satisfactory.
29. Although each subject of the national curriculum plus religious education is taught in Key Stage 1 and Key Stage 2, not enough time is given to geography and history across the school and this has impacted negatively on attainment and progress in each subject. Provision in the core subjects of English and mathematics ensures that pupils make very good progress in both subjects. Both literacy and numeracy are planned well and the nature of the mixed classes is recognised so that all pupils are given a comprehensive curriculum in accordance with the national strategies. In many other subjects the guidelines issued by the Qualifications and Curriculum Authority or local education authority are used to assist planning. The mixed aged classes and recent reorganisation of classes have challenged the way that the curriculum is

planned across Key Stage 1 and Key Stage 2. This has resulted in gaps occurring in some pupils' learning, most especially in geography and history and aspects of science. At the moment, not enough evaluation is occurring to ensure that curriculum plans are adapted to meet the circumstances of the school. The statutory curriculum is supported by some educational visits, but not enough use is made of the local environment to support learning in history.

30. The school makes satisfactory provision for pupils with special educational needs. Recent improvements have made sure that pupils with learning and emotional and behavioural difficulties are given suitable support. Each pupil has an appropriate individual education plan. Whilst many plans could be improved by making the targets in them more specific, they are adequate to guide the planning made by teachers and classroom support assistants.
31. The school provides a satisfactory range of activities outside lessons. Sporting interests include football, cross-country, athletics, swimming, and gymnastics. The gymnastics club, observed during the inspection, provides a high level of tuition for older girls who are encouraged to achieve national standards. Musical activities include keyboard and brass instrument tuition, and choir, although parents are expected to make a financial contribution to the former. The pupils have written and composed music including the Preston City Anthem that was performed for Her Majesty the Queen on her visit to Preston last year. Each year, the whole school goes for a walk in the countryside which contributes to pupils' social and academic development. Older children experience a week's residential visit to Tower Wood outdoor education centre in the Lake District.
32. The school makes good provision for pupils' personal, social, health and citizenship education. The subject co-ordinator has received training in the national curriculum framework, circle time for sensitive issues, and citizenship. Other members of staff have received training in circle time. The personal, social, health and citizenship education scheme of work is organised by class and term, and circle time is timetabled for all classes. Some aspects of the subject are presented through the religious education and science curricula, and the school nurse supports the class teacher in the presentation of sex education to older pupils. The sex education policy and the associated Education for Personal Relationships statement reference a sensible programme within a whole-school context. There is no drugs education policy.
33. The school's links with the community it serves are excellent and they make a very positive contribution to pupils' personal, social and emotional development. There is a very good level of involvement with the church in that the parish priest is a member of the governing body, pupils attend church to celebrate Christian festivals, and the work of the parish pastoral team extends to pupils' support. The school has very strong links with the local cluster of primary schools, the high school to which most pupils transfer, and the pyramid of Catholic schools which feed the high school. The learning cluster tutor is shared between the three local schools and is able to address common concerns and promote best practice. The school is currently planning to share its residential week with another of the local schools, which will help promote friendships within the community. The art co-ordinator has identified skills of some parents and this has resulted in parental contributions such as making and painting flats and scenery for annual productions. Year 6 pupils have worked in the Harris Gallery with a local artist in producing a mural of local history to be retained by the gallery. The school involves itself in the wider community by taking part in European and locally sponsored educational projects with a high level of success.

34. The arrangements for managing pupils' transfer to the high school are excellent. From as early as October half term in their final year, pupils visit the high school to sample lessons and to share in activities. These range from drama to a four-week session on an information and communication technology module such as PowerPoint presentations. High school teachers come into school to work with pupils, thereby enabling pupils to know some of their teachers before they transfer, and giving access to additional learning resources. Topic transfer units for Year 6/Year 7 provide pupils with familiarity of academic work. Similarly, pupils' social needs are addressed, and all pupils take part in a one-day retreat in the high school chapel.
35. The school is an equal partner in the Ingol and Tanterton Action Group which is the community action management team. The aim of the group is to promote enthusiasm for education by raising pupils' confidence, expectations and esteem, and ultimately standards. This is pursued through sporting, health and social activities that involve all sectors of the community. The school makes a significant contribution to the project through its membership of the management team and by conducting joint activities with other schools. As part of this Neighbourhood Renewal initiative, the school promotes the well being of its pupils within the community, and is perceived as being a key organiser. As part of the golden jubilee celebrations, pupils took part in the community carnival, designing their own tableau and enjoying dance, music and circus workshops provided by arts students from the University of Central Lancashire, Preston College and the Preston Circus School.
36. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. The strength of the school lies in the way in which it promotes pupils' moral and social development. Provision for pupils' spiritual development is satisfactory. Displays around the school encourage children in their reflections and there are some good opportunities in lessons for pupils to consider their responses in a spiritual framework. In the classroom, circle time gives some opportunities for pupils to express their feelings but there is a tendency for teachers to ask pupils how they feel rather than encouraging a mutual sharing. The planning and teaching of the curriculum in art and music do not pay sufficient attention to spirituality, especially in Key Stage 2 where pupils could address some of the profound elements of art and music in the world.
37. Provision for pupils' moral development is good. Pupils adhere to a code of behaviour and observe this in their relationships with each other and with adults. For some pupils the ability to behave in an acceptable manner is challenged by their learning difficulties and teachers are sensitive role models in dealing with these problems. The vast majority of pupils are prepared to examine the questions of right and wrong. Pupils in Year 6 have recently addressed the moral and ethical dilemmas posed by vivisection and have generally come to the conclusion that a great deal of experimentation on animals is of dubious morality. In discussion they find themselves confronted by new issues concerning the exploitation of animals for food and they show a maturity of outlook in their attempts to come to terms with these questions.
38. Provision for pupils' social development is good. Adults in the school provide good examples in their own behaviour and in their relationships with pupils. Pupils undertake responsibilities but this aspect of their learning could be extended further. In the classroom pupils in both Key Stage 1 and Key Stage 2 behave in a mature and responsible way and generally they work well in their group settings. They have opportunities in games and in their play for working as members of teams and their participation in residential visits enriches both their learning and their social competence.

39. Provision for pupils' cultural development is satisfactory overall. Visitors into school and educational support visits out of school give pupils many insights into their own culture. Pupils in Year 6 are aware of the local cultural significance of football and the 'Phantom Winger' in the person of Sir Tom Finney. Pupils' awareness of cultures other than their own is limited and opportunities are lost in the curricular provision for art and music for developing this wider awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has effective procedures for ensuring the health, safety and welfare of all pupils. The head teacher has been nominated to deal with any issues of child protection. He is supported in this role by the deputy head teacher, teaching, support and welfare staff. Several of the staff have received training in first-aid and there are plans for further training this term. There is a good level of awareness of pupils' allergies and specific medical needs and staff have been trained to meet the needs as appropriate. In addition to first-aid training welfare assistants have also received training in wet play and playground games management.
41. Risk assessments are conducted by the property service management officers of the local education authority and reported to the governing body for consideration. Fire-fighting and other safety equipment is checked annually for correct functioning. Standard risk assessments (COSSH) are available for materials used in school.
42. The school provides effective support and guidance for all pupils. Teaching and support staff know pupils well and use this knowledge to give suitable support in most lessons. Pupils with special educational needs benefit from good quality support by classroom support assistants and special educational needs support staff. Teachers, especially in upper Key Stage 2, challenge higher attaining pupils. There are very good procedures in place for monitoring and promoting good attendance. The Learning Cluster Tutor checks registers each month and follows up incidents of unauthorised absence and lateness. Certificates are awarded to pupils with 100 percent attendance records. The behaviour policy is of good quality. It includes the anti-bullying policy and provides a comprehensive list of rewards and sanctions. The level of good behaviour and the absence of oppressive behaviour demonstrate the effectiveness of this policy.
43. Routines for monitoring and supporting pupils' personal development are excellent and are a strength of the school. The Support Assistant Co-ordinator works full-time in school supporting pupils and their parents. She makes herself available to pupils at all times and to parents at the beginning and end of the school day. When necessary, she visits homes to provide this support. She makes a significant contribution to raising pupils' self-esteem and is instrumental in applying the school's behaviour policy. The Cluster Learning Tutor augments the role of the classroom support assistants by providing support for selected pupils within the self-esteem programme. The promotion of pupils' self-esteem by class teachers is also very effective, as is the recognition of good work and good behaviour at celebration assemblies. Pupil profiles include examples of good work along with certificates and awards gained for good behaviour and success in outside interests.
44. The procedures and use of assessment in the school are satisfactory in English and mathematics. This represents a good level of improvement since the last inspection when assessment was unsatisfactory. Recently improved procedures mean that the

school's assessment procedures for identifying pupils with special educational needs are satisfactory.

45. New procedures have been recently introduced in English and mathematics to measure the progress that pupils are making in their work. In addition the scores from formal tests are carefully tracked to provide support for those pupils who are not doing as well as they could be. Recently group targets have been set in English and mathematics from the results of tests. The procedures to measure progress in science and information and communication technology are less well developed at the moment and are little more than simple tick sheets which provide limited information for teachers to use in their planning and teaching. In all other subjects, pupils are assessed at the end of each unit of work.
46. Satisfactory progress is being made in using these assessment procedures to guide the teaching and learning and help teachers to have a clearer knowledge of what pupils can and cannot do in English and mathematics. Some of the procedures are in the early stages of implementation. This particularly applies to the setting of group targets for English and mathematics through the school. While most teachers are successfully using the targets to plan work at the correct level for each group of pupils, a few are finding it more difficult to adapt their usual methods of planning the same work for the whole class. Because of this there are examples in some classes where the higher attaining pupils are not being sufficiently challenged. This pattern of inconsistencies is also found in other subjects of the curriculum. Where assessment is a secure part of the planning and teaching and all pupils are sufficiently challenged in their learning, then good progress is being made. Assessment is currently at its best in lower Key Stage 1 and upper Key Stage 2.
47. Although marking is satisfactory overall, there are also some inconsistencies through the school. While some teachers mark thoroughly and link their comments to the targets and the focus of the lesson, other staff make only a brief comment such as well done. Therefore in some classes marking is not yet an integral part of assessment or sufficiently useful in measuring progress or informing pupils of what they need to do next in their learning.
48. The assessment policy is in urgent need of updating to reflect the current practices in the school and to inform all teachers of what is required of them in their teaching. This should help to ensure a more consistent approach to assessment through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents generally have positive views of the school. The vast majority of parents responding to the inspection survey believe that the school expects their children to work hard and to achieve their best, and that their children are making good progress. They think that the teaching is good, that the school works closely with parents, and that they would feel comfortable about approaching the school with questions or a problem. One or two parents feel that the school is not well led and managed, and do not feel that they are kept sufficiently well-informed about how their children are getting on. A few parents feel that their children do not get the right amount of work to do at home, and would like to see the school provide a more interesting range of activities outside lessons. Inspection evidence is that the school is satisfactorily led and managed. Regarding homework, the amount is suitable in upper Key Stage 2 to prepare pupils for the added rigours of secondary education, but across the school there are some inconsistencies between different classes in the frequency and amount of work set.

