

INSPECTION REPORT

NELSON LOMESHAYE JUNIOR SCHOOL

Nelson

LEA area: Lancashire

Unique reference number: 119177

Headteacher (Acting) Mr S Robinson

Reporting inspector: Neil Tonge
1157

Dates of inspection: 2 - 4 June 2003

Inspection number: 251322

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Primary
Age range of pupils:	7-11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sheila Wicks
Date of previous inspection:	19 - 13 May 2003

INFORMATION ABOUT THE INSPECTION TEAM

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12674	Robert Collinson	Lay inspector	Education inclusion	How high are standards? b) 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?
31963	Malcolm Padmore	Team inspector	Science Information and communications technology Music Physical education Religious education	
22274	Vera Rogers	Team inspector	Mathematics Art and design Design technology	How good are curricular and other opportunities?
15447	Christine Glenis	Team inspector	English Special educational needs English as an additional language	How well are pupils taught?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Nelson Lomeshaye Junior School was built in 1905 and refurbished in 1975. The school is situated in an area of high economic disadvantage and serves a community with a large (96 per cent) homogeneous British Asian Pakistani heritage population. The remaining school population comprises six children of white British origin. There is a high proportion of pupils who are eligible to receive free school meals; 36 per cent compared to 18 per cent nationally. The majority of pupils' first language is Punjabi, although the school identifies only 3 pupils at an early stage of learning English. The school is organised into eight classes with two parallel classes in each year. The school has experienced falling rolls, largely as a result of housing clearance by the local authority and numbers of pupils have fallen from 271 in 1998 to the current 192. There are 54 pupils with special educational needs including 7 pupils with statements of special educational needs both of which are above national averages. Pupils' attainment on entry to the Junior school is generally below the national average in literacy and numeracy.

HOW GOOD THE SCHOOL IS

The school provides an adequate education for its pupils, but this includes some good and very good features. It takes good care of its pupils and makes good quality provision for their personal and social development. As a result, relationships and behaviour are very good. The teaching is satisfactory overall and often good and is well supported by teaching assistants. It promotes the satisfactory progress of its pupils, although the standards attained are below national expectations in English, mathematics and science. The school has experienced a difficult time with the illness and later the absence of a permanent headteacher but the acting headteacher and senior management team have maintained and developed some improvement initiatives. However these are at an early stage and have yet to make a major impact. The school recognises well the culture of the majority of its British Pakistani heritage population, while very successfully ensuring equal access and opportunities for all its pupils, regardless of race, background and ability. The school provides satisfactory value for money.

What the school does well

- The provision for pupils' social and moral development is very good. As a result, pupils enjoy coming to school and behave very well. They value and appreciate what teachers and other adults in the school do for them.
- Relationships are very good.
- Teaching by both teachers and teaching assistants is satisfactory and frequently good.
- The school is developing good procedures for tracking pupil progress.
- The school achieves high standards in listening skills.

What could be improved

- Standards in English, maths and science.
- Monitoring and evaluating the school's performance so that priorities can be more rigorously identified and action taken to raise standards in all subjects.
- The use of assessment information so that planning can meet the range of all abilities in all subjects.
- Co-ordinator reviews of their subjects so that the focus is on raising standards.
- The identification of, and provision for, the specific needs of those pupils with early English language acquisition.
- School development planning to clearly identify the action to be taken, by whom and how success will be measured.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Unsatisfactory. Difficulties in leadership and management have meant that progress has been slower than anticipated. The rate of improvement in English, mathematics and science over the last four years is broadly in line with the national trend, but inspection evidence indicates that standards still remain below national expectations and pupil progress is just satisfactory. Although standards in

mathematics and science, which were key issues for improvement, have improved in line with the national trend they have not improved compared with schools generally. Standards in English, which were not identified as a key issue in the last inspection, are in line with the average for similar schools but are well below average in relation to schools nationally. The quality of teaching is broadly in line with the findings of the previous inspection report but the teachers still do not use assessment information sufficiently to set work more appropriate to the range of abilities of pupils. There has been an improvement however, in standards in design technology, information and communications technology (ICT) and to a more limited extent in science, which were unsatisfactory previously. Leadership and management of the school suffered a setback because of the illness and death of the previous headteacher. The deputy headteacher was made acting headteacher in November 2002, and is supported by two members of staff promoted to the senior management team. In the short space of time since then, the senior management team has made satisfactory progress in a relatively short time in developing monitoring and evaluating systems to assess the work of the school and particularly to chart pupil progress but this is still at a relatively early stage of development. Nevertheless the school is well placed. These developments along with the appointment of a new headteacher provide a sound basis for continuing future improvement.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	E	E	C	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	D	
Science	E	E	E	D	

Pupils enter the school generally below national expectations. However, attainment on entry varies from year to year and is currently broadly in line with national expectations, whereas previous years were below.

In the National Curriculum tests at the end of Year 6 in 2002, pupils attained well below the national averages in English, mathematics and science. The school achieved its targets in 2002 in English and mathematics. Inspection evidence shows that standards in the current Year 6 are below the national average in English, mathematics and science but that children make satisfactory progress. When the 2002 results are compared to similar schools however, pupils were in line with the average in English but below in mathematics and science. In English, reading, speaking and writing are below national expectations, but standards in listening are well above. Progress within the other year groups is satisfactory because of the satisfactory and frequently good teaching by teachers and teaching assistants and the gradual improvement in tracking pupil progress. These initiatives however, have not had time to fully impact on standards. However the information from pupil assessments is not used effectively enough in planning activities for pupils. There are frequent opportunities for pupils to develop language and literacy skills in other subjects of the National Curriculum, particularly in history.

Standards in art and design, design technology, geography, history, information and communication technology, music, physical education are in line with the national expectations and in line with the expectations in religious education of the Locally Agreed Syllabus for Religious Education. However, there is an imbalance of time in the curriculum, which limits the progress pupils make in religious education and music.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy coming to school and expect to work hard.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved both in classroom and around the school.
Personal development and relationships	Good. Pupils show an increasingly mature sense of responsibility when working independently and in groups but there is room for further development, particularly with regard to older boys. Pupils work hard and do their best. Pupils show good levels of cooperation, take care of equipment and willingly take responsibilities for tasks allocated by teachers.
Attendance	Satisfactory overall. The school however, is below the national averages largely due to extended holidays taken during term time and this aspect of attendance is unsatisfactory. The school attempts to provide additional work for those pupils and to encourage good attendance with rewards.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

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

Teaching is overall satisfactory and frequently good. There was no unsatisfactory teaching seen during the inspection. Teachers monitor their pupils' progress but do not sufficiently use assessment information to plan for the range of pupils in their classes. The school rightly places emphasis on the development of literacy and numeracy and these are taught satisfactorily with good opportunities in other subjects, particularly history, to extend and develop pupils' writing skills. The school has begun a process of tracking pupil progress, including that of pupils with special educational needs and those for whom English is an additional language but this needs to be carried forward in setting individual pupil targets that both teachers and pupils can readily understand and operate. Teachers manage pupils' behaviour very well and this contributes significantly to the satisfactory progress pupils make. There is however, an over dependence on worksheets, which limits the range of learning opportunities and the pace of learning for pupils. Teaching assistants give good support for their pupils. Marking is variable in quality and generally not focussed sufficiently on individual pupil progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and reasonably well-balanced curriculum. However, insufficient time is given to religious education and music.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs are identified early but Individual Education Plans need to be more specific. Their particular learning needs need to be taken more into account in the planning of lessons, although the support for them in class is satisfactory. Effective work by support staff has a positive effect on pupils' progress, notably of those with statements of special need.

Provision for pupils with English as an additional language	Satisfactory. There is insufficient attention paid to identifying the needs of pupils in the early stages of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral development is very good and social development good. Cultural and spiritual development are satisfactory. There is a need for assemblies to include greater participation of pupils to celebrate and explore life experiences.
How well the school cares for its pupils	Good overall. There are effective procedures for assessing and monitoring pupils' academic progress and their personal development but the assessment information needs to be used more effectively in promoting pupils' academic progress. Overall, there is a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school has been under the direction of an acting headteacher who in the time available has had only limited opportunities to develop a range of senior management skills and to initiate changes. The acting headteacher is satisfactorily supported by the senior management team. Co-ordinators review their subjects and identify areas for development but they need to develop a secure view of standards in their subject responsibilities.
How well the governors fulfil their responsibilities	Satisfactory. Governors fulfil their statutory commitments but have yet to play a more critical role in shaping the direction of the school. There is insufficient representation of non-employees of the school on the governing body.
The school's evaluation of its performance	The school is beginning to develop an overview of its work and its analysis of performance. This has not yet been carried forward into effectively determining actions to support the priorities of the school.
The strategic use of resources	Satisfactory. Money is well spent on relevant educational priorities. Resources are good and their use well managed. The school is appropriately staffed. Governors apply the principles of best value to their purchases but they have not yet established criteria in planning which can be used to gauge its effectiveness. There are sufficient qualified teachers to teach the National Curriculum and accommodation is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, expect to work hard, and are helped to become mature. • Behaviour in and around the school. • Teaching is good. • School is well led and managed. • Providing an interesting range of activities. 	<ul style="list-style-type: none"> • Information about the progress of their children • Getting the right amount of work from school

Overall parents are positive about the school. The inspection team agrees with parents concerning what pleases them but consider that the information parents receive and the amount of work their children are expected to do are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment levels of pupils on entry to the Junior school are generally below those found nationally. Pupils at all levels of attainment make satisfactory progress during their time in the school and by the time they reach Year 6, the school has maintained these overall standards and pupils are below national expectations but in line with the results expected from baseline testing and their set targets. However, testing indicates that the current Year 3 pupils are in line with national expectations and that they scored well in national tests at the end of Year 2 in the Infant school, which is an exception to the general trend of previous years. The previous inspection report found that standards were below average. National tests results then as now showed pupils to be well below average. Evidence from this inspection confirms that pupils are below national expectations in English, mathematics and science. The school's results at national tests show the school to be in line with the national trend of improvement. The higher achievements of Year 3 pupils on entry, alongside the improvements in the school's provision, suggest that standards by the end of the Junior school are set to improve as the measures taken by the school begin to have a full impact.
2. Inspection findings for pupils who are at the end of Year 6 indicate that standards are below those expected for the pupils' age in English, mathematics and science. Nevertheless, in the 2002 tests pupils were in line in English when compared to pupils in similar schools based on the number of pupils' eligible for free school meals and just below in mathematics and science. However, other indicators show that there are wider socio-economic disadvantages not covered by the free school meals comparison. National tests and inspection evidence show that girls perform better than boys. While boys generally start from a lower literacy level and make up a larger proportion of pupils with special educational needs there are higher work expectations for the girls than the boys in the broader community and this attitude has an effect on boys' attainment.
3. Most pupils with special educational needs make satisfactory progress in relation to the learning targets on their Individual Education Plans (IEPs). However some targets do not sufficiently relate to the specific needs of the pupil. Many are simply a repetition of general learning objectives taken from the national strategies for literacy and numeracy and these do not help staff to plan appropriately to ensure pupils progress well. This is a similar finding to that of the previous inspection.
4. Almost all pupils have English as an additional language and their attainment is well above the national average in listening, in line with the national average in handwriting but below national averages in speaking, reading, writing, spelling, mathematics and science. Their attainment is in line with national expectations in other subjects. They make satisfactory progress though sometimes learning intentions are insufficiently focused on their stage of English language acquisition and fluency. This does not however, have a major detrimental effect on the progress pupils make because of the satisfactory and often good teaching by teachers and the teaching assistants.
5. In English, pupils make satisfactory progress during their time in school. Pupils make very good progress in listening, average progress in handwriting and below average in speaking, reading, writing and spelling. Teachers have high expectations of pupils' listening skills and as a consequence pupils listen attentively to explanations and instructions. They also show the same respect when other pupils are speaking in the class as a whole or in pairs and small groups. Pupils make satisfactory progress in reading because teachers and the school in general place great emphasis on the enjoyment of reading and good opportunities are given to develop this skill. In most instances pupils have a good range of strategies for reading and spelling unfamiliar words. Teachers also provide well-structured lessons to develop pupils' writing skills and use many opportunities in other subjects to develop a wide range of writing, such as instructional writing in science and discursive writing in history. . Some teachers are

rigorous in ensuring pupils speak correctly but this is not always maintained by all and as a consequence some pupils do not make enough progress. Teachers' over-use of worksheets in many subjects, often when a writing template would suffice, restricts the pupils from developing independent writing skills. Pupils' vocabulary is limited, which some teachers manage well by encouraging pupils to think of alternative words or to use technical terms.

6. In mathematics, pupils make satisfactory progress and achieve standards, which are below the expectations for their age but in line with the predictions from baseline assessments. They show a satisfactory grasp of place value when adding, subtracting, multiplying and dividing numbers, and use these skills to solve problems. Many demonstrate an increasing understanding of the number system. This is reflected in their grasp of negative numbers and in their knowledge of the relationship between fractions, decimals and percentages. In the main, most pupils make accurate use of the terminology. A new scheme for mathematics has been introduced and this is beginning to have a positive effect on pupils' mathematical knowledge and understanding. However, some teachers are relying too heavily on the example lesson plans, which are not always appropriate to the needs of the pupils.
7. Having entered school with levels of attainment which are generally below average pupils make satisfactory progress in developing literacy and numeracy skills in work in subjects across the curriculum. Teachers have a satisfactory knowledge and understanding of the national strategies overall, while some are very adept at teaching them and this is gradually having a positive impact on standards.
8. In science, pupils at all levels of attainment, including those with special educational needs, make satisfactory progress and during their time in the school achieve predicted standards, albeit below national expectations. Despite the emphasis teachers place on the use of technical terms, the pupils' limited literacy skills restrict their accurate use. The low literacy skills in English also account for the relatively short reports pupils produce on their investigations. However, unlike English and mathematics, there is little difference between the attainment of boys and girls in this subject.
9. In information and communications technology (ICT) pupils make good progress and achieve standards in line with national expectations. They benefit from well-planned opportunities in many subjects, such as drafting work in English and science, research on the Internet in history and geography, the production of slides in geography and science and multi-media presentations in history. This is good improvement since the last inspection when provision was unsatisfactory. There has also been improvement in design technology.
10. Throughout the school, pupils' achieve standards, which are appropriate for their age in nearly all aspects of their work in other subjects of the curriculum, although in music and physical education it was not possible to make a judgement, due to the timetabling of these subjects during the inspection week. However, the absence of a specialist music coordinator and the restrictions on singing during assembly, strongly suggest that pupils do not have sufficient learning opportunities in this subject. In addition the number of pupils unable to swim the expected 25 metres unaided, indicates another aspect of standards that needs improvement.

Pupils' attitudes, values and personal development

11. Overall, pupils' attitudes to work and learning are good. Most pupils enjoy coming to school and expect to work hard. Some older boys however show less commitment to work.
12. Most pupils are enthusiastic and hard working, well motivated and respond well to encouragement and praise. They co-operate successfully in pairs or groups, listening to each other thoughtfully, and offering constructive criticism. Most pupils follow instructions diligently, set to work quickly and meet set deadlines. They treat resources with care, tidy away efficiently after lessons and are sensible when engaged in practical tasks, for example when playing bat and ball games in physical education. Their commitment and enthusiasm for learning are apparent in their sustained application to their work. They clearly enjoy the opportunities presented to them in all areas of the curriculum.

13. The behaviour of pupils is of a very high standard, both inside the classroom and in all aspects of school life. During assemblies and at lunch time they display a sensible approach and respond appropriately to the mood of the occasion. At break times they play happily together and older pupils show due regard for the needs of younger ones. Pupils are courteous at all times and extend a warm welcome to known visitors. There have been no exclusions in the past year.
14. Relationships throughout the school are very positive and result from mutual respect and trust between pupils and staff. Pupils readily acknowledge one another's achievements and show respect for different points of view. They display a well-developed awareness and concern for the interests and feelings of others, for example when discussing issues such as bullying in personal and social education. There are some opportunities for older pupils to show initiative and take responsibility, for example in setting up and putting away equipment for assembly but more could be done to involve the pupils in the running of the school. The planned introduction of a school council in the near future should be beneficial in this respect.
15. The level of attendance in the school was 92.7 per cent in the most recent reporting year, which is below the national average of 94 per cent. Unauthorised absence was below average at 0.1 per cent compared with a national average of 0.5 per cent. Analysis of the patterns of absence indicates that a significant proportion of authorised absence is accounted for by pupils taking family visits overseas of up to six weeks duration. There is evidence that some parents do not fully appreciate the importance of attendance at school. This is an issue, which the school is addressing. Punctuality is good and the school has effective arrangements for recording late attendance.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching and learning was always satisfactory and frequently good. There was no unsatisfactory teaching. Teaching was very good in two lessons. Teaching was good in a slight majority of lessons in Years 3 and 5. It was good in a significant majority of lessons in Year 4. Teaching was good in a majority of science lessons, half of the English lessons and over half the lessons in mathematics. Teaching was good in one geography lesson and in individual lessons in history and personal, social and health education. It was satisfactory in the small number of art and religious education lessons observed. There was not enough evidence to make judgements about teaching in information and communications technology, design technology and music.
17. Support assistants working with pupils who have special educational needs or who give general support in small groups support pupils well. The targets in Individual Education Plans (IEPs) for pupils with special needs do not always match the particular needs of the pupils. Support for pupils with statements of special need is usually good.
18. The school employs a good number of bilingual and multilingual assistants to work with pupils, the vast majority of whom speak English as an additional language. They contribute well to pupils' learning. Because there are so few pupils at the earliest stages of learning English support assistants do not need to use Punjabi or Urdu to interpret or translate in most lessons. However they can use this valuable knowledge of pupils' first languages to clarify pupils' understanding. The process of identifying different stages of English language fluency is in need of development. Staff use standardised tests which are inappropriate for identifying stages of fluency in English. This has implications for staff's planning to enable pupils to improve their English. Plans do not always include information about such pupils nor their levels of fluency. A small minority of staff confuse learning difficulties and language difference and individual pupils are grouped with lower attaining pupils when they would benefit more from focused language support for more challenging activities.
19. While support assistants work hard and engage with pupils positively, their support is effective in adapting activities, which teachers have planned for all pupils, to match the needs of the pupils with whom they work. This means that frequently pupils are too dependent on adults to carry out activities, which limits their progress.