50. The school has very good links with parents and provides them with a satisfactory range of information about their children and the life of the school. Study topic lists, newsletters and notices provide parents with information about the daily life of the school. Annual progress reports are of good quality throughout the school and let parents know what their children have done, how successful they have been and where they could improve. Parents are welcome in school and there is good attendance at consultation evenings and curriculum meetings. The school supports a parents in educators course. Coffee mornings provide opportunities for parents to meet one another and for very young children to play together. Home visits by staff ensure strong links with parents. However, the school prospectus is only available in draft form and the Governors' annual report to parents does not address all necessary issues and hence fails to meet statutory requirements. The school ensures that all parents of pupils with special educational needs are informed of their child's needs and kept informed of the child's progress.
51. Parents make a satisfactory contribution to their children's learning. Most parents support the work that their children do at home by listening to their children practising reading and by monitoring homework diaries. Parental support is high for meetings, individual education plan reviews and similar events. The Parent Teacher Association is well supported and raises significant funds from a variety of social events to provide additional learning resources. Some parents come into school and make valuable contributions to lessons, such as information and communication technology, and the library, and many attend the annual walk. Because of other commitments, many parents are unable to share in the work of the school or are reluctant to do so.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The leadership and management of the school are satisfactory overall with strengths in the creation of a strong Christian ethos and excellent links with the local community. The head teacher ensures that the school provides a fully inclusive education and that there are effective procedures to stop racial harassment. The head teacher has successfully managed challenging staffing issues in recent years and ensured that enforced changes have had a minimal effect on the education provided by the school. Overall relationships between staff are good and staff work together with a common purpose. An able deputy head teacher supports the head teacher and together they provide good leadership for the school.
53. The school has improved at a satisfactory rate since the last inspection and measures taken by the head teacher and his staff have ensured that attainment at the end of Key Stage 2 in English, mathematics and science has risen at a faster rate than that nationally. A number of new initiatives have been successfully introduced in recent years including the national strategies for literacy and numeracy, procedures for evaluating the school's performance and locally funded initiatives to build closer links between the school and its community. The management of special educational needs is satisfactory overall. The school has received particularly good support and guidance from a local education authority consultant which have resulted in improvements in provision. Although there are still areas of provision that need further improvement, the needs of all pupils are successfully met.
54. The procedures for monitoring what goes on in the school and identifying strategies for improving it could be better. The school lacks a coherent strategy for monitoring teaching and learning across the curriculum. The role of some curriculum co-ordinators has been significantly disrupted by staff changes, but nevertheless, the head teacher could more effectively manage the way in which key staff work. Whilst the majority of subject co-ordinators have a clear vision about how to develop their subjects and work hard to do so, designated time to enable them to perform their role is irregular. This reduces the ability of co-ordinators to implement strategies to improve identified areas for development. The current development planning process effectively involves the views of staff and governors but the current school development plan manages just one year. This short time span makes it difficult for the head teacher, governors and staff to identify longer term, strategic areas for development as well as highlighting the need for routine tasks such as reviewing key school documentation.
55. The governing body is supportive of the head teacher and staff and their role is satisfactory overall. There is strong commitment amongst governors to get high standards in attainment and to ensure that the Christian ethos of the school occurs in practice. An effective committee system ensures that almost all of its statutory responsibilities are implemented. The exception is in the Governors' Annual Report to parents which does not include some essential pieces of information and does not meet statutory requirements. The governing body studies end of key stage National Curriculum test results to identify ways of improving the school further, but the weaknesses in the monitoring of teaching and learning reduce the chance for governors to receive a full picture of standards of attainment and teaching in all subjects. The governing body ensures that the school implements the requirements regarding performance management and promotes its use to improve the school further.

56. Financial management of the school is good. The day-to-day financial management is effectively performed with the help of a highly effective administrative assistant. The most recent school audit reported that there were no significant weaknesses and the recommendations of the auditors' report have been implemented. The finance committee carefully monitors the school budget to make sure spending is kept in check and the head teacher prepares detailed budget plans and termly summaries of accounts in accordance with school priorities. All grants for special educational needs and from the Neighbourhood Renewal Scheme are spent wisely with direct benefit for the pupils concerned. Funds for special educational needs are spent appropriately and the school's commitment to the needs of these pupils is demonstrated by the way the received income is topped up with funds from the school's main budget.
57. The short-term nature of the school development plan reduces the opportunity of the governing body to make longer-term plans and decisions. There is, however, a strategic view of the overall budget as exemplified by the way the fall in the school roll has been managed. The decision to maintain a budget surplus that is above the recommended levels is justified because it has enabled a stability to be maintained in staffing and classroom support assistant numbers to be increased. The current surplus is reducing and is currently just above the recommended figure of 5% of income.
58. The procedures for monitoring how effectively the school's budget is spent are satisfactory overall. The school applies the principles of best value in the purchasing of resources and services. The head teacher and governors ensure that any major spending is carefully evaluated and where necessary, procedures for tendering for the best price are followed. Information from end of key stage National Curriculum tests is used to check that standards are being maintained or improved in English, mathematics and science and governors are aware of available data that shows how well the school is performing in comparison with other schools. This information is also used to set targets for pupils' attainment as well as being used to ensure that the quality of teaching is consistent across the school. Recently taken actions in order to improve the quality of teaching demonstrate the governors' commitment to provide the best possible quality of education.
59. The school has an appropriate number of suitably qualified and experienced teachers for the number of pupils on roll. There is a good number of support staff, although many of them have received no formal training for the work that they are undertaking. Teachers receive a range of training to meet their own developmental needs and those of the school. The secretary, caretaker and other members of the ancillary staff make an important contribution to the work of the school, and the support of pupils and teachers.
60. Overall the accommodation in the school is good although there is a general lack of storage space. Classrooms are light and airy, but those for upper Key Stage 2 are quite cramped although good use is made of the areas outside classrooms to alleviate the crowded rooms. Good use is made of one teaching area to support pupils with special educational needs and to work with pupils who need to build up their self-esteem. The central hall is adequate for physical education lessons, assemblies and as a dining hall. The outside play areas are in good condition and pupils have access to grassed and hard play areas with a range of games markings. Pupils have access to an excellent wildlife area that is well managed and maintained and secure.

61. Learning resources are generally satisfactory. Resources for English are good due to the recent acquisition of reading books and big books for Key Stage 1 pupils. Resources for information and communication technology are good as a significant amount of money has been spent recently to create a small information and communication technology suite. Resources for design technology are satisfactory, although those for control technology are very good. Learning resources for history are unsatisfactory as there is a shortage of artefacts and books and there are few educational visits or visitors to support learning. Resources to encourage pupils' musical appreciation are unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governing body and head teacher should raise standards further and improve the quality of education by:

1) improving the quality of management by:

- devising and implementing a clear strategy for the role of subject co-ordinators to monitor and evaluate the quality of teaching and learning in each subject that includes time for co-ordinators to perform their role;
- reviewing the school development plan so that it encompasses a longer term strategy for the school's development including the regular review of essential school documentation;
- making sure the governors' report to parents complies with statutory requirements.

(paragraphs 54, 55, 57, 100, 107, 114, 119, 124, 129, 134, 148)

2) raising standards in history and geography across the school by:

- making sure that the needs of mixed age groups are planned for so that everyone learns all elements of each subject;
- extending opportunities for pupils to perform their own research skills;
- making better use of local resources to support learning in history;
- making sure that the quality of teaching and learning is systematically monitored and evaluated.

(paragraphs 125 - 129 and 130 – 134)

3) raising standards in Key Stage 1 science by:

- increasing expectations for pupils to make decisions and to work independently.
- extending the range and quality of the way pupils record their science work
- making better use of assessment to identify the attainment and progress of all pupils especially lower attaining and higher attaining pupils so that work can be adapted to meet their needs.

(paragraphs 108 – 114)

4) improving the use of assessment to inform planning in subjects other than English and mathematics by:

- using existing records for each subject to identify potentially talented pupils so that where possible more challenging work can be set for higher attaining pupils;
- analysing the outcomes of assessment as one means of evaluating the impact of teaching on pupils' attainment and progress.

(paragraphs 44, 45, 46, 100, 107, 114, 119, 124, 129, 134, 148)

5) further developing strategies to extend opportunities for pupils to apply their skills of reading, writing, and numeracy across the curriculum.

(paragraphs 3, 19, 20, 88, 95, 106, 114)

Minor issues that may be included in the action plan:

- setting higher expectations for pupils' handwriting in Key Stage 1;
(paragraphs 19, 93, 100)
- reducing the overuse of worksheets in Key Stage 1.
(paragraphs 19, 21, 111)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	10	12	0	0	0
Percentage	3	28	31	38	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents just over 3 percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	135
Number of full-time pupils known to be eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	2	3
Number of pupils on the school's special educational needs register	6	49

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.7

Unauthorised absence

	%
School data	0.2

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	77 (67)	85 (67)	85 (72)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	13	9	11
Percentage of pupils at NC level 2 or above	School	100 (78)	69 (78)	85 (78)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Figures given are total figures only where the number of boys and/or girls in the cohort is fewer than ten.