20. All pupils have very good access to the whole curriculum through inclusion in lessons mainly because of the good support from assistants. Most teachers give copies of plans to assistants to inform them about the activities and learning intentions. Teachers and support staff plan jointly and this provides the opportunities for more focused learning objectives for different pupils. Planning is satisfactory, staff indicate learning objectives for each lesson but these are sometimes too general. Work in books shows that teachers often plan the same activity for all pupils, that there is a lack of challenge and an overuse of worksheets, which do not extend pupils' understanding and show low expectations of average or higher attaining pupils. Some work is unfinished and, occasionally, not attempted which indicates insufficient progress.
21. In a Year 5 mathematics lesson teaching was very good because the teacher's very good subject knowledge was used effectively to provide a range of strategies that engaged the pupils' interests, for example in the use of a clapping game in which pupils responded to a number by replying with the complementary number to make 10. This was successfully followed up by setting the pupils different but related tasks, which were well matched to their abilities. The teacher's questioning was challenging and required pupils to think hard and to apply earlier knowledge. In a Year 4 physical education lesson where teaching was very good - the teacher organised and managed the pupils very well which encouraged pupils to be attentive and carry out instructions well. The lesson had good pace and pupils were not kept inactive long. Pupils were encouraged to reflect on their learning and evaluate their work and, through this, to improve their practice.
22. Even when teaching is good some staff tend to do too much for pupils limiting their independence; for example, in shared reading and writing activities in English. Staff frequently write and read for pupils when pupils' could take a more active role in their learning. They tend to use one model of shared reading and writing and do not adapt it according to the age, learning stage or needs of the pupils, and as a consequence this hinders progress and attainment of some pupils.
23. Teachers have satisfactory knowledge of National Curriculum subjects although this has improved through a lot of recent training in English about basic aspects of teaching literacy. Staff teach basic skills of speaking, literacy, numeracy and ICT skills appropriately. The teaching of literacy skills through all subjects of the curriculum is good, with many opportunities being planned in subjects such as history. Staff encourage very good listening skills and pupils listen very attentively in almost all lessons. Staff use a satisfactory range of teaching methods including whole class, group and individual work. Many staff use paired work well to reinforce learning and often combine this with the effective use of small white boards on which pupils note the outcomes of their discussions.
24. Staff manage pupils very well and show very good understanding of how to encourage very good behaviour and good involvement in activities. In most lessons they use good quality resources well to maintain pupils' interest and keep pupils on task; for example, the range of non-fiction and fiction in English lessons. In some lessons the pace is slow, particularly when staff do too much for pupils or introductions are too long, leaving little time for pupils to take an active role in their learning.
25. The quality of day-to-day assessments is unsatisfactory. Oral comments during lessons are often helpful in moving on pupils' learning and staff know pupils well in a general sense but marking is weak and inconsistent. It is up to date but frequently does not point out areas for development. Some marking is not positive, notably in books of some lower attaining pupils and this is likely to reduce their motivation. Assessment procedures are developing but this information is not fed back into lesson planning. For example, assessment sheets are completed by some support assistants for pupils with special educational needs or with English as an additional language, which contain good quality observations but are mostly stored in files. As a result teachers do not always use this information to plan the next stage of learning. Some assistants do not make ongoing assessments of pupils with whom they work. Teaching staff use too many standardised tests to assess attainment and organise groups but these do not give specific information to plan effectively for learning.

26. Staff use homework well to support learning appropriately, mainly in literacy and numeracy, though records of work carried out at home are not always complete.

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

27. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and religious education. Although this judgement is similar to the one reached at the time of the last inspection, there have been improvements since then. The National Strategies for Literacy and Numeracy have been implemented satisfactorily and the school has reviewed its planning to take into account the recommendations of national guidance. The school's provision for science and information and communications technology have improved to enable all elements of the subject to be taught. The school has adopted the national guidance in order to ensure the progressive development of pupils' knowledge, skills and understanding.
28. In response to the below average standards in English the school allocates a higher than average amount of time to the subject. This results in some imbalance in the time allocated for some subjects, particularly religious education and music. Teachers' short term planning is generally well structured, although the match of work to pupils' differing levels of attainment is not always specific enough. Although planning includes learning intentions for all lessons, in some subjects these are often too broad and do not identify clearly enough exactly what pupils are to be taught in order to achieve the objectives. The school is committed to ensuring that all pupils have equal access to what it offers.
29. The provision for pupils' personal, social and health education is satisfactory. The school has recently developed its policy for this aspect which is allocated regular teaching time. Sex education and the dangers of drugs' misuse are taught as part of the science lessons. Parents are well informed about the arrangements for sex education and have the right to withdraw pupils from these lessons. Visitors, such as the school nurse, a dentist and the community police are used in teaching pupils about aspects of health education.
30. The curriculum is enhanced by a good range of educational visits and visitors to school. Pupils' learning is supported well by a range of visits to places of interest both within the local area and to places further field. These include a number of museums linked to the work in history, local mills to support the work in geography and a neighbouring church in connection with religious education. Older pupils have the opportunity of a residential visit to an outdoor pursuits centre. The curriculum is further enriched by a wide range of visitors to school including theatre groups, authors and musicians, which successfully extend pupils' knowledge of the wider world.
31. The school is developing its links with other members of the local community, including the local church. Although there are few links with local business or industry, the school has formed links with the Pakistani Welfare Association, which supports the school by providing financial help for tutors to give additional help in a range of subjects. The school is also working with the 'Building Bridges' partnership, which helps to promote inter-faith understanding in school. There are good links with the local high school to which the pupils transfer and sound links with other primary schools in the area.
32. The provision for pupils' spiritual, moral, social and cultural education is satisfactory overall, with particular strengths in provision for pupils' moral and social development.
33. Provision for pupils' spiritual development is satisfactory. In their religious education lessons, pupils are provided with opportunities to explore the values and beliefs of others, including their own religious beliefs. However, the amount of time allocated to the subject does not give sufficient opportunity for these to be studied at sufficient depth. Within the school's assemblies, opportunities for spirituality are missed. There is no singing during assembly or music as pupils enter and leave to enable pupils to reflect on and appreciate the music that they hear. Although the pupils listen to stories that are read to them there is little interaction or opportunity for them to reflect on what they have heard. The school provides a good climate for learning and places great value on relationships and mutual respect. Teachers know their pupils well

and place great emphasis on valuing the contributions that each individual can make and treating their views and ideas with respect. Within lessons, there are some opportunities for pupils to reflect on poetry and literature within English and to appreciate works of a range of artists in art lessons, however occasions to promote this are not specifically considered within teachers' planning. Opportunities for encouraging pupils to reflect on the wonder of creativity of learning through art, music and science, for example, or the use of drama as a way of helping pupils to explore feelings and emotions do not feature strongly enough within the planned curriculum. Achievement is celebrated in special assemblies each week with acknowledgement of pupils' personal successes.

34. Provision for pupils' moral development is very good. The school places great emphasis on positive expectations of pupils' behaviour and how good conduct will be promoted through the school. The school is a friendly and harmonious community in which pupils show good levels of self-discipline and are taught to be considerate towards others. Pupils' moral development is largely promoted by the good relationships and expectations of good behaviour maintained by the staff and through the planned personal and social education lessons in which pupils learn to understand the difference between right and wrong and to explore moral issues.
35. The school makes good provision for pupils' social development. Teachers take care to include all pupils in lesson introductions and class discussions. They also provide many opportunities for pupils to work together, in pairs or in groups where they are encouraged to share their ideas and equipment with each other. Relationships between staff and pupils are very good. As a result of these secure relationships pupils are helped to become confident and develop a sense of belonging to the school community. Although the older pupils are given some opportunities to carry out duties such as helping at lunchtimes, there are few other opportunities for them to develop their sense of responsibility or use their initiative within other aspects of school life. Pupils' social development is further promoted and extended by their experiences on the residential visit and day visits.
36. Provision for pupils' cultural development is satisfactory. The pupils have opportunities to learn about other cultures within lessons such as literacy, history and art. In history for example they have the opportunity to consider the cultures of the past and in art they study the work of a number of artists. The pupils become aware of other faiths and traditions through their religious education lessons. In connection with these there has been a visit to a local church. Through their many visits to the theatre and local museums, for example, and visitors such as artists, theatre groups, authors and poets, pupils have many opportunities to extend their cultural experiences. Whilst there are some opportunities to enjoy the work of visiting musicians and for some pupils to learn to play musical instruments, opportunities to develop and experience a wide range of musical experiences are limited. This is largely as a result of the limited time given to the subject and the lack of a sufficiently high profile that the subject enjoys. Pupils are well-prepared to live in a multi-cultural society.
37. Pupils with special educational needs have good access to the full curriculum. The school has maintained this good aspect of provision found at the time of the previous inspection. Staff support pupils in class in all subjects and ensure they participate in a satisfactory range of activities. Similar work is planned for all pupils and, where this does not match pupils' learning needs, the progress of these pupils is reduced. Staff are trialling a computer program for writing Individual Education Plans (IEPs) but currently the co-ordinator for pupils with special educational needs (SENCO) is generating all IEPs after teachers have identified particular numbered targets from the program. Staff have yet to ensure that the program relates more consistently to the special needs of different pupils.
38. Pupils with English as an additional language have very good access to the curriculum mainly because of the good support from bilingual assistants who enable them to participate in all learning opportunities. Lesson activities are not always appropriate when staff do not plan according to the language needs of the pupils, although the in class support they receive from teachers and teaching assistants helps them to make satisfactory progress.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school makes good provision for the personal support, welfare and guidance of pupils. Care and concern for pupils are apparent in all aspects of the daily life of the school. Teachers know their pupils well and are able to provide a level of support and guidance that contributes to pupils' well being. Positive reinforcement and praise of pupils' academic and personal achievements are features of the school. Teachers show genuine kindness and concern for their pupils. Monitoring of pupils' personal development takes place on a largely informal basis by class teachers and is satisfactory overall.
40. The criteria for identifying pupils with special education needs are mainly test results, these are not specific enough and result in targets which relate largely to the test criteria and not sufficiently to their specific learning needs. Staff identify literacy and numeracy targets mainly. Where relevant, pupils with statements of special need have detailed and specific care plans developed with outside agencies. Staff discuss pupils informally but this does not always feed adequately into planning. Records for pupils with special educational needs are inconsistent. Not all support staff keep ongoing records and do not monitor progress well. It was difficult to follow the long-term progress of pupils because consecutive Individual Education Plans and other records are not stored sufficiently well to enable easy monitoring of progress.
41. Many bilingual assistants complete assessment feedback sheets during or after lessons, some of which are good evaluative statements detailing what pupils can do and what difficulties they have. On occasions assistants indicate what pupils need to learn next, however it is not clear how this information is used to inform future learning as these sheets do not influence class planning sufficiently. A small minority of assistants do not keep ongoing records and this is unsatisfactory. There are no formal records tracking the progress of pupils' acquisition of English, although the support for them in the classroom is good. Currently, staff identify pupils at an early stage of English language acquisition through the use of standardised tests which are inappropriate for this purpose. The school needs to develop an appropriate assessment system, which will give them appropriate information on which to plan for development of English.
42. The revised Code of Practice for pupils with special educational needs is implemented appropriately although some documentation still refers to the old stages of support. Training for teachers in the revised code has taken place.
43. The procedures for assessing pupils' progress have only recently been implemented and are being further refined by a capable and energetic member of the management team. Pupils' progress is charted as a result of a range of assessments, including optional end of year tests based on the National Curriculum. This provides useful data for the school to check on pupil progress. On the basis of this information, class, group and individual targets are set. However, as the process is relatively new this has yet to devolve into easily understood targets which, both pupils can follow and teachers can operate. Most importantly, this information needs to be used more effectively in the planning of lessons so that the range of abilities can be adequately covered and marking more focused on individual areas of improvement. Co-ordinators, while they have opportunities to check samples of work, need to use this information to have a secure understanding of what standards are like in their subjects.
44. The school has well-developed measures to promote good attendance, including close monitoring of attendance figures and thorough follow up of all unexplained absences. Most absences are due to parents taking their children on extended visits to Pakistan. Effective use is made of individual attendance certificates and class attendance trophies to provide incentives for pupils to attend well. Measures are also in place to promote parental awareness of the importance of good attendance. There is effective liaison with the educational welfare officer with regard to the very small number of persistent unauthorised absences. There is very effective promotion of good behaviour and discipline in school with a positive approach through praise and example and the use of a system of rewards and sanctions, which is well known and understood by all pupils.