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	6	15	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	17	18
Percentage of pupils at NC level 4 or above	School	86 (70)	81 (80)	86 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	17	17	18
Percentage of pupils at NC level 4 or above	School	81 (65)	81 (63)	86 (89)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year. Figures given are total figures only where the number of boys and/or girls in the cohort is fewer than ten.

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	120	0	2
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	2	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)	6.8
Number of pupils per qualified teacher	19.85
Average class size	22.5

Education support staff: YR-Y6

Total number of education support staff	11
Total aggregate hours worked per week	120

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	4
Total aggregate hours worked per week	59
Number of pupils per FTE adult	5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	392526
Total expenditure	387221
Expenditure per pupil	2498.20
Balance brought forward from previous year	43228
Balance carried forward to next year	48533

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	155
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	30	7	0	0
My child is making good progress in school.	59	34	7	0	0
Behaviour in the school is good.	41	41	11	7	0
My child gets the right amount of work to do at home.	44	41	11	0	4
The teaching is good.	41	51	4	4	0
I am kept well informed about how my child is getting on.	56	30	10	4	0
I would feel comfortable about approaching the school with questions or a problem.	82	14	0	4	0
The school expects my child to work hard and achieve his or her best.	70	23	7	0	0
The school works closely with parents.	67	23	6	4	0
The school is well led and managed.	70	18	4	4	4
The school is helping my child become mature and responsible.	70	16	10	4	0
The school provides an interesting range of activities outside lessons.	44	34	11	0	11

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

63. The provision for children in the Foundation Stage is very good overall, and is a strength of the school. Currently the Nursery class does not have a permanent teacher and different teachers teach children during the morning and afternoon sessions. The forty children currently on roll attend either during the morning or the afternoon so the impact of not having a permanent teacher has been minimised and the children's learning has not been adversely affected. At the present time the Nursery serves a very wide area and about half of the forty children on roll are likely to transfer into the Reception class followed by Year 1. The Nursery children are working in a purpose built facility that stands adjacent to the main school building. They have access to a secure outdoor play area but space indoors is somewhat limited and they are unable to use large apparatus inside. Children in the Reception class have a great deal more space available to them indoors but lack access to a secure outdoor play area. Overall there has been very good improvement in the Foundation Stage since the time of the previous inspection.
64. The children's attainment when they start in the Nursery is well below expectations for their age in their personal, social and emotional, development, communication, language and literacy, mathematical knowledge and knowledge and understanding of the world. The children's creative and physical development is below expectation for their age. In the Nursery the children benefit from very good teaching and make very good progress in all areas of their learning. They continue to make very good progress during their year in the Reception class as they benefit from further very good teaching. Despite the very good progress overall the majority of children do not achieve the Early Learning Goals by the time they complete the Foundation Stage and enter Year 1.
65. The quality of teaching is very good overall in the Foundation Stage. The planning of all activities is clearly in line with the Early Learning Goals defined nationally for children of this age group. All teaching and support staff work as an integrated team and the contribution made by the support staff is crucial to the very good progress made by the children. The two part-time teachers in the Nursery plan jointly and liaise particularly well with each other, with an added element of continuity being provided by the well-qualified nursery assistant who works during the morning and afternoon sessions. When they enter the classroom children in the Nursery are met by an eye-catching array of materials and activities and even those most reluctant to be separated from their parents and carers settle into a routine where tears are quickly replaced by the pleasures of discovery. At all times the Nursery teachers and assistants make very good use of ongoing assessment and observation of the children in order to extend their learning. In the Reception class activities are planned in a way that allows staff to make timely interventions to support the children in their learning. Ongoing assessment, using a very useful achievement checklist, ensures that teachers are well informed concerning the rate of progress being made by the children and this information is incorporated into the planning of focused activities.
66. Links with parents and carers are very good both in the Nursery and Reception classes. The pressure on space in the Nursery means that staff and visitors have no access to a suitable quiet area where they can conduct confidential discussions but parents and carers are able to meet with staff whenever they feel it necessary. When children transfer from the Nursery into the Reception class an Early Learning Record

is prepared for parents and carers that gives a good indication of the progress made by their children during their time in the Nursery. Parents are encouraged in helping their children with their reading and general learning and children in the Reception class have a weekly library session supervised by a parent helper who makes a good contribution to fostering the reading habit amongst the children. A good range of stories and other early reading materials is available in both the Nursery and the Reception classrooms and these are supplemented by a comprehensive photographic collection that supports the children in their revisiting of significant moments in their lives.

Personal, Social and Emotional Development

67. The vast majority of the children start in the Nursery class with very poorly developed personal, social and emotional skills for their age. The quality of the teaching in the nursery and Reception classes is very good and the children make very good and rapid progress. By the time they start in Year 1, although overall the children's attainment is below what is expected, a significant number of children are attaining the Early Learning Goals in this area of their curriculum.
68. In the nursery class, teachers and support staff work hard to give the children the first steps in the acquisition of the skills of independent learning. The supportive and caring environment and the structure of the day provide an anchor for the children who gain confidence in the use of the resources available and in their relationships with each other. By the time of the inspection children whose profile indicated very underdeveloped social skills on arrival were setting up the compact disc player and organising 'dances' with a great deal of self-confidence. In their role-play children also combine socially, as in their processional march of rabbits and monkeys. Many children remain emotionally fragile despite the advances in their personal, social and emotional development and the staff provide warm and caring support for them.
69. The very good development continues in to the Reception class where the children accumulate further skills in this area of their development. By the end of the Reception year children show a good degree of independence in their learning and acquire a sufficient degree of self-confidence. The vast majority of children are well prepared for the behavioural demands of Year 1. They are beginning to show an understanding of the needs of others and they respond well to good role models provided by the adults who care for them in school. During the course of the inspection the children were observed taking the responsibility for returning and changing their library books, assisted by a volunteer helper whose records are incorporated into the overall record of assessment for the children.
70. In both the Nursery and Reception classes children are encouraged during carpet and circle time to express their thoughts and feelings. That they can do so has an impact on their behaviour overall and, with minor exceptions that are dealt with in a sensitive manner by staff, behaviour is very good overall.

Communication, Language and Literacy

71. Children enter the Nursery class with poor communication, language and literacy skills for their age. They make very good progress and by the end of the Foundation Stage a minority have attained the Early Learning Goals in this area of their learning. The very good teaching places a major emphasis on the development of language and literacy skills and teachers find many opportunities for encouraging the growth of the children's vocabulary. In Nursery and Reception accessible objects are labelled

with words and symbols and children are adept at identifying the words and symbols that relate to them. Role-play forms a significant part of the learning in this area of development and the puppet theatre is a major contributor in the Nursery classroom. In the Reception class children are encouraged to express themselves and, whilst some are still reluctant, the vast majority engage in highly colourful explanations of their activities.

72. Children in the Nursery class begin their explorations of the written word through simple 'mark making' activities and by the end of the Reception year they have the basic skills necessary for holding pencils and brushes correctly. Children in the Reception class are able to order a correct sequence of simple pictures to illustrate the course of a story or to categorise objects being sorted and they know that the printed word can be used to represent what they say even if an adult has to act as scribe.
73. The development of language and literacy skills through the use of stories and drama is a strong feature of both Nursery and Reception classes and teachers create many opportunities for the children to respond to the written and spoken word. The presence of a small library collection in the area of the Reception class provides many valuable opportunities for the children to select books that they can take home. The help of a parent volunteer makes this an ideal opportunity for the children to learn about the classification of books and to establish their first notions of personal favourites.
74. Children in the Reception class are beginning to read individually with increasing confidence and they have a good working knowledge of the links between pictures and text and teachers and support staff make use of many opportunities for increasing children's interest in the printed word.

Mathematical Development

75. Children enter the Nursery with attainment in mathematical knowledge well below expectations for their age. As a result of very good teaching, children make very good progress in this area and by the time they enter Year 1 a significant minority have attained the Early Learning Goals. In both the Nursery class and the Reception class the children count and sort objects and are expected to count the number of objects available. In Nursery counting at registration time is a popular activity and the social act of working together encourages even the most reluctant participants. The children also enjoy counting off the days of the week and identifying the weather to go with a particular day and date. Children in the Reception class find the numbers 1 to 10 a great source of fascination and inspiration and enjoy sharing them with visitors. When working as a whole class they are happy to take their counting skills beyond ten, especially when they can do so noisily in a carpet session.
76. Teachers are good at promoting mathematical vocabulary through discussions and linking these with the development of skills in the area of language and communication. They ensure that the children develop a usable vocabulary of terms such as heavier/lighter than, more/less than that they can use in association with the practical activities of sand and water play and categorising objects. Children in the Reception class are beginning to grasp the names and properties of well known two and three dimensional shapes and can pick them out from a random collection. By the end of the Reception year, most children have a grasp of the patterns on the computer keyboard that can be used to produce a desired effect when using simple mathematical games or drawing programmes.

Knowledge and Understanding of the World

77. Children in the Nursery and Reception class make very good progress in their knowledge and understanding of the world. By the time they transfer to Year 1 a minority have achieved the Early Learning Goals in this area of their development although overall attainment was below expectations.
78. Teaching is very good in both the Nursery and Reception classes. Staff encourage the children in observing the nature of the world around them. Growing plants and studying living creatures form a major experience for all children. Photographic evidence available shows the children on their visits to the zoo in Blackpool and also to a local working farm. The visit to the zoo allowed the children to come into direct contact with exotic large molluscs, which induced a sense of awe and wonder amongst those brave enough to handle them. Equally the visits to the farm bring the children closer to the realities of where their milk and other foods come from as well as their first introduction to the need for animal welfare. Snack times and lunch times introduce the children to the sharing of experience and to the idea that the routines of the day can be measured against fixed points such as time for lunch and time for play.
79. By the time they transfer to Year 1 the majority of children have an awareness of time and change. They know that there are old toys and new toys, older people and younger people and that they have a position within their own families. During the course of the inspection the bad weather ensured that children were likely to be caught in squalls of rain on their way to school. The swapping of rainy day stories as they formed an impression of the nature of the winter weather enhanced the fun of getting dry.
80. Children from both classes have access to computers and they know that these can be used as part of their learning. Children in the Reception class are showing good control of the mouse and the keyboard and they can press the right key patterns to bring about the desired outcomes in the playing of simple learning games. Good opportunities are provided for children to experiment with construction apparatus ranging from simple cubes to the more complex constructions possible with 'Lego'. They are also able to make and taste a variety of foodstuffs as they learn about the characteristics of materials such as dough, bread and pastry.
81. Children from the Reception class take part in school assemblies and the school meets statutory requirements in terms of teaching religious education to the reception children.

Physical Development

82. By the time they transfer to Year 1 the majority of the children attain the Early Learning Goals in the physical area of their learning. As a result of very good teaching, children make very good progress overall. In the Nursery class where they have access to a secure outdoor play area children benefit from using a wide range of wheeled toys and other large apparatus. The space available inside the Nursery class precludes the use of large apparatus and the children are very adept at sharing the smaller space available. During the course of the inspection they were observed marching and playing a variety of games that use space to the maximum advantage and showed a genuine concern for mutual safety. The Reception class has easy access to the school hall and the children use the Nursery's outdoor play area. They also use

the main play area and during the course of the inspection they braved the bitterly cold weather as they took part in a short physical education lesson. They varied their movements effectively and stayed within the imaginary boundaries of the outdoor classroom as they moved safely and with confidence.

83. The control the children have over large movements around the classroom is mirrored in the good fine motor control possessed by the Reception class children by the time they transfer to Year 1. They have good hand/eye co-ordination when using paintbrushes, scissors and pencils and can control the computer mouse competently without running off the mouse mat.

Creative Development

84. The children make very good progress in their creative development and the quality of the teaching in this area is very good. A minority of the children will reach the Early Learning Goals in this area by the time they reach Year 1 although overall attainment is below expectations. Throughout their time in the Foundation Stage the children are surrounded by opportunities for creative development. In the Nursery class they paint, cut, glue and model as they build their understanding of methods and materials in their creations. There are numerous opportunities for them to create works of art and they are able to identify examples of their own work and share them with visitors. Children in the Reception class show an emerging understanding of colour and texture in the work they produce. They also know that pictures can be used to represent the familiar as they produce their first portraits of themselves and others, and they also make their first observational drawings.
85. A range of tuned and untuned musical instruments is available to the children and they have the opportunity for solitary and group play with these. The group use of the instruments is a useful way in which teachers and support staff encourage the social skills of creativity and sharing. By the time they reach the end of the Reception class the children have a good appreciation of the possibilities for creating small pieces of orchestral harmony and they also use musical instruments in their role-play. Children in both classes take part in singing and other music making activities. Children from the Reception class also take part in the school assemblies and witness the more advanced musical skills of their older peers as they play musical instruments such as the recorder. By the time they reach the end of the Foundation Stage most of the children know a range of songs, which they sing enthusiastically.
86. Role-play is an important part of the free and structured activities of the Nursery class. At the time of the inspection children were spontaneously acting out some of the roles they had heard on a compact disc that they had been listening to whilst others were engaged in acting out thoughts and feelings through the medium of puppets. In both instances the activities moved beyond the immediate creativity as adults encouraged the children in their use of language as part of the role-play.

ENGLISH

87. inspection findings are that standards in English by the end of Key Stage 2 are above the national average. Standards have improved since the last inspection when they were average. In the National Curriculum tests they have risen significantly from well below average in 1999 to well above average in 2002 and were in the top 5% when compared to schools in a similar context. The difference between the inspection evidence and test results for 2002 are explained by the different characteristics of this group of pupils and a higher number of pupils with special educational needs. The numbers achieving the higher Level 5 in the 2002 tests was also well above average

and this trend of high attainment is a strong feature in the current Year 6. The school has implemented and developed the Literacy Strategy effectively and this has enabled standards to rise since the last inspection and teaching to improve.

88. Inspection evidence is that for the current Year 2 class, standards are in line with national averages overall, although writing is just below average. This is similar to the findings of the last inspection apart from writing, which was average. Over the last three years standards in reading in the National Curriculum tests have declined significantly. The results of the National tests in 2002 were well below that expected nationally in reading and below the national average in writing and when compared to similar schools were well below the average in reading but in line with the average in writing. Although caution is needed in interpreting too closely the test results because of the small numbers of pupils recently taking the tests in Year 2, the standards in reading for the current Year 2 show good levels of improvement. Attainment in writing improved in 2002. Standards in writing are set to continue to rise as the result of better planning of the curriculum, greater emphasis on developing writing across the curriculum and better resources.
89. By the end of Key Stage 2 pupils are achieving very well in relation to their ability levels when they started school. The rate of progress varies between classes. It is very good in lower Key Stage 1 and upper Key Stage 2. It slows but is satisfactory in Year 2 and until recently has been unsatisfactory in lower Key Stage 2. Progress is starting to pick up there following recent changes. There have also been recent improvements to special educational needs with earlier identification and better assessment procedures beginning to have a positive effect on progress. There are several reasons why most pupils are achieving very well. Fundamental to this is the good and at times very good quality of the teaching. Other reasons include the successful implementation of the literacy strategy, better resources, improved assessment and the very good start pupils receive in their early language skills in the Reception class.
90. Attainment in speaking and listening is at an average level by the end of Key Stage 1 and above average by the end of Key Stage 2. Progress is satisfactory in Key Stage 1 and good in Key Stage 2. While most pupils in Year 2 are keen to talk, their listening skills are weaker than their spoken language. On occasions more strategies are needed by the teacher to manage the lack of attentiveness of some pupils and to overcome their reluctance to listen carefully to others and wait for their turn to speak. Although lots of occasions are planned in the literacy lessons for speaking and listening, the questioning from the teacher is not always challenging enough to help pupils listen more and explain their ideas with a wider vocabulary and greater detail. However some good opportunities are planned for the pupils in Year 1 and Year 2 to extend their speaking and listening through 'role play' activities. A very good example was seen in Year 1 where the pupils were learning about the characters in Cinderella in their shared writing. The teacher used 'role play' very well with costumes and props to heighten the pupils' awareness of the characters in the story and extend their speaking skills.
91. By the end of Key Stage 2, most pupils speak with fluency, expression and confidence. Particularly good progress is made in the upper Key Stage 2 classes. Teachers use good texts and challenging questions and this helps pupils to develop their ideas and increase understanding. When pupils in Year 6 were asked to take a balanced view in a discussion about vivisection, the higher attaining pupils were skilled in giving explicit answers, using the correct technical vocabulary and picking out good examples as effective points in the discussion. These pupils also show a

very good moral awareness and understanding of the effect of animal experiments on animals and humans. When examining different styles of literature, moral and social issues are often discussed as well as looking at the mood and atmosphere of the work. As a result spiritual, social and moral development is often promoted successfully through English. The opportunities for drama and 'role play' continue through the school with pupils performing more formally to an audience in productions at the end of the year. Because of the good relationships in the school, there is a positive climate where pupils feel comfortable to express their opinions, knowing adults will always value them.

92. By the end of Key Stage 1 pupils reach average standards in reading and make good progress. These improvements are the results of some new initiatives. Assessment records have been introduced to measure and direct work so that better progress occurs in guided reading. The books sent home for reading with parents are now graded by ability and a new reading scheme has been introduced into the school. There is more focus in the teaching on word and phonic development and consequently more pupils are reading fluently and accurately and beginning to use expression when reading aloud. They also read with good understanding, which enables them to discuss the content and the characters of the stories. As they move through the school, pupils read with increasing accuracy and understanding. Standards by the end of Key Stage 2 are above average and progress is good. Many of the higher attaining pupils are confident and skilled readers and understand the significant ideas in more challenging texts such as 'Macbeth', 'Harry Potter' and the stories of Jeremy Strong and Jacqueline Wilson. However pupils lack the skills in reading aloud with expression and have a limited range of favourite authors. The school is aware of these weaknesses and is planning a wider range of literature for the guided reading sessions. Pupils by the time they reach Year 6 have been taught the skills of skimming, scanning and efficient reading and have a few opportunities to use their skills in research, selecting books or information from the computer.
93. By the end of Key Stage 1, standards in writing are just below average and progress is satisfactory. Writing has been a recent area of development in Year 1 and Year 2 and the teaching and standards are improving. There is a very good focus in Year 1 on shared writing and the teacher is skilful in using methods to improve pupils' spellings and punctuation. She is also successful in linking reading and writing together, so that pupils use well-chosen examples of literature to model, support and extend their own writing. Because of this, many pupils in Year 1 are confidently writing their own simple sentences correctly. In Year 2 some of these successful methods are also being used in the teaching. However there are also some occasions when pupils are given low level work sheets to complete which are not helping them to learn to write in different styles and for a wider range of purposes. This was a weakness at the last inspection that has not been sufficiently addressed. In some lessons too much time is also spent on repetitive tasks such as diary writing instead of challenging the pupils with ideas from visits, visitors and the good range of books in the classroom. Expectations in the shared writing are not always high enough in helping the higher attaining pupils to improve the sequencing and structure of their stories and using a wider range of words for effect in their sentences. Although spellings are well taught along with punctuation, the pupils are not using these skills enough to practise and extend their writing in a variety of ways. As a result very few pupils in year 2 are expected to achieve the higher Level 3 in the tests this year. Handwriting skills in Key Stage 1 are generally poor. Even some of the higher attaining pupils are not joining their letters correctly and there is no consistent approach to the development of handwriting skills.