45. Procedures for child protection and for ensuring pupils' welfare are good. There is a clearly written health and safety policy, which is kept up to date. Fire drills are carried out every term. The deputy headteacher chairs a committee, which is responsible for health and safety matters and includes several members of the governing body and the site supervisor who carries out regular safety inspections. A health and safety audit was carried out last year by the local authority. This raised minor issues relating to risk assessments, which the school has since addressed. Several members of staff have received first aid training and well-stocked first aid boxes are maintained throughout the school.
46. There is a clearly defined child protection policy and a member of the teaching staff effectively carries out the duties and responsibilities of child protection co-ordinator. The child protection co-ordinator has received training in child protection and related issues and ensures that the relevant procedures are known to and understood by teaching and non-teaching staff. The school is successful in promoting the health, safety, care and protection of its, including internet safety.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. A substantial majority of the parents who responded to the questionnaire sent out prior to the inspection either strongly agreed or tended to agree with all of the positive statements about the school contained in the questionnaire. However twenty per cent did not feel that the children received the right amount of work to do at home and nineteen per cent did not feel well informed about their children's progress. In contrast all parents at the pre-inspection meeting were positive about these aspects of the school's relationships with parents. However, the inspection team judge that these criticisms are unfounded. Good information is provided to parents about the school and pupils' work and progress. The information is given through regular newsletters and topic sheets, annual reports and parents' meetings twice a year. Parents are also welcomed in school to discuss their children's progress informally.
48. Parental involvement with their children's work at home mainly takes the form of helping with reading, spelling, mathematics and topic work. Parents are encouraged to share books with their children at home and to communicate with the class teacher via the reading diary. This provides a valuable additional form of communication between parents and the school. A curriculum workshop on numeracy was held for parents last year and there are plans to run similar workshops on literacy and science in the near future.
49. Liaison with parents and carers of pupils with special educational needs is good particularly for those with statements of special need; for example, some special support assistants liaise frequently with parents and carers informally and formally. Liaison with external agencies is generally good.
50. Bilingual assistants are readily available to act as interpreters in formal meetings and for telephone conversations with families for whom English is an additional language; or translators for reports and this is a strength of the provision. They are also available before and after school for informal meetings, and this enables the school to liaise effectively with families. An interpreter was available for the pre-inspection meeting to enable parents and carers to express their views to the inspection team.
51. The school does not have a Parents' Association at present and there are no fund raising activities or social events organised by parents.
52. Some parents are involved in helping in the classroom in a variety of ways, particularly with reading and practical activities. This help provides a useful contribution to the work of the school. Parents are actively encouraged to help in this way but response is limited. Parents also accompany pupils on educational visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The school is at a transition point in its leadership and management. The previous headteacher, who suffered from a protracted illness and who died in post last October, was strongly committed to the school and managed many crucial areas of the administration of the school, such as financial monitoring and performance management, single-handed. As a consequence, other members of the senior management team did not have sufficient opportunities to develop the range of management skills to quickly take over the running of the school at his demise. The deputy headteacher was made acting headteacher and two members of staff were promoted temporarily to complete a management team, consisting of an acting deputy and a member responsible for the development of assessment, recording and reporting. Nevertheless, while progress has been relatively slow, they have managed to complete the performance management cycle in which teachers work to specific targets for improvement and to develop procedures for tracking pupil progress. There is still much to accomplish but they are providing satisfactory leadership and management in the interim.
54. Governors have a satisfactory knowledge of the strengths and weaknesses of the school and priorities for improvement. Appropriate governing body committees are in place, and they work effectively to ensure that the statutory requirements are met. The headteacher provides regular information to enable governors to compare the school's performance nationally and with other schools. However, governors would benefit from receiving information from a range of representatives from the school and to make regular and focused visits to lessons. Furthermore, there is a very high representation of governors who regularly attend who come from the school community. While their commitment is much appreciated, the governing body needs the perspectives from those who are not directly employed by the school.
55. The governing body seeks to secure best quality and value when purchasing resources and arranging for work to be completed and the local authority now assists the school in monitoring its spending. In recent years the improvements in standards in ICT is an illustration in the successful targeting of spending. The governing body is also aware of the need to improve literacy skills and this is reflected in the high spending on non-fiction books and the employment of bilingual assistants. Best value practice needs to be extended into establishing success criteria in development planning so that the spending decisions can be readily evaluated.
56. The School Development Plan was produced during an uncertain time last year and shows a number of weaknesses as a planning document. There is insufficient distinction between important and lesser priorities, as well as between priorities and actions to be taken. Some important priorities, such as raising standards in mathematics are not featured nor the need to ensure that assessment is built into teachers' planning as well as the need to improve boys' performance. The steps taken to achieve the school's targets need to be shown in a structured way, persons responsible with a timescales attached and the criteria identified by which success can be measured.
57. Satisfactory use is made of the available funding and governors are aware of the adjustments they must make to meet falling rolls, for example a temporary teacher contract will not be renewed and mixed age classes will be created. The school has high pupil costs, largely to meet the needs of its bilingual population. Money spent on teaching assistants is well spent but there is a need to ensure that funding grants such as that for Ethnic Minority Achievement Grant is used for better focused support.
58. Curriculum co-ordinators have a reasonable view of their subject through monitoring planning and through sampling pupils' work. This enables them to produce a development plan for their area of responsibility. However, while this is helpful in improving coverage there is insufficient focus on the actual standards achieved and the actions necessary to raise those standards.
59. Satisfactory arrangements exist for checking the quality of teaching, but this is largely confined to the performance management cycle and monitoring needs to occur more frequently. Prior to this year, the reviewing of teachers' performance was conducted by the headteacher solely and members of the senior management team do not yet have sufficient expertise in this important

area of monitoring the work of the school. Nevertheless, teacher targets are focused on improvement of pupil performance as well as the priorities outlined in the school development plan.

60. Staff development opportunities are identified through the performance management process as well as by more informal methods. Teachers, support staff and governors are given opportunities to attend relevant professional development courses. All teachers are associate tutors for student teachers, who train regularly at the school. However, the school does accept a high number of students and some teachers comment on the break in continuity in the pupils' learning that comes from this practice.
61. There is an experienced special educational needs co-ordinator (SENCO) but currently she has too little time to manage the provision for these pupils because she has several other important roles in the school. There is no formal monitoring of the quality of teaching or support. The register is up-to date and adapted appropriately when pupils leave or join the school. The funding for pupils with special educational needs is not sufficiently monitored to ensure that provision is used specifically to support targeted pupils.
62. The acting headteacher takes on the role of co-ordinator for pupils with English as an additional language and for managing the Ethnic Minority Achievement Grant (EMAG). There is no formal register-listing pupils who are entitled to support from the EMAG funds or for noting specific levels of fluency in English. Nevertheless, the school effectively plans to ensure there are equal opportunities for all its pupils.
63. There is a satisfactory management of resources and this contributes significantly to the good provision for its pupils. The school has carried forward about twenty per cent of its budget but this was largely due to the determination of the school governors to minimise the difficulties encountered this year and next in meeting good staffing and pupil ratios. It was also a time of insecure monitoring procedures, which has now been rectified by the inclusion of the local authority financial monitoring services and this is having a beneficial impact on the spending allocation for pupils with special educational needs and those with English as an additional language. The school has sufficient suitably qualified and experienced teachers to meet the demands of the curriculum for pupils at all stages of their education and they are managed and deployed satisfactorily. Despite the school being old and difficult to maintain the caretaker and cleaners keep the school in a high order of cleanliness and teachers make classrooms bright and attractive places in which to learn.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to raise standards and quality of work, the governing body, the newly appointed headteacher and staff should:
 1. Raise standards in English, mathematics and science by:
 - Analysing assessment information to identify areas for improvement;
 - Produce an agreed action plan for tackling these deficiencies;
 - Monitor and evaluate the results of the actions taken.(Paragraphs 1,5,6,8,43,69,70,71,73,74,75,84,85,88,91,93)
 2. Monitoring and evaluating the school's performance so that priorities can be more rigorously identified and action taken to raise standards in by:
 - Ensuring that members of the senior management team are trained to monitor teaching and learning;
 - Ensuring that there is regular feedback to teachers on their performance, indicating areas for improvement.(Paragraphs 2,43,53,59,61,62, 68,81,104)