94. By the end of Key Stage 2, attainment in writing is above average and progress is good. Progress accelerates because of the very good teaching in upper Key Stage 2 and pupils are given good opportunities to write for different purposes and this represents a significant improvement from the last inspection. For example in the class book on 'Macbeth' in Year 6, many different styles of writing were explored from poems to newspaper reports and from illustrated witches' spells to plays and reviews. The content was interesting and most pupils showed a good understanding of grammar, punctuation and comprehension. These pupils are producing well structured and imaginative writing and using complex sentences which are well organised into paragraphs. For example in introducing the story of 'Macbeth' one pupil wrote, 'Macbeth' is a spine-chilling tale of murder and royalty. The scene is set in freezing Scotland'. Most pupils present their work well, with clear, fluent and joined handwriting.
95. The use of information and communication technology to support and enhance pupils' reading and writing is steadily improving. It is used well for editing and improving work and also for pupils to improve and polish the presentation of their work. Pupils are beginning to use computers more effectively for research and to find different information to support their work in literacy. Although there are some opportunities for pupils to develop the key skills of English across other subjects of the curriculum, there is a particular weakness in history and geography. This is mostly because pupils have not had sufficient time or opportunities in the past to record work in sufficient detail or to carry out research. However in history in Key Stage 1, good links are made with different stories about bears in the study of toys.
96. The quality of teaching is satisfactory overall in Key Stage 1 and good in Key Stage 2 and this is enabling standards to rise. It is very good in lower Key Stage 1 and upper Key Stage 2. What makes the difference between the very good and satisfactory teaching is often the extent to which higher attaining pupils are challenged. An important feature too is the very clear planning and preparation for the shared sessions that are used successfully to revise previous work and teach important skills. In the very good teaching this part of the lesson moves on at a purposeful pace, maintains pupils' interest and challenges them well through searching questions and discussion. For example in Year 1 when the pupils used white boards to write down their words and sentences for the shared story of Cinderella. Using this method, the teacher involved all pupils and could quickly assess their skills and judge the effectiveness of her teaching. Where the teaching is less successful in this part of the lesson, the planning is not always clear and questioning skills are not demanding enough to keep all pupils motivated to listen and learn. The teachers use the concluding part of the successful lessons to reinforce and extend learning by using examples of pupils' work to question them further and assess their understanding. In Year 6, pupils were given the specific task of planning their discussions on vivisection for a debate at the end of the lesson and the teacher made sure that enough time was available to carry out this important part of the lesson. Occasionally in the satisfactory lessons time runs out and not enough time is given to rounding off the lessons by discussing with pupils what they have learnt.
97. Good team-work between class teachers and classroom support assistants, enables the needs of all pupils to be met most of the time. Pupils with special educational needs are supported so that they can make satisfactory progress towards the targets in their individual education plans. Trained support staff provide additional support for literacy in Key Stage 1 and parts of Key Stage 2 and are considerably improving progress for all pupils but especially lower attainers.

98. Teachers value all pupils as individuals, whatever their needs and this has a very positive effect on their learning. At times however pupils need more opportunities to use their own initiative in lessons and have some choices in their learning. Tasks are sometimes over directed by the teacher and this limits aspects of pupils' personal development. Homework is regularly set and linked to the focus of the lesson and the skills pupils need to develop their learning further. It contributes well to the progress being made.
99. Assessment procedures are satisfactory and when used well by teachers to guide their planning and teaching the pupils make the greatest amounts of progress. This is because the work is closely matched to the different ability levels in the class. There are some very good examples of marking, especially in upper Key Stage 2, which show pupils clearly what they need to do to improve their work further. This good practice is not consistent through the school.
100. Leadership and management are satisfactory overall. The subject leader has worked hard to successfully raise standards and improve pupils' progress in English throughout the school and has been particularly successful in making improvements to reading in Key stage 1. She has been less effective in monitoring the teaching and learning across the school because insufficient time has been allocated to her for this purpose and consequently her understanding of the strengths in provision and further areas for development and improvement in the school are not as secure as they could be.

MATHEMATICS

101. Standards in mathematics have improved since the last inspection. The 2002 national test results indicate that standards are in line with national averages at the end of both key stages and above the average compared with similar schools, based on the number of pupils entitled to receive free school meals. The inspection findings are that standards are in line with national expectations at the end of Key Stage 1 and by the end of Year 6 they are above the national average. Progress of the majority of pupils is very good overall. The progress of the very small minority of pupils with special educational needs in mathematics matches that of other pupils. .
102. By the end of Key Stage 1 pupils have a secure grasp of number. All pupils count accurately and confidently in ones, twos and fives, both forwards and backwards to twenty and in many instances to 100. More able pupils recognise number patterns, as for example when counting in fives they point out the similarity of units in the two digit sums. Pupils in Year 2 solve addition and subtraction problems to ten and the more able have good mental strategies to handle addition and subtraction sums to twenty. Most pupils can solve number problems involving money. Those in Year 1 can put single coins in order beginning with that of least value and can give change to 10 pence. Pupils in Year 2 recognise negative numbers in the context of money. Most pupils in Year 2 can solve whole number problems involving multiplication. They recognise that fractions are parts of a whole and know that two halves and four quarters make a whole.
103. Pupils make satisfactory progress in Year 3 and very good progress in Years 4 to 6. By the end of the Key Stage pupils' numerical skills are well established. Most pupils have a very good understanding of place value and can correctly use the four mathematical operations involving whole numbers and decimals to two places. By Year 6 pupils reduce fractions to their simplest form and understand the inter-relationships between fractions, ratios and percentages. They order, add and subtract

negative numbers as in calculations involving money and check their answers by applying the inverse operations rule. Pupils use and interpret co-ordinates correctly.

104. By Year 2 pupils know the names of simple two-dimensional and three-dimensional shapes and most pupils can describe their properties, such as the number of sides and corners they possess. Pupils measure using standard units of length and mass, but they do not know that angles are a measure of turn nor can they recognise a right angle. By the end of Year 6 most pupils know the properties of a range of quadrilaterals and the more able can classify them accordingly to their properties, such as whether they have one or two pairs of parallel sides. Most pupils can measure and draw angles to the nearest degree and the substantial majority of pupils can solve problems using the properties of polygons and angle properties of intersecting and parallel lines. Most pupils understand and use a formula for calculating the area of a rectangle. When challenged the more able used their mathematical knowledge and understanding to suggest how the volume of a regular three-dimensional shape could be calculated and whilst the units of area are in squared units, those of a three-dimensional shape would be in cubic units.
105. Pupils in Year 2 use their mathematical skills to satisfactorily solve problems such as how many pence are there in specific sums of money. They extend their knowledge of length and distance when, for example, programming their programmable toy to travel specific distances in a maze. In science pupils use their measuring skills to calculate the distance travelled by a toy car run down a ramp. By the end of Key Stage 2 pupils effectively use their mathematical skills across the curriculum, as when measuring in design and technology, and understand that repeated measurements improve accuracy. Higher attaining pupils in Year 6 can describe their calculations mathematically, as for example when calculating area. Pupils in Year 6 also have a good mathematical vocabulary as they showed when discussing data handling. Higher attaining pupils fully understand the concept of probability and give examples of different levels of probability, such as when a dice is thrown the probability of throwing any number is 1 in 6 and this could be represented in decimals as 0.1667. The higher attaining pupils in Year 6 are familiar with data collection using a tally chart and with how frequency tables can be used.
106. The quality of teaching is good overall with some very good teaching in upper Key Stage 2 and lower Key Stage 1. The teaching is effective in promoting positive attitudes to learning in practically all pupils. In most instances lesson objectives are clear and built effectively on previous learning. Teachers have a good knowledge and understanding of mathematics and lessons proceed at a good pace. Lessons are well structured with due reference to the National Numeracy Strategy. Relationships are very good and teachers value pupils' answers and suggestions. This effectively enhances the pupils' personal development and their self-esteem. Homework is used effectively to support the learning. At times the work is insufficiently challenging for pupils to achieve their full potential but overall pupils enjoy their mathematics work and show good attitudes to the subject. When working in small groups they share information and co-operate effectively. Although opportunities exist for pupils to apply their numeracy and mathematical skills and knowledge, such applications tend to be coincidental and are not planned. Teachers do not yet plan opportunities for linking mathematics to other activities in other subjects, even where such links are very obvious for example, taking measurements as part of science investigations and teaching pupils how to record such data. Some good use is made of information and communication technology to supplement learning in mathematics.
107. The leadership and management of the subject are good. The recently appointed curriculum co-ordinator has a clear vision for the subject and the way it is to be

developed. The co-ordinator has insufficient time to monitor teaching and learning effectively. Assessment procedures are satisfactory overall with tests results being effectively collated. However insufficient use is made of results to guide planning so that pupils' specific needs are identified. Homework is set regularly and well used to reinforce learning. Learning resources are satisfactory overall but the range of information and communication technology software to support the learning is limited.

SCIENCE

108. Standards attained at the end of Key Stage 2 have improved significantly since the last inspection. In the most recent end of key stage National Curriculum tests, pupils achieved standards that were in line with the national average and above the average for similar schools. Inspection evidence shows that attainment at the end of Key Stage 2 is currently in line with national expectations overall but variations exist in attainment in different aspects of the subject. Pupils acquire a secure knowledge and understanding of the subject and know essential content but pupils' skills of planning, performing and recording investigations with the minimum of adult support could be better. The improved standards overall, particularly in the level of pupils' knowledge, are because of better teaching in Year 5 and Year 6, improvements in the way the subject is planned and the better preparation for the tests by the Year 6 class teacher.
109. At the end of Key Stage 1, standards have declined since the last inspection. Teacher assessments for 2002 showed that attainment at the end of Year 2 was well below the national average and inspection evidence confirms this. Whilst many pupils are curious and interested in learning science, not enough time is given in Key Stage 1 to developing pupils' independent skills and in broadening the range of recording.
110. Given the low level at which pupils start school, most pupils make steady and satisfactory progress in Key Stage 1 but in Key Stage 2 it accelerates and is good overall so that by the end of Year 6, pupils are achieving well in their knowledge and understanding but weaknesses remain in their practical skills. Pupils with special educational needs make progress that matches that of other classmates, as do higher attaining pupils. There is no statistical evidence of a difference in the performance of boys and girls.
111. By the end of Key Stage 1, pupils have developed a basic knowledge and understanding of the areas of science required by the National Curriculum but not at a standard that is expected for their age. Pupils acquire a satisfactory knowledge of plants and animals and the basic differences between them. Pupils develop a good idea of the importance of healthy eating and develop a sound knowledge and understanding of the importance of the five senses of the body. Pupils understand the properties of some materials and the way light has number of different sources and higher attaining pupils know that shadows are created when light is blocked. During activities designed to promote pupils' knowledge and understanding of the way a force acts on moving things, higher attaining pupils showed that they have a secure knowledge and understanding of how pushes and pulls affect the way things move. Some pupils know terms such as gravity and can describe its impact on falling and floating objects. The major weaknesses in pupils' attainment in science are rooted in the fact that there are low expectations for pupils to think for themselves and most work is very directed by the teacher. The range of recording is very narrow because most of the time pupils complete prepared worksheets and rarely apply skills of literacy and numeracy or information and communication technology to extend their recording. Whilst pupils have a rudimentary knowledge and understanding of

performing simple scientific investigations and experiments, pupils' knowledge and understanding of doing this with the minimum of adult support are less than usually found for pupils of this age.