3. Using assessment information so that planning can meet the range of abilities in all subjects by:
 - Developing individual targets for pupils;
 - Ensuring that these are easily understood by pupils and operated by teachers.(Paragraphs 17,20,25,28, 40, 76,83, 107, 112)
4. Ensuring that co-ordinator reviews of their subjects are focused on raising standards by:
 - Maintaining the practice of scrutinising pupils' work;
 - Ensuring that co-ordinators come to a view about standards overall as well as those of different groups of pupils;
 - Reviewing planning and monitoring teaching to ensure that this information is being used to set targets.(Paragraphs 58,61, 78, 86,95, 108,113,125,134)
5. The identification of, and provision for, the specific needs of those pupils with early English language acquisition by:
 - Evaluating the specific language needs of pupils;
 - Ensuring that teachers and teaching assistants are aware of these specific needs;
 - Monitoring practice to ensure that these needs are being addressed.(Paragraphs 4,18,38,41,62)
6. Improving the quality of School Development Planning by ensuring that:
 - Priorities are clearly identified;
 - Planning shows the involvement of all key individuals and groups;
 - Planning shows well structured and detailed plans for addressing the priorities.(Paragraph 56)
7. Improve the provision for pupils with special educational needs by:
 - Ensuring that teachers plan more effectively to meet their needs;
 - Provide sufficient time to ensure the Special Needs Co-ordinator can monitor this provision.(Paragraphs 3,25,37,40,61,77,80,83,87)

Minor Issue

Increasing the representation outside of the school community on the governing body by:

- Ensuring the balance of representatives reflects the need for sufficient regular attenders of the governing body to be outside the governing body;
- Attempting to recruit governors with particular expertise that may be of value to the school.

(Paragraph 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	19	21	0	0	0
Percentage	0	5	45	50	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3–Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	192
Number of full-time pupils known to be eligible for free school meals	N/A	59

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	184

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	36	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	15
	Girls	28	22	29
	Total	39	33	44
Percentage of pupils at NC level 4 or above	School	61 (63)	51 (53)	68 (75)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	13
	Girls	26	25	24
	Total	33	35	37
Percentage of pupils at NC level 4 or above	School	51 (49)	54 (42)	57 (48)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
6	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
186	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	19.7
Average class size	24

Education support staff: Y3– Y6

Total number of education support staff	13
Total aggregate hours worked per week	335

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	627,990
Total expenditure	602,505
Expenditure per pupil	2,750
Balance brought forward from previous year	-97,675
Balance carried forward to next year	94,562

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	193
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	6	1	0
My child is making good progress in school.	35	61	3	0	1
Behaviour in the school is good.	55	35	0	0	10
My child gets the right amount of work to do at home.	44	33	13	7	3
The teaching is good.	50	40	3	0	7
I am kept well informed about how my child is getting on.	30	47	13	6	4
I would feel comfortable about approaching the school with questions or a problem.	45	38	10	0	7
The school expects my child to work hard and achieve his or her best.	54	42	4	0	0
The school works closely with parents.	42	39	8	7	4
The school is well led and managed.	51	36	3	3	7
The school is helping my child become mature and responsible.	58	36	1	0	6
The school provides an interesting range of activities outside lessons.	49	40	4	1	6

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

ENGLISH

65. By the end of Year 6, pupils' attainment in the 2002 tests was well below the national average for all schools and below compared to prior attainment (results attained in the national tests at the end of Year 2). Their performance was in line with the average for similar schools. The performance of boys was significantly below the national average for girls. Boys' performance was also very significantly below the national average. Boys do start from a lower literacy level than the girls and make up a large proportion of pupils with special educational needs.
66. Inspection evidence over a broader range of work indicates that pupils' attainment is well above average in listening, average in handwriting and below average in speaking, reading, writing and spelling by the end of Year 6. The school has improved standards in listening, maintained standards in handwriting but standards are lower in speaking, reading, writing and spelling compared with the previous inspection. However, assessment information on pupils' entry to the junior school indicates that they are usually below the average in literacy. Pupils do achieve their expectation and the school met its literacy targets in 2002. This year's Year 3, however, differs from previous years in being broadly in line with national expectations.
67. Progress of pupils with special educational needs is satisfactory in relation to the targets in their Individual Education Plans. The vast majority of pupils speak English as an additional language so judgement of their attainment is the same as those for the school population. The results of the very few white British pupils are in line with the school's results
68. Pupils' listening skills are well above average. Most pupils listen very attentively to staff and peers in whole class or small group sessions; for example, when listening to stories or poems or in the introductory sessions of lessons. Even when introductory sessions are too long, most pupils still listen very well at all times. Generally, staff hold pupils' attention through lively, interactive questioning. A very small minority, mainly some older boys, do not listen well on a few occasions.
69. Pupils' speaking skills are below the national average mainly because some staff do not always encourage pupils to speak with appropriate volume so that they can be heard, particularly in larger groups or whole class situations. This reduces the value of their contributions to lessons. Sometimes staff repeat what pupils have said for the benefit of the rest of the class but this does not help pupils gain confidence and experience in this important skill. Staff do not always encourage pupils to face their listeners when speaking, to aid clarity. Conversely, some teachers are vigilant in helping pupils to pronounce words accurately and to construct grammatically correct responses in sufficient volume. Overall, this is a similar finding to that of the previous inspection and therefore has not improved sufficiently. Staff frequently plan paired work and this is very effective in improving more informal speaking skills. A number of pupils speak confidently to visitors and those who read to inspectors talked appropriately about the books they had read.
70. By the end of Year 6, reading attainment is below average although a number of the pupils who read to inspectors were good readers. Most of these pupils showed interest and enjoyment in reading and talking about books. Pupils from Year 6 generally read accurately with developing fluency and expression, although most wanted to read familiar texts. The higher attaining pupils are very fluent, accurate readers with good understanding. Pupils in Year 5 showed understanding and were developing independence in their reading although a lower attaining pupil stumbled over words such as 'fierce'. Pupils in Year 4 are generally accurate with some fluency although individuals mispronounce words such as 'sewed'. Pupils in Year 3 read simple texts accurately, showing understanding, and express opinions about events in the stories. One higher attaining reader was an independent, fluent reader able to refer to the text to support viewpoints. A feature of the reading is that even if pupils read accurately, they are not always expressive readers. A minority of pupils, even the oldest and those assessed as average by staff, confused fiction and non-fiction. However, almost all were able to describe or use indexes, contents' pages and glossaries. Many pupils read at home, some visit local

libraries with their families and have a large number of books at home. Parents and carers contribute to pupils' progress in reading. One pupil in Year 6 talked about using audio-taped materials which influenced his choice of book - this is a good strategy - however since pupils began practising for tests this resource has not been used and this is inappropriate.

71. Reading diaries, 'Everyone Reading In Class' (ERIC) records and group reading records are not used consistently across the school or even within classes, which reduces the effectiveness in monitoring pupils' progress. In one Year 6 class, the teacher had written good, interesting comments in reading diaries. However, guided reading and ERIC records are frequently limited to a list of the books the pupil has read. In some classes there are a few entries in the records of lower and average-attaining pupils indicating that these pupils do not read an adequate number of texts. Staff use a very helpful checklist in ERIC records, which pupils use to record the types of books they have chosen. This practice provides a good monitoring system for checking the range of books individual pupils read.
72. The library is large, spacious and organised well with a good number of books to cover the subjects of the National Curriculum. Support assistants contribute significantly to the use and availability of this good provision, enabling pupils to have regular access to this facility. In one lesson pupils were encouraged to organise themselves to visit the library on a rota, which they did so effectively.
73. Writing standards are below average. In lessons, some pupils in Year 6 were making notes about characters and settings when comparing stories by the author, Robert Westall. Others wrote sentences using connectives such as 'because'. In both classes, staff give too many prompts to pupils either through resources such as flashcards or too much verbal input. This means that pupils do not write as independently as would be expected at this stage of learning. Pupils in Year 5 were drafting letters to the council to persuade them to take action over a local playground. Many recognised embedded clauses and individuals noted how commas mark these clauses. Pupils contributed ideas and vocabulary to the shared writing with the teacher and, in groups, they completed an introduction to the letter. This was a worthwhile activity and showed good links with geography. In another class higher attaining pupils wrote conversation poems fluently and confidently; some used the computer to draft their poems. The majority needed adult support to follow the example set by the teacher. In one lesson in Year 3, pupils used indexes to find information and recorded this appropriately. There are examples of good extended writing in all classes and pupils are given some opportunities to redraft their work.
74. It was sometimes difficult to judge pupils' attainment in spelling because pupils are frequently given examples of writing which already include the necessary vocabulary. Pupils are required to learn lists of familiar words or those connected to the topics they are studying. Key vocabulary is displayed in classrooms, particularly those needed for the lesson and pupils use dictionaries and thesauruses for unfamiliar words. Most pupils make some attempt at the spelling by sounding out the word. Some teachers however, do not always reinforce spellings sufficiently or correct every spelling which can be de-motivating for the pupil.
75. Standards of handwriting are average. Pupils write in a joined style from when they enter the school. Presentation of most work is satisfactory or better although there is some very untidy work in books even of higher attaining pupils.
76. During the inspection, pupils used information and communication technology in a few English lessons and there is evidence of the use of ICT skills such as word processing to support literacy in other subjects, most notably in history, where pupils also produced a multi-media presentation on the six wives of Henry VIII.
77. The quality of teaching has been broadly maintained since the previous inspection although teaching is satisfactory overall now rather than good. It was good in half of the lessons observed. Where teaching is good, teachers have very effective class control, involve pupils through the use of good questioning and lively interactions and give clear explanations. Some maintain pupils' interest and concentration through enthusiasm and brisk pace. Teaching assistants and teachers work together well to support learning. Teaching assistants contribute well to pupils' learning, notably in group work. Strategies for teaching literacy are implemented

appropriately. Lesson planning is frequently detailed and staff attempt to make activities interesting but it is not always clear how the tasks relate to pupils' learning needs; for example, those with special educational needs and those at the early stages of learning English. The detail usually relates to the structure of the lesson. Teachers frequently do too much for pupils; for example, they do not involve them sufficiently in shared reading and writing activities, sometimes not even at the ideas stage. Some whole class introductions are too long and too little time is left for pupils' independent work. In a minority of lessons the final plenary is virtually the same as the introductory session, indicating minimal progress. Work in books shows that very similar work is planned for all pupils, with little recognition of their different needs; this limits attainment and progress. Marking is up to date and some comments are helpful but do not always identify how pupils could improve. There is some positive marking but some negative marking that is unlikely to encourage pupils' self-esteem or improvement. In some classes, work in books finished in the Spring term and since then pupils have spent most of the time practising for the national tests. This does not encourage good attainment or progress.

78. The new subject co-ordinator is well-qualified for the role and the subject is satisfactorily managed. With the help of a local authority consultant, she has carried out helpful audits of books and some limited observation of teaching. Staff have participated in several training sessions recently to improve awareness of teaching and planning issues. Some literacy training is late in comparison with schools nationally but is beginning to lead to improvements in standards, for example in Years 3 and 4.

MATHEMATICS

79. Standards attained by pupils at the end of Year 6 are below those expected. Inspection findings are similar to the results achieved by the pupils in the National Curriculum tests in 2002. The achievement of the pupils has remained stubbornly well below average over the past five years. This is largely because there are too few pupils achieving at the average and above average levels. The standards achieved by the pupils in the current Year 6 were below average on entry to the school and their progress has been just satisfactory over time. However, indications are that the standards achieved by the current Year 3 on entry to the school are broadly in line with the average. Together with the potentially higher achievements of these pupils on entry, alongside the improvements in the school's provision, indications are that standards at the end of Year 6 should improve as the measures taken by the school begin to have a full impact.
80. Since the last inspection, when standards were stated to be just below average, the school has introduced the National Numeracy Strategy, which is supported by a commercially produced mathematics scheme. This has led to clearer planning of the curriculum, training for teachers and some booster classes for the higher-attaining pupils. However, teachers do not always use these schemes with sufficient flexibility to provide work that is precisely matched to the needs and abilities of all pupils and therefore to build accurately on what the pupils know and can do. Additionally, although the school has developed satisfactory procedures to track pupils' progress, this information is not used sufficiently well to ensure that pupils of all abilities are given work that is matched to their capabilities. In many lessons, all pupils are given the same tasks, regardless of their abilities. As a result those pupils who are potentially higher attainers are not always sufficiently well challenged whilst those who are below average often struggle unsuccessfully to understand and develop their knowledge at an appropriate level.
81. There is a difference between the achievement of boys and girls, with the standards achieved by the boys being below that of the girls. This difference is largely focused on the expectations of boys compared to girls in the community generally, which impinges on the achievement of some of the older boys.
82. Overall, pupils make satisfactory progress and standards are close to the national expectations in Years 3 to 5. However, standards in Year 6 are below average and pupils complete relatively little work at the higher level 5. Pupils' earlier work shows that the average and higher-attaining pupils have a sound grasp of addition, subtraction, multiplication and division of large

numbers. Most know their multiplication tables and apply this knowledge to their investigations of number patterns and calculations. Pupils calculate fractional parts of quantities and understand the equivalent values of fractions, decimals and percentages. They understand co-ordinates in four quadrants, which necessitates their understanding and use of negative numbers. They use measure appropriately to work out the area and perimeter of shapes and understand the differences between acute, obtuse and right angles and have a satisfactory knowledge of 3-dimensional shapes. The lower attaining pupils follow a similar pattern of work but indications are that in many instances they lack understanding and are not secure in their knowledge. Several are not secure in the recall of number facts to 20 or their 'times tables'.

83. During the inspection, the quality of teaching ranged from very good to satisfactory. However, the analyses of pupils' work points to overall satisfactory teaching. Common strengths of the teaching include very effective class management and good relationships, which result in pupils' good attitudes to learning and good behaviour. Teachers focus on the use of correct mathematical language and the requirement that pupils should explain their methods. Other strengths of the teaching include the appropriate use of resources and the use of high level of support given by classroom assistants, who are involved in the planning. Most lessons contain a good mental session at the beginning with practical tasks and explanations, which involves all the pupils, and they also finish with some form of recap of the learning intentions. These are always shared with the pupils at the start of lessons but not always in language that is readily understood by pupils. In the better lessons, teachers have very secure subject knowledge and understanding, which is reflected in the good level of questioning that is challenging. Weaknesses in the teaching are that all pupils complete the same tasks, which do not take into sufficient account pupils' prior attainment. As a consequence the higher attaining pupils are not sufficiently challenged and the lower attaining pupils are not secure in what they have learned. A further weakness lies in the marking of pupils' work. Although marking is regular, there is little indication of what the child needs to do to improve and, in some instances, work is unfinished and not marked at all.
84. Pupils are given opportunities to use mathematics to help their learning in lessons such as science and design and technology; for example in science when recording data and findings in tables and graphs, and also in design and technology when pupils use their measuring skills in baking and when constructing models. There are limited opportunities for pupils to use ICT to support their learning in mathematics. This is largely due to the lack of sufficient available software. The school has identified this as an area of weakness and made it one of the priorities for development.
85. The arrangements for the assessment and recording of pupils' attainment and progress are satisfactory. Teachers test pupils at the end of each unit of work and there are also formal tests, which are used to track pupils' progress and set group targets. However, the results of these tests are not yet translated into individual targets that are shared with the pupils or sufficiently well used to plan work that more closely matches the needs of all abilities.
86. Leadership and management are satisfactory with some good features. The co-ordinator is involved in a range of monitoring that covers lessons, teachers' planning and pupils' work. Although this has been successful in ensuring a consistency in teaching, the monitoring and evaluation of pupils' achievements lacks rigour in identifying weaknesses. Resources and equipment to support work in mathematics are good and are used well to support learning.

SCIENCE

87. In the 2002 national assessment tests for Year 6, pupils' results were well below national averages. Inspection findings, based on analysis of pupils' books and observation of pupils working in the classroom, are that standards are now below national expectations. There is little difference between the performance of girls and boys. Nevertheless, this represents slow if satisfactory progress since the last inspection.

88. By Year 6, all pupils including those with special educational needs achieve satisfactorily in acquiring scientific knowledge and understanding. They gain knowledge of a limited range of scientific terms when, for example, they closely observe flowers to identify the parts. Their findings are recorded on prepared worksheets but many pupils have a below average recall of common parts and their functions in the plant's life cycle. Pupils' investigational skills are promoted satisfactorily through a number of experiments conducted throughout the year. The higher attaining pupils are able to suggest the form investigations might take and to predict outcomes with accuracy. The majority of pupils are reliant on teachers to supply many of the answers for them. Pupils record the progress of their experiments in various ways, for example in graphs and tables. Teachers provide prompts for pupils to report on the various stages of experiments but as a majority of pupils show below average language skills, reports are short and sometimes unfinished.
89. Many pupils experience difficulties because of low literacy levels in English with the terminology and this hinders progress. In one lesson a group of pupils found difficulty in understanding the concept of 'seashore' as a place that can provide a wide range of habitats for life. Though teachers introduce new terminology with care, there remains a need for a more immediate practical and visual approach to make the process more effective in day to day teaching. This is recognised by teachers when they take pupils on educational visits to such places as Windermere. Pupils speak with excitement and good recall of their discoveries of the different ways in which fish and other animals adapt to their environment.
90. Most pupils recognise the need for fair testing when conducting experiments. In an experiment by Year 6 pupils to investigate material that may make up a seashore habitat most recognise that experiments should feature only one variable if results are to be clear and secure. They carefully measure the amount of water to be introduced or the depth of sand or gravel it is to pass through in order to determine water flow through different materials. They time the experiments, aiming for accuracy and record the results carefully.
91. Though pupils do record all their experiments, there is an inconsistency across the school in the way these are set out. There is too much reliance on the use of commercially produced worksheets when a simple written account, if necessary supported by a structured writing template, would give pupils the opportunity to develop their literacy skills more competently.
92. Teaching is satisfactory overall and in a number of classes it is consistently good. Where it is good teachers structure lessons well, introductions are clear and inform pupils of what they are to do and what they are going to learn. Activities are interesting and are matched well to pupils' abilities. The planning of the work takes into account the contributions of ICT to support the pupils' learning, for example in linking a microscope to a computer screen so that pupils could see the detail of a minibeast. Summary sessions that successfully recapitulate what has been learned, identify and praise progress and test understanding. This was so in a lesson in Year 6 that dealt with organisms that live in water. This lesson also featured the careful introduction of key words and phrases at the start of the lesson to ensure better understanding of the content. The better lessons also feature good use of question and answer to test understanding as well as to extend learning. Teachers are generally well prepared for lessons and this ensures that little time is lost for learning. Classroom assistants are well prepared and are used well to support individuals and groups of pupils whose needs are well identified. They contribute a great deal to learning, particularly when they are working with pupils with special educational needs. Their good support ensures that all pupils have equality of access to the subject.
93. In the best lessons behaviour is very well managed. Teachers and classroom assistants take a real interest in the pupils and relationships as a consequence are very good. This disposes pupils very well to the process of learning, which they see as enjoyable. In all classes teachers plan well for individual needs and offer appropriate activities that match ability. This promotes individual learning well. Where teaching is only satisfactory the pace of lessons is slow.
94. Pupils demonstrate good attitudes to learning in their science lessons. They enjoy the practical aspects of scientific investigation in particular and involve themselves in activities with enthusiasm and interest. They listen to and follow instruction very well. They enjoy learning about science.