112. By the end of Key Stage 2, pupils have benefited from very good teaching in the upper part of the school and good teaching elsewhere and good progress occurs by the end of the key stage. Pupils develop a secure knowledge and understanding of the main ideas of science for example, life and living processes, materials and their properties and physical processes. However, whilst pupils make significant improvements in their ability to take responsibility for their learning in investigations and experiments, their attainment is lower than expected in this area of science at the end of Key Stage 2. Pupils have a good knowledge of the major organs of the body including the way the heart alters its pace when the body's activities vary. Higher attaining pupils develop an advanced knowledge and understanding of the way major organs operate. The properties of solids, liquids and gases are understood with a minority of higher attaining pupils thinking at an advanced level demonstrated by their explanation of differences in each state using ideas about particulate theory. Pupils describe the way that the water cycle operates using key ideas such as condensation and evaporation accurately. As part of simple investigations into thermal conduction and insulation, pupils apply practical skills of measuring and recording changes in temperature and using the data to draw conclusions about the best materials for keeping things warm. The range of experiences with regard to finding out for themselves through practical investigations has been narrow and this has impacted on the comparatively low level of pupils' knowledge and understanding of such work by the end of Key Stage 2.
113. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2 with very good teaching in upper Key Stage 2. Teachers successfully ensure that all pupils are included in lessons and equality of opportunity is good. Across the school, pupils enjoy science and are very enthusiastic to learn and find out. Most teachers have secure subject knowledge of the content of science but there is less confidence in how to teach scientific investigations. In Key Stage 1, pupils were really involved in using toys such as cars and boats to explore the way that things move. Very good leadership by the teacher in Key Stage 1, that ensured that support staff all worked well together to support and direct small groups, made sure that all pupils were given work that matched their ability. An analysis of pupils' books though, indicates that in Key Stage 1, work often lacks ambition and challenge with regard to the way that pupils record their work. Pupils in Year 2 have not been challenged enough and this is the main reason why standards are very low and could be better. In Key Stage 2, more attention is given to challenging higher attaining pupils and lessons are well planned to identify ways of stretching such pupils. Good use is made of resources to aid learning in Key Stage 2, for example, in a good lesson in Year 3/Year 4 ambitious teaching occurred. As part of the lesson, pupils were taught about different minerals and the contents of soil and very good use was made of a microscope attached to a Laptop computer to illustrate to pupils what rocks look like when magnified. Pupils were fascinated and some listened in with very high levels of attention. In Year 6, very well organised activities supported by suitable resources prompted excellent levels of concentration. Because pupils are expected to think for themselves, they respond to this expectation by successfully planning fair tests, putting their plans into action and then collating data and information to find out if their predictions were accurate or not. During all lessons observed, pupils behaved well or better and showed high levels of co-operation and tolerance of others' views. The approach used in Key Stage 2 of encouraging pupils to think for themselves and the recent efforts for pupils to apply literacy and numeracy skills to science recording is starting to improve standards and the level of pupils' knowledge and understanding.

The subject promotes pupils' social development in Key Stage 2 but less so in Key Stage 1 because of a weakness in the planned opportunities for practical work.

114. Leadership and management are satisfactory overall. The subject is led by a competent and determined co-ordinator and many steps to improve standards achieved by the end of Key Stage 2 have been implemented including better curriculum planning, an increased emphasis on practical work, better use of assessment information and a recognition of the need for pupils to apply basic skills of literacy and numeracy to science. The main thrust of such initiatives is mostly in Key Stage 2 meaning that standards here are rising at a much faster rate than in Key Stage 1. The co-ordinator, although very hard working and aware of the action that needs to be taken to improve standards in Key Stage 1 and to raise them further in Key Stage 2, has very little time to perform her co-ordinator duties. The role of monitoring teaching and learning is weak because of limited time. Resources for science are satisfactory with access in the drier months to an exceptional wildlife area to support the environmental part of the science curriculum.

ART AND DESIGN

115. At the end of both key stages attainment is in line with national expectations and overall progress is good for all pupils including those with special educational needs. The school has maintained the standards identified in the previous report. The skills pupils learn in art and design are being transferred to other areas of the curriculum such as design and technology and the use of information and communication technology where the use of digital images is increasing. Teaching is good overall and by the time they reach the end of Key Stage 2 pupils have experienced a wide variety of art and design techniques and materials.
116. Pupils in Key Stage 1 learn about colour mixing to experiment with a variety of printing methods to produce patterns and textures. In addition they are also able to use a good range of drawing materials and are able to practise their technique through the use of sketchbooks. They produce artwork based on their observations of the world around them and of each other and they know that art is a way of representing the world. Their work shows knowledge of design, shade and texture and of the use of regular and irregular patterns. As they progress through Years 1 and 2 pupils develop their skills in printing, painting, drawing and cutting and their work shows a growing sense of awareness of the beauty of the world around them.
117. The work done in Key Stage 2 shows that pupils use their acquired knowledge to good effect and make further progress in the development of their skills and techniques. They become more familiar with the work of famous artists. Pupils in Year 6 can describe the characteristic features of the work of individual painters such as Van Gogh and Picasso and one likened them to the features discernible in the work of well-known authors. During the course of the inspection the Year 3/Year 4 class were observing the impact of shape and colour as they translated observations of the environment into ideas for sculpture using clay. By the time they reach Year 6 pupils have used a good range of materials and find support for their work in visits to the local art gallery and museum. Recently a group of Year 6 pupils took part in the creation of a mural working with local artist Ben Hunt at the Harris Gallery. The mural will stay in the gallery but a new group of pupils will be creating a mural to adorn the school hall.

118. Teaching is good overall and ensures that pupils are able to record, plan and practise their techniques in a progressive manner. In discussion pupils refer to the range of experiences open to them, and their knowledge of art in the European tradition is generally secure. They are less aware of the contribution of women to the development of art in Europe and America and don't have enough exposure to the artistic traditions of non-European cultures, many of which are now represented in Britain. Planning also shows the links between art and music in the curriculum and more specific references could be made to the spiritual experiences possible from the study of art. Teaching ensures that art informs and is informed by other areas of the curriculum. Links are apparent with design and technology as in the display of large hats designed and made by the pupils in Year 5/Year 6. All pupils have some understanding of the use of the computer in producing artistic designs and are aware of the similarities between the random patterns generated on a computer and the works of some of the abstract expressionists.
119. The co-ordinator is well informed and has built up an impressive portfolio of examples of work done by pupils throughout the school. The work collected is used, with monitoring of the sketchbooks, to carry out an assessment of the progress being made by pupils as they move through the school. At the present time the role of co-ordinator has not been sufficiently well developed for her to carry out a full monitoring of teaching and learning but within the constraints imposed by this the leadership of the subject is satisfactory overall. Resources for use in art and design are satisfactory overall.

DESIGN AND TECHNOLOGY

120. Pupil's attainment in design and technology is in line with national expectations at the end of both key stages. All pupils, including those with special educational needs, make good progress as they move through the school. Standards have improved significantly since the time of the previous inspection when they were judged to be unsatisfactory in both key stages.
121. By the end of Key Stage 1, pupils have a good grasp of the basic skills of design and technology. Evidence from discussions with pupils and scrutiny of their work show that pupils work with a variety of materials, tools and techniques. In their focused tasks they have made models and other artefacts and have begun to learn that designs can be modified if they are not suitable for the purpose. Although the younger pupils favour the making element of design and technology more than the designing aspect they do understand that designing helps them to understand that not all materials are compatible with each other and that there may be problems in joining them together. Through their contact with modelling kits and materials they also know that specialist components such as hinges, wheels and gears can be used to achieve particular effects although they are less adept at creating these for themselves. In discussion pupils in Year 2 have good recall of the work they have done and know that they have solved problems as they have wrestled with questions such as how to make a vehicle move.
122. Pupils in Key Stage 2, Year 3 to Year 6, continue to make steady progress and their work reaches the expected level by the end of Year 6. The learning acquired in Key Stage 1 is carried forward and teachers make sure that pupils build on this in a progressive manner. Good links are made with other subjects and pupils recognise that design and technology has implications in many areas of their experience. During the course of the inspection pupils in Year 4/ Year 5 were observed designing and making musical instruments. In addition to the links with music they also had the

benefit of being able to use the computer, assisted by a volunteer helper, to research the characteristics of the type of instrument they were designing and making. A particularly good feature of this lesson was the quality of the teaching and the encouragement to the pupils to share their ideas and discuss the strengths and limitations of their proposed designs. Pupils in Year 6 were working on problems of control technology. As part of their work they were using programmes that had been provided as part of a good link established with the local high school, enabling them to use equipment that might not ordinarily be available in the primary school. In discussion pupils show an awareness of some of the moral dilemmas associated with design in the commercial world, especially in the fashion industry.