95. Science is well managed in the school. The co-ordinator has a very clear vision for the development of the subject. She recognises that there needs to be professional development, particularly for scientific investigation in order to improve standards in the subject. There is a pressing need for her to be allocated time to check on the teaching and learning in science to be able to more accurately identify areas of strength and weakness in the subject in order to plan for improvement.

ART AND DESIGN

96. Standards in art and design are in line with those expected by the end of Year 6. These findings are similar to those at the last inspection. Pupils achieve satisfactorily overall. However, the rate of progress is slower in some classes as a result of the limited time allocated to the subject.
97. Pupils in Years 3 to 6 work with a range of tools and materials appropriately. Much of the work in art is linked to activities in other subjects. For example, pupils in Year 3 have developed their skills in designing mosaic patterns linked with their work about the Romans in history and have further developed their skills in designing symmetrical patterns linked to mathematics. In one lesson the pupils used a good range of techniques and materials to produce pictures of owls, linked to their work about animals and birds. They have used paper strips and plastic bags to produce intricate woven patterns. The pupils study the work of a range of well-known European artists, however, there is insufficient attention paid to the work of artists from other cultures.
98. Pupils are given regular opportunities to study the work of other artists. For example pupils in Year 6 study the work of LS Lowry and create effective pictures in his style. They have used the designs created by William Morris to create stimulating patterns for Victorian tiles. In one lesson seen, pupils in Year 4 developed their observational skills satisfactorily when drawing still life pictures of plants. They concentrated well and paid close attention to the shape and lines of the plants. Previously they have produced some good work in their study of pattern and printing by experimenting with shades of colour to create their pictures. In Year 5 the pupils have worked well with a visiting artist to make clay tiles with decorated letters showing the school's name. These have been put together to create an attractive ceramic panel in the school's entrance. They have continued to develop their ability to weave using wool and experiment with a range of other materials in connection with their work in local history and have produced well-made 'rag rugs'.
99. The use of information and communication technology to aid learning is not sufficiently developed. Although all pupils have sketchbooks in which to try out their initial ideas, these are not used as well as they could be in some classes, where there is less use made of drafting ideas.
100. In the lessons seen, the quality of teaching was satisfactory overall. Lesson planning is generally clear, materials and equipment are well prepared and class management is good. The teachers' subject knowledge is generally sound so that pupils have the opportunity to work with a range of media and develop the necessary techniques. However, there is a lack of confidence in some instances when teachers lack sufficient knowledge to develop the pupils' skills to a higher level. This limits the rate of progress and standards.
101. The co-ordinator is knowledgeable and enthusiastic and offers good support to her colleagues; she manages the subject satisfactorily. She monitors pupils' work by sampling sketchbooks and through discussion with teachers. Since the last inspection, the school has organised visits from a range of artists who have had a significant impact on the standards that the pupils have achieved and broadened their experiences on these occasions. Currently there are no formal procedures for assessing pupils' work although there is a portfolio of the pupils' work, which provides useful examples of levelled work to assist teachers in making their assessments.

DESIGN AND TECHNOLOGY

102. During the inspection it was not possible to see any lessons, therefore it is not possible to make a judgement about the quality of teaching. However, from the evidence of work on display, standards at the end of Year 6 are in line with those expected, including pupils' with special educational needs and pupils' achievement is satisfactory. Since the previous inspection, the school has implemented the recommendations of national guidance as its scheme of work and as a result skills are built on more systematically. This has resulted in pupils achieving improved standards.
103. In order to provide sufficient time for the subject to be taught more effectively, the school has recently introduced design and technology weeks when lessons are planned to take place over the afternoons of a week each term. At the end of these weeks the work from all classes is celebrated in displays in the hall.. This approach has helped to ensure that pupils have sufficient time to study the subject in more depth and helped to raise standards.
104. Pupils in Year 6 have designed and made working models of a fairground ride. They have applied their knowledge of electrical circuits from their science lessons, to make them work. Other work from Year 6 pupils has included designing and making a 'zoetrope'. The pupils have researched, planned and designed their models before creating and building them and evaluating the success of these criteria produced and discussed by the pupils themselves. In the work seen across the school there were good examples of the development of the skills of designing, planning, making and evaluating work. Work is often linked to other subjects. Recent work includes the designing and making of sandwiches in Year 3 and making a basic pneumatic system that works a simple mechanism. In Year 4, pupils have designed and made a range of 'pop up' books and have also applied their knowledge of circuits from their science lessons when making torches that work. In Year 5, the pupils have linked their work to religious education, designing and making biscuits for particular occasions, for example celebrating Eid, and have after examining a number of cams, applied their knowledge to building simple moving models using a range of materials.
105. The co-ordinator has recently taken over responsibility for the subject. During a relatively short time she has worked hard to develop design technology within the school. She provides good support and ensures that the planned activities are resourced appropriately but she has not yet checked on the quality of teaching within classes. She has updated school planning by ensuring that the recommendations of the national guidance are securely in place. There are currently no procedures for assessing and recording the development of pupils' skills and achievements as they move through the school. Resources for the subject are adequate but insufficient use is made of ICT.

GEOGRAPHY

106. Standards in geography are broadly in line with what is expected at the end of Year 6, and pupils make satisfactory progress. These standards have been maintained since the previous inspection. Pupils with special educational needs make similar progress to their classmates because of the good level of support in the classroom. During the inspection week three lessons were observed, and samples of pupils' work and the co-ordinator's portfolio of work were examined. The school has adopted the national guidelines for a scheme of work, which is taught through topics.. Teachers plan together and this enables expertise to be shared and for pupils in the same year group to receive similar learning experiences. Good attention is paid to covering the content of geography as well as the development of geographical skills and understanding.
107. By the end of Year 6, pupils have a good basic knowledge of continents and oceans of the world as well as the countries and capitals of the United Kingdom. Lower attaining pupils sometimes confuse the capital with the country. They are aware of and can explain some of the environmental dangers, such as acid rain and carbon dioxide emissions and the destruction of the rainforests. In Year 3 average and above average-attaining pupils interpret a simple plan of classroom layout into three-dimensional objects and vice versa. They understand the

meaning of their address and provide simple but accurate routes from their home to school. Most pupils have an understanding of climate and how climate affects different types of environments, for example in the creation of deserts or rainforests. In a good Year 3 lesson, most pupils were able to provide a rudimentary list of the characteristics of economically developing countries in their study of Chembakoli, a village in India and contrast those with their own environment. More able pupils were able to explain the absence of amenities, such as roads and hospitals, while lower-attaining pupils completed basic tasks on houses and clothes. Through the good use of photographic resources, pupils came to appreciate that there are a variety of groups, rich and poor, in India and as a consequence were able to avoid the dangers of stereotyping. Above average and average-attaining pupils in Years 4 and 5 understand the distinction between natural and man-made features and can indicate the differences on a map. They became particularly enlivened when studying the impact of political decisions on their immediate environment, for example over plans by the local authority to redevelop their local area and the possible dispersal of their community. This theme linked well with their English lesson when they produced a piece of persuasive writing to send to the local authority. The impact and relevance of geography was also reinforced in a Year 5 class when they produced a survey of play areas in their locality, concluding that there were few facilities. Most pupils at this age understood the importance of water sources in the environment as well as the potential hazards relating to this feature. In a satisfactory lesson, pupils were able to point out some contrasts between their own town and the seaside resort of Llandudno, through the interpretation of maps. Above average pupils had little difficulty in locating these differences and used co-ordinates correctly to pinpoint their location. Average attaining pupils needed more prompting and below average pupils were unsure of the use of co-ordinates to locate features on a map. Most pupils were unsure of orientating the compass points to locate features on the map. A good summary at the end of the lesson engaged pupils' interest. The sides of a dice were marked with an 'S' or a 'D', standing for 'Similarity' and 'Difference'. Pupils enjoyed giving a comparative example between Nelson and Llandudno. In a Year 6 class pupils tackled, if noisily, a range of secondary sources based on their visit to the Lake District. Most pupils used the information to produce a reasonable summary of the main attractions they had visited as a tourist guide. However, there were a number of pupils who were a little uncertain of using a key to interpret symbols on a map, although the average and above average were confident about using co-ordinates to pinpoint locations.

108. Teaching is satisfactory overall and sometimes good. Lessons are well planned with interesting activities, with a good range of different learning experiences. Teachers' vary the composition of partnerships and groups in the class well but there is an over-reliance on teacher support. In planning lessons, teachers do not take enough account of what they know about pupils' prior learning in order to accurately meet the needs of pupils of different abilities. There is an over use of worksheets, which limits the opportunities to stretch the higher attaining pupils. Marking is variable. Where it is good, teachers' comments are focused to help pupils to improve in geography but in most instances it is a cursory tick and often only on the quality of English. Pupils use ICT satisfactorily to research geographical topics on the internet and to draft work.
109. The co-ordinator has a good knowledge of the requirements for the subject. However, while teachers' planning and pupils' work are checked, there is insufficient focus on what needs to be done to raise standards.

HISTORY

110. It was only possible to see one lesson during the course of the inspection week because of the school's timetabling but it was possible to come to a judgement through broader evidence based pupils' work in books and in displays work and in talking to pupils. Standards are broadly in line with those expected by the end of Year 6, and all pupils make satisfactory progress. This represents a maintenance of standards since the previous inspection. The school uses national guidance satisfactorily for planning the teaching of topics in history, which is enhanced through a good range visits and visitors to school.