123. The quality of teaching in the school is satisfactory in Key Stage 1 and very good in Key Stage 2. In the two lessons seen during the course of the inspection the quality of the teaching was very good. From discussion and scrutiny of pupils' work it is evident that teachers ensure that pupils have a wide experience of design and technology. Pupils express very positive attitudes and clearly find the work in design and technology absorbing and challenging.
124. The co-ordinator has a good overview of the subject and a clear idea of the progress being made by pupils as they move through the school. The role has not yet been developed to the point where the co-ordinator is able to monitor teaching and learning in the classroom so to that extent she is able to offer only satisfactory leadership of the subject. The subject has developed well since the time of the previous inspection and can move further if the leadership and management role is expanded. Resources are satisfactory overall and pupils have access to a good supply of tools and other materials.

GEOGRAPHY

125. Pupils' attainment, by the end of both key stages, is below national expectations and all pupils, including those with special educational needs have been making unsatisfactory progress overall. In the lessons seen during the inspection, it was clear that pupils were making good progress, but scrutiny of pupils' work and through discussion with pupils in both key stages, it was apparent that there are gaps in pupils' knowledge and understanding and their skills of enquiry have not been developed enough in recent years. The reason for this is that there has been inadequate coverage of the scheme of work in the past. Pupils benefit from the visits arranged by the school and whilst these effectively extend pupils' knowledge of different localities and the outdoor activities contribute well to pupils' personal development, opportunities are lost to extend pupils' geographical knowledge and understanding. Standards have not been maintained since the last inspection.
126. By the end of Key Stage 1 pupils have a basic knowledge of where they live and the different types of houses they see on the way to school. They can differentiate, giving reasons, between bungalows, flats and detached houses, but were unsure of the differences between semi-detached and terraced houses. Pupils are unable to describe their journey to school in any detail. The pupils' ability to use maps is unsatisfactory. Year 2 pupils have drawn a large scale map of the school and yard but have not drawn any other maps or studied other maps in any detail. Pupils' knowledge of the local area is unsatisfactory and they can not comment on any particular feature that they like or dislike. Their knowledge of places beyond their locality is limited to naming large towns such as Manchester and Blackpool, and they cannot make any comparison between their home area and any other locality. In the main they have a

poor geographical vocabulary and discussion with pupils showed that even the more able pupils have unsatisfactory skills of geographical enquiry.

127. By the end of Key Stage 2 pupils use atlases to locate countries, such as India. Pupils in Year 6 use the index to find places on maps but are unaware that lines of latitude and longitude can be used as reference points, such as locating Baghdad on a map of Iraq. These pupils need prompting to identify major features, such as rivers and mountains on maps and whilst they know that the different colour changes represent different altitudes, they cannot locate major relief features, such as Scafell Pike and the Lake District on maps of Northern England. By the end of Key Stage 2 pupils know the four compass directions and can name towns on a map of Great Britain that are, for example, north or south of their home town. However, their knowledge of map symbols is limited, for example they do not appreciate that lakes and rivers are represented in blue. Pupils describe their local area and their likes and dislikes but can not compare and contrast it with another location in Britain. Pupils in Year 6 talk enthusiastically about visits they have made and the activities in which they have taken part. Whilst these activities are worthwhile and enhance pupils' personal development and contribute well to pupils' spiritual, moral and social development, they represent lost opportunities to develop pupils' geographical skills and understanding. Whilst orienteering exercises involve reporting to different stations on a map, pupils are not sufficiently encouraged to relate their movements to direction nor can they relate the distance on the map to distance covered on the ground. Their knowledge of scale on maps is unsatisfactory as is the pupils' ability to compare and contrast areas visited with their own. In their study of rivers pupils were aware of some changes brought about by flooding, such as erosion of the riverbanks, but their knowledge of environmental changes in general is unsatisfactory. In a lesson seen during the inspection, pupils made good progress in developing their knowledge and understanding of a locality in a less economically developed country. During the lesson pupils acquired a good understanding of life in Chembakolli, a village in Southern India, and how it contrasted with their own. What was obvious however was pupils' unsatisfactory geographical knowledge and understanding at the beginning of the lesson reflecting the unsatisfactory work that had been done previously. In this lesson good use was made of pupils' information and communication technology skills although the tasks set were rather general.
128. Although some good teaching was observed during the inspection which had a positive impact on standards and progress gaps in the pupils' knowledge and understanding indicate unsatisfactory teaching over time. Also pupils' geographical skills are not developed consistently across the whole age range. Lessons observed during the inspection showed that teachers in Year 5 and Year 6 plan their lessons carefully, identifying clear learning objectives. Pupils showed good attitudes to their work and co-operated well when working in small groups. In the end of lesson sessions they were eager to contribute to class discussion. In these instances pupils make good progress.
129. The quality of leadership and management is unsatisfactory in that it has not ensured that pupils' knowledge, understanding and skills are developed progressively across both key stages. Assessment is not used consistently to inform planning nor is it used to track pupils' progress.

HISTORY

130. Pupils' standards of attainment in history are below national expectations at the end of both key stages and progress is unsatisfactory overall for all pupils including those with special educational needs. Standards and progress have dipped since the last inspection when attainment was in line with expectations and progress was satisfactory. There are several reasons for the decline. The most important one is the lack of sufficient time to teach the programmes of study in enough detail. This is partly because of difficulties arising from the need to constantly rearrange year groups to cope with falling numbers. As a result, pupils have only gained a superficial understanding of historical events and there are lots of gaps in their knowledge. Other reasons include the shortage of resources in Key Stage 2 and few opportunities for educational visits or visitors to enhance the subject further.
131. By the end of Key Stage 1, pupils have gained a satisfactory knowledge and sense of chronology between the past and the present in the topic they are studying on toys. Their knowledge has been heightened by the use of a good range of toys from different periods and a time line showing different teddy bears through the ages. The pupils' interpretation and understanding of why toys were different in the past and why people acted as they did long ago is much weaker. This important aspect of history is not always given enough focus in the teaching. Pupils in Year 2 do not record their history work as much as they should, which restricts the opportunities they have to reinforce their learning and reduces their opportunities to practise and develop their writing skills. In some lessons too much time is spent on activities such as colouring, which do little to develop pupils' historical enquiry or literacy skills. The lack of recorded work was also a weakness at the last inspection. The pupils in Key Stage 1 and the Reception class study the same topics for history. The few examples of work seen in the books are nearly all the same for the different classes and do not show that skills are being developed further as the pupils move through each year group. The higher attaining pupils are not being sufficiently challenged with the work set for them and this was a weakness from the last inspection. At the present time pupils have had very few opportunities to develop their research skills and very few visits are planned to extend learning further.
132. By the end of Key Stage 2 the range and depth of pupils' historical knowledge and understanding are below national expectations. The interpretation of history is weak because visits are rarely made to bring the subject alive and there is a shortage of artefacts for pupils to use to develop their enquiry skills. Pupils in Year 6 recently studied the 'Ancient Greeks' and worked hard to learn some important facts about the lives of people living in the Greek civilisation and they also benefited from an opportunity to use the Internet for research. A lack of time was the restraining influence and most aspects of the study were not covered in sufficient detail. Pupils have only a superficial knowledge and understanding of important aspects such as the different ways of life between people in Athens and Sparta or how the Ancient Greeks have influenced our lives today. They also have very little knowledge of local history, which is a rich resource for past times and particularly the Victorian era.
133. Teaching throughout the school has been unsatisfactory over recent years indicated by the low standards. More attention has recently been given to improving the quality of teachers' planning but many gaps in pupils' knowledge and understanding remain from the weaknesses of the past. Although teachers' knowledge and understanding are satisfactory, lessons still tend to lack enough challenge. Resources are not used enough and there is insufficient emphasis on the important elements of enquiry and research. When toys were used in a lesson in Year 2, it came alive for the pupils. Through examining the toys, the higher attaining pupils were able to give a few simple reasons why and how toys have changed over the century. This is not the usual pattern of lessons, especially in Key Stage 2 where resources are limited. However pupils in Key Stage 2 are beginning to use information and communication technology for research purposes more than they

have in the past. Teachers are starting to plan for pupils to apply their literacy skills alongside developing historical skills and knowledge. Writing skills are being developed in the tasks set for them and teachers rely much less now on using low level work sheets. In Key Stage 1, good links are made with stories such as 'Old Bear' for the work on 'Toys', which helps to promote reading skills further. Although progress in history is now being assessed, the results are not yet being used to plan work at the correct level for the wide ability range in the classes.

134. The co-ordination of history is unsatisfactory. There has been insufficient monitoring of the teaching and learning and so the co-ordinator has a limited understanding of the strengths and weaknesses in provision. The subject has not been given a high enough priority since the last inspection, particularly in addressing the areas of weakness. The school has focused its time and resources on raising standards in English and mathematics and history has had a much lower profile. Although national guidelines are being used to teach different topic areas, not enough attention is given to developing progressively the skills pupils need as they move through the school. This is particularly important in Key Stage 1 where the same topics are taught together.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Since the last inspection when pupils' attainment was below national expectations the school has improved the provision and resources for the subject including the establishment of a dedicated computer suite which is used very effectively by pupils and an increase in networked computers in classrooms. Whilst the school recognises that there are areas for development, overall pupils of all ages and abilities are making good progress and standards of attainment at the end of both keys stages are now in line with national expectations.
136. By the end of Year 2 most pupils use computers confidently. They show good control when using the mouse and the more able pupils have very good keyboard skills. Pupils in Year 2 can move the cursor quickly and accurately to select their designated tasks and know the function of many of the screen icons. Pupils' word processing skills enable them to record information and the more able pupils can change the font and size of what they have printed and know that computers can be used to produce information in a variety of forms, such as when writing and illustrating stories on winter weather. All pupils in Key Stage 1 have used drawing and painting programs well to illustrate stories. Pupils in Year 2 also use computers to reinforce the work they have done in literacy and numeracy, such as when using the "Literacy Box" program. These pupils know how to control a programmable toy and understand how it can be instructed to move specific distances in different directions.
137. By the end of Key Stage 2 most pupils have well developed computer skills and use computers confidently and competently. Most pupils have good keyboard skills, which mean that time is not wasted inputting information and they are well aware of the capabilities of their computers. Pupils in Year 5 and Year 6 mix text and graphics to good effect and blend them to make information more attractive and eye catching. However the time taken to copy written text could be better employed for example, by typing their stories directly on the screen and making changes as necessary. Pupils' restricted access to the Internet enables them to use the facility to reinforce their learning and they also use some CD-ROMs. They can print and store the information they acquire. Pupils in Year 6 use computers to store data such as in science when investigating the effect of exercise on heart beat and they are familiar with the use of spread-sheets. Pupils have their own discs on which they store their own work.

Pupils can retrieve this information and use e-mail facilities. Pupils' knowledge of the use of information and communication technology in the world of work is limited, as is their ability to use computers to monitor and measure external events, such as changes in temperature.

138. Effective use of the computer suite is made both as part of the teaching programme of skill development and to enhance the teaching and learning across the curriculum. In Key Stage 2 pupils, particularly those in Year 5 and Year 6, often use the computer suite during non-teaching times and the proximity of the suite to their classroom facilities its regular use.
139. The school's use of information and communication technology is improving across the curriculum. Younger pupils for example use their classroom computers to reinforce their literacy skills, as when selecting and spelling appropriate words when using the "Spellmate" program. Older pupils such as those in Year 4 and Year 5 use their computers in design and technology to research the characteristics of musical instruments before designing their own. They shared their findings with other groups in the class.
140. The quality of teaching and learning is satisfactory and some good use of information and communication technology was seen during the inspection. All teachers have undergone in-service training and this has increased their confidence and competence resulting in the rising of standards. The teaching in Key Stage 1 gives sufficient time for groups of pupils to use the computers in the classroom. Pupils in Year 2 have regular access to computers and they confidently use their computers and access programs. The teaching in Year 5 and Year 6 incorporates opportunities for pupils to use the adjacent computer suite as part of their group activities. In some instances however the teaching is not sufficiently directed at acquiring specific information and consequently pupils are satisfied with generalised information that, at times, has limited relevance to their topic. Where clear learning objectives are set, pupils have to search for information and this effectively enhances their learning.
141. Pupils enjoy their tasks and show a good attitude to their work. They work co-operatively when necessary and even when engaged in individual tasks, help their colleagues when difficulties arise. Overall the subject contributes well to pupils' spiritual, moral, social and cultural development. All pupils behave very well and display good levels of self-discipline and respect for their equipment. They are well aware of how computers should be "shut down" and all follow established procedures. Pupils concentrate well on tasks and little time is wasted unnecessarily and further evidence of their enthusiasm is seen in their eagerness to use their computers at lunchtimes.
142. Leadership and management of the subject are satisfactory. The headteacher, who has recently assumed responsibility for the subject, has ensured that the school has a good ratio of computers to pupils and that, after some initial problems, all computers are networked and in working order. He is well aware of the way the subject needs to be further developed. The quality of teaching and learning is monitored informally. Assessment is based on pupils' performance in a commercial scheme of work. The resources available to support the learning in the other subjects of the curriculum are limited and the school lacks suitable resources for data-logging.

MUSIC

143. Standards are at expected levels at the end of Key Stage 2 and similar judgments were made at the last inspection. Pupils of all abilities, including those with special educational needs make satisfactory progress. At the last inspection progress was good in lessons in Key Stage 2 because a musical specialist taught the subject very successfully in all classes. Apart from one day of specialist teaching last term in upper Key Stage 2, the class teachers themselves now teach all of the music.
144. By the end of Year 2, pupils sing well in tune, diction is clear and they have learnt a good range of songs, to which they often add actions. When they add an accompaniment to songs, they show a good sense of rhythm and keep to the beat. Compositions are developed from stories such as 'Peace at last' to which pupils add sound effects in appropriate places with percussion instruments. Their compositions do not yet show signs of a clear structure or include repeated patterns. This is mostly because of some lack of confidence and challenge in the teaching to extend the skills of the more able pupils sufficiently. Although pupils sometimes talk about the songs they enjoy singing or how they might make their playing better, they have had few opportunities to listen and recognise music from different times and places.
145. By the end of Year 6, pupils have continued to develop and enjoy their singing. In assemblies they sing tunefully and with confidence and expression. The opportunities for singing are enhanced at some times of the year when a choir is formed and they perform to the school and the community. The highlight of last term was when Year 6 worked alongside a specialist musician and composed the music and words of 'Preston Pride'. This composition was chosen and used by the council to support its bid for city status. The composition included a percussion accompaniment to the song. The pupils managed this very well, maintaining their own repeated parts and demonstrating a good sense of rhythm. Although the teachers in Key Stage 2 work hard to provide opportunities for pupils to develop their musical skills systematically, there are some weaknesses in subject knowledge and confidence that affects provision. For example during round singing in Year 6, the teacher was unable to help the pupils improve their singing enough for them to make more than barely satisfactory progress. Although pupils occasionally have the opportunity to sing in two parts with a music specialist, this more challenging part of singing is not a feature of normal lessons. A lack of subject knowledge also showed when pupils in Year 6 were asked to play the melody of the rounds on tuned percussion instruments, when most of them have little understanding of notation and are still working on improving their playing of simple chords and repeated patterns. Pupils are given time to evaluate their own music in simple technical terms and this they do reasonably well, suggesting ways in which it might be improved. In spite of the shortage of recorded music, the teachers try to provide a limited range to listen to and have been successful in helping pupils gain an understanding of instrumental groups, the structure of music and a basic knowledge of some composers
146. The quality of teaching is satisfactory at both key stages. Although the teachers have taken on board the suggested government guidelines for their planning, there is no scheme of work or recent staff training to help teachers gain the skills they need to improve their teaching further. The activities teachers plan, however, are generally purposeful and they extend the knowledge and understanding of the pupils in a satisfactory way. At times, good teaching points are missing, because in most cases the teachers do not challenge the skills, knowledge and understanding of higher attaining pupils particularly in their singing and compositions.
147. Some good links are made with other subjects and the key skills of English are promoted well in the poems and stories chosen for musical accompaniments. A very

good lesson in design and technology in Year 4 and Year 5 was used well to promote music as well as science. The pupils were making musical instruments and the discussion at the beginning of the lesson gave good opportunities to learn about the structure and language of music. As they listened to Ravel's 'Bolero', they concentrated hard and identified correctly some instruments of the orchestra. This successful lesson made a good contribution to pupils' understanding of musical instruments and how different sounds are made. Few opportunities have been made to introduce information and communication technology into the music curriculum and this was identified as a weakness at the last inspection. A few pupils benefit from additional teaching of the cornet and in Year 4 and Year 5 they are all learning the recorder in their music lessons. Although they started only a few weeks ago, they have been well taught and are already playing simple tunes together with a limited number of notes. They are also benefiting from the opportunity to learn musical notation in a practical way and are well motivated and keen to learn.

148. The leadership and management of the subject have some weaknesses. Although the co-ordinator is keen to promote music throughout the school, a greater involvement is needed in leading and managing his role more effectively and providing the support the staff need in raising standards further. Whilst occasional support has been given to individual teachers, there is no scheme of work or additional materials to help teachers to improve their subject knowledge and confidence. A shortage of recorded music from other countries means that cultural development is not being fostered successfully enough in music. Assessment procedures have recently been introduced but have not yet been used to inform planning or to identify potentially talented pupils.

PHYSICAL EDUCATION

149. Attainment in physical education meets the national expectations for pupils at the end of both key stages. Standards have been maintained since the last inspection and pupils make satisfactory progress as they move through the school.
150. By the end of Key Stage 1, pupils have developed satisfactory levels of balance and co-ordination. During a dance and movement lesson, pupils created satisfactory sequences of movements using a skipping rope. In so doing pupils showed confidence when performing in front of others and maturely observed others to seek ways of improving their own performance. In Key Stage 2, pupils build on the sound base developed in Key Stage 1. By the end of the key stage, pupils have improved their levels of co-ordination and balance. As part of a lesson involving gymnastics, pupils showed a secure knowledge and understanding of how to balance using different parts of the body to invent and perform sequences of movements. Pupils performed confidently and worked effectively both with classmates and individually. They were especially confident to show their sequences off to others. By the end of Key Stage 2, pupils attain standards in gymnastics, dance and games expected for their age. Provision for swimming is adequate for all pupils to learn to swim and develop a secure sense of how to be safe in water.
151. The quality of teaching and learning is satisfactory overall. In Key Stage 1, pupils are given a good basic grounding in all aspects of physical education. Lessons progress with satisfactory pace and demonstrations are effective in enabling pupils to evaluate how well they are doing and to seek ways of performing better. In Key Stage 2, teachers challenge pupils to reach higher standards and again good use is made of demonstrations. Across the school, lessons are well prepared to match the school's scheme and due care is taken about pupils' health and safety before, during and at

the end of lessons. Although an assessment system has recently been introduced, teachers do not yet use it to pick out either higher attaining or lower attaining pupils so that lessons may be adapted to meet pupils' needs. During lessons pupils respond to good relationships and good management by teachers. Teachers value the efforts of all pupils even if they are not particularly talented and this builds pupils' self-esteem and reduces the fear that some pupils might have. The vast majority enjoy participating and are enthusiastic, well behaved and sensible during lessons.

152. Leadership and management of the subject are good. The co-ordinator is a knowledgeable and enthusiastic person who has a secure knowledge and understanding of the strengths and weakness of the subject. The curriculum is well planned so that all elements of the physical education curriculum are taught for an appropriate amount of time. A good range of games is taught including basketball, hockey and netball. In addition, pupils benefit from access to a good range of extra-curricular sporting activities. These include football, gymnastics, athletics and cross-country and pupils can enter a Triathlon event. The co-ordinator has very limited time to manage her subject and to take action to improve any identified areas for development. Resources for physical education are satisfactory overall.