111. Pupils enjoy studying history a great deal. They responded very positively when asked about their favourite subject. Many replied that it was history and this was endorsed by parents at their meeting with the Inspectors. The school has deliberately increased the time allocation for this subject not only because it motivates pupils but it is used as an effective vehicle for developing pupils' literacy skills, particularly in writing. Average- and above average-attaining pupils show a satisfactory understanding of the Romans in Britain. Work is well presented and pupils display a satisfactory empathetic understanding of what it must have been like for a Roman soldier on duty on Hadrian's Wall. They contrast the life of the native Britons with the Roman invaders well. When using secondary evidence they produce a fitting description of Boudicca from the written sources and indicate the gaps in the evidence.
112. In Year 5, most pupils contrast life in Sparta with that of Athens and the higher attaining pupils explain satisfactorily the impact of those differences on the respective cultures of the two city-states. They appreciate that rich and poor in Tudor and Victorian times had different points of view and they express these differences in a range of complexity, dependent on their literacy skills. They also know that interpretations differ depending on which version of events is used, for example in two explanations for the defeat of the Spanish Armada as well as to distinguish between simple facts and opinions. They devise simple historical questions for research, for example when studying different aspects of life in Tudor times.
113. It was only possible to observe one lesson during the course of the week and therefore no secure judgement can be made about teaching. However, pupils' past work shows a heavy dependence on worksheets, which limit the opportunities for more challenging work for the potentially higher attaining pupils. Marking is variable. Less frequently teachers' comments are well focused and supportive; in most cases work is not marked at all or there is a cursory tick and a reference to standards of presentation.
114. The co-ordinator is enthusiastic about the subject and a number of good staff development sessions have taken place. She is given an opportunity to review samples of work and planning but it is insufficiently focused on evaluating and raising standards. The subject however does make a good contribution to pupils' literacy skills through the retrieval of information from books and the Internet and in analytical writing.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. By Year 6 all groups of pupils make good progress and are reaching national expectations in information technology.
116. Their skills in communicating information are practised satisfactorily using a suitable range of software. In the well-attended computer club pupils produce informative newsletters using their word-processing skills. All use desktop publishing software capably, for example to create posters that promote the school. They use presentational software well, producing slide shows about themselves and about birds that incorporate a range of forms of information including sound and animation files. Their work is produced with an audience in mind and they work well to make presentations appealing and attractive to others.
117. They have acquired a sound knowledge and understanding of databases and the ways in which they are used in the world about them. This they attain through creating databases that feature information about their class and through discussions with teachers about the uses of information technology in society. Pupils are aware of the need to be careful in framing questions when using the Internet for research in order to obtain the specific information they seek.
118. They learn a basic programming language to draw geometrical shapes on the computer screen. In Year 5 pupils learn about ways, and are able to put this knowledge into practice, in which sensors connected to computers are used to get information about temperature or movement in their environment. In Year 6 they learn to programme coloured lights to operate in a sequence.

119. They achieve satisfactory standards using spreadsheets to model financial and other information. They gain a satisfactory knowledge of ways in which spreadsheets can be used to compute information using simple formulae. This contributes to numeracy in the school. There is some good use of information technology to support literacy, for example when pupils use the computer to draft and edit Haiku poetry.
120. The teaching of information technology is good overall. Teachers have a satisfactory knowledge and understanding of information technology and this leads to tasks that are well planned and follow national guidelines that ensure that lessons build progressively on previous knowledge, understanding and skills. Sound links are made with a variety of subjects including English, mathematics, science and religious education. Teachers make good use of the technology in lesson introductions that use an interactive whiteboard to demonstrate to pupils exactly what they have to do. This engages pupils' interest from the beginning. Teachers' language is clear and pupils are rarely in doubt as to what they have to do to make progress. Learning intentions are shared at the start of lessons. Teachers and classroom assistants work around classes well, promoting good learning through good quality feedback that guides and challenges. Classroom assistants are used well and make a valuable contribution to teaching and learning in the subject. In one lesson the class was split up into three groups, two of which were led by classroom assistants. All three adults had good subject expertise and this meant that pupils received high quality instruction and support. All pupils had the chance to become fully involved in the practical activities and this promoted learning well through good challenge and interest. Relationships are very good and no time is lost gaining pupils' attention or reminding them of classroom conventions such as taking turns to contribute ideas.
121. The subject is well led by the co-ordinator. She has good vision for the development of the subject in the school and works well to achieve it. Planning for the subject is good and includes the full networking of the school in summer. Both teachers and support staff have a good record of training in ICT and they use ICT for a variety of tasks such as planning and recording. The school has a clear policy for Internet use and all pupils are signed up to an ICT contract that promotes safe and sensible use of the medium. Assessment is sound and gives a useful picture of pupils' attainment in ICT. There has been good improvement in the teaching and learning of the subject. The development of an ICT suite and the allocation of a slot for each class each week in the suite have been important factors in this success.

MUSIC

122. Due to timetabling it was not possible during the inspection to observe sufficient lessons to come to any secure judgements regarding overall standards in attainment or teaching and learning in the subject. Due to the nature of the subject and to the ways in which it is taught in the school, little evidence can be analysed to reach judgements. For example it is not the practice of the school to have the children sing during collective worship, following objections on religious grounds.
123. The school has adopted a commercially produced scheme of work for music. The evidence available shows that teachers plan appropriately using these guidelines with the result that a balanced music programme is followed.
124. Pupils with musical aptitude are encouraged to learn instruments during school hours and a number do so. Their musical tuition is supplied by visiting specialist music teachers.
125. There are no music specialists on the staff and the co-ordinator is a part time teacher who is in school for 2 days per week. There has been little professional development in the subject apart from one session to introduce the new scheme of work. Further sessions are planned to support the gradual introduction of the scheme across the year groups.
126. At present there is no assessment of attainment in music. There is some good use of ICT software to explore composition in Year 3. A music room has been established on site. The school gives less than the recommended time to the scheme and this factor is likely to have an adverse impact on progress in the subject.

PHYSICAL EDUCATION

127. It was not possible during the inspection to see a sufficient spread of lessons to form secure overall judgements on standards attained by pupils by the end of Year 6 or the quality of teaching and learning in all of the areas of physical education. Due to the nature of the subject there is very little evidence of prior attainment to be drawn on to make reliable judgements. It is therefore not possible to compare the quality of physical education with the findings of the previous report when standards were judged to be in line with national expectations. However, all pupils have equal access to opportunities for sport, while at the same time acknowledging the views of the community.
128. It is clear that the school places appropriate emphasis on the acquisition of swimming skills. Year 5 and 6 pupils receive regular swimming instruction from specialist instructors at the local baths. Separate sessions for boys and girls have been arranged to accord with the views of parents. Despite this the standards attained are below average as by the time they leave school a large minority of pupils cannot swim 25 metres unaided. There is a need to review this situation in order to devise ways of ensuring more pupils attain their 25 metres swimming badge by the end of Year 6.
129. In the limited number of lessons seen, teaching was good and pupils attained sound standards in ball skills. Lessons were well planned and offered the progressive development of skills, building on previous learning. Pupils were well managed and teachers provided a safe environment for developing learning. Lessons began with good warm ups that prepared pupils well for more energetic exercise. There was good pace to lessons that helped to engage and maintain pupils' interest and motivation. Teachers worked around pupils well to give immediate feedback on progress made and to prompt pupils to be more critically aware of the accuracy with which they performed. Pupils engaged well in these discussions and changed their practice in the light of advice. Pupils showed good levels of self-discipline and organised themselves effectively. They contributed good quality evaluations of their performance. Behaviour and attitudes in the lessons observed were very good and this had a positive impact on standards achieved.
130. The subject is well led by the acting head teacher who, as co-ordinator, has a clear idea of the strengths and weaknesses of the subject. He has developed a sound programme of extra-curricular activities. He has progressed plans to develop further staff expertise in the subject. The time allocated for physical education is around average but the use of the hall for lunches reduces some of the available time accordingly. Though there is no school field alternative arrangements are made using the hard play areas. Good links have been made with local clubs including links that offer pupils the opportunity of coaching in cricket.

RELIGIOUS EDUCATION

131. By Year 6, standards are in line with those set out in the locally agreed syllabus and is similar to the findings of the previous inspection. This judgement is based on lesson observations, analysis of pupils' work, teachers' records and discussion with teachers and pupils.
132. By this time most pupils have gained a sound knowledge and understanding of the main teachings of a good number of world religions. They follow a programme of work that not only covers study of the Muslim faith that most pupils follow but also gives a balanced insight into the other main religions of this country. Pupils understand through their study that the stories that are a feature of all the major religions offer broad messages about the conduct of individuals within their communities. They learn that the messages have much in common. Thus their study of Sikhism and the teachings of the gurus outlines the Sikh core values of service, humility and equality. When they learn about Christ they discuss ideas of sacrifice for others.
133. They recognise that the teachings of the major religions are found in bodies of work such as the Qur'an and the Torah and that these books contain core messages. Through their study of the different religions they gain sound insight into the values and commitments of people who

follow the major religions. The progress that all pupils, including those with special educational needs, make in acquiring the knowledge and understanding required by the locally agreed syllabus is satisfactory.

134. Teaching is satisfactory. Teachers have a sound knowledge and understanding of the subject and plan well to cover the main areas in the time allocated. Lesson time is often just half an hour and this does not allow teachers to approach some matters in sufficient depth. There is some good use made of photographs and artefacts to help bring the subject alive but this could be developed further. Teachers use question and answer well to probe and extend learning. Pupils respond well to this with a lively range of ideas. Relationships are generally very good and pupils listen well to the teacher and to others. The classroom assistants make a very good contribution to learning, particularly to that of pupils with special educational needs.
135. The subject is well led by the religious education co-ordinator. She has identified the need to increase the time allocated for R.E. in order to cover the subject in sufficient depth. At present she analyses the performance of the subject through an end-of-year analysis of pupils' work. ICT is used to a limited extent in drafting pieces of work and research on the internet. Time has not yet been made available for classroom observation in order to identify and share good practice in the teaching of religious education among all teachers. The school follows the Lancashire Agreed Syllabus but as yet there is no overall school assessment system.