

INSPECTION REPORT

Longton Lane Community Primary School

Rainhill

LEA area: St. Helens

Unique reference number: 104777

Headteacher: Mr T. J. Bond

Reporting inspector: Mrs G. Peet
18842

Dates of inspection: 19th to 22nd May 2003

Inspection number: 254396

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Longton Lane
Rainhill
Prescot

Postcode: L35 8PB

Telephone number: 0151 4265838

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Appropriate authority: Governing Body

Name of chair of governors: Cllr. M. J. Doyle JP

Date of previous inspection: 17th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18842	Mrs G Peet	Registered inspector	Art and Design Design and Technology Equal Opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13746	Mr D Russell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25509	Mrs J Clarke	Team inspector	Mathematics Religious Education	
30205	Miss T Kenna	Team inspector	Foundation Stage Curriculum Special Educational Needs Geography History	
7994	Mrs P Weston	Team Inspector	English Music	How good are the curricular and other opportunities offered to pupils?
14991	Mr A Hardwicke	Team Inspector	Science Information and Communication Technology Physical Education	
21292	Mr S Russell	Team Inspector	Modern Foreign Languages	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Longton Lane Community Primary School is a large school for children from 4 – 11 years of age in the town of Rainhill, St. Helens. It draws its pupils from the area that surrounds the school and some pupils travel from the nearby authority of Knowsley. Most pupils have attended nursery or the playgroup attached to the school before they start in the year in which they become five. Pupils enter the school with attainment that is generally well below average, although the full range of abilities are represented. There are 349 pupils on roll in full time education. They are grouped in 12 classes. Twenty seven per cent of pupils have special educational needs. Most of these pupils have language and learning difficulties or emotional and behavioural difficulties. This is above the national average of 22.2 per cent. The percentage of pupils who have a statement of special educational need is 1.2 per cent and is average. The percentage of pupils eligible for free school meals is 10 per cent and is below the national average of 18.6 per cent. Most pupils are of white European origin. Only one per cent of pupils speak English as an additional language, which is below average. Their first language is Urdu. There are four per cent of pupils leaving or joining the school at other than the normal times but this can vary from year to year. The characteristics of the school are broadly similar to those reported at the time of the last inspection in 1997 apart from the level of attainment on entry to the school, which has dropped from in line with expectations to well below expectations, and the number of pupils on roll that has decreased from 390.

HOW GOOD THE SCHOOL IS

This is an improving and effective school. Pupils have very good attitudes to work, very good standards of behaviour and relate very well to one another. The headteacher provides very good leadership and is well supported by a dedicated senior management team, a hardworking staff and a very supportive governing body. The quality of teaching and learning are good. Children's achievement is good in the reception year. Pupils continue to achieve well in Years 1 to 5 and attain average standards in English and mathematics. In Year 6 achievement is satisfactory in English and mathematics. Despite the school's current financial difficulties, governors are spending wisely and the school gives satisfactory value for money.

What the school does well

- The leadership and management of the school are very good.
- The provision of French and German in the curriculum, the quality of teaching and learning of these subjects and their contribution to the cultural development of the pupils are very good.
- Teaching and learning is good throughout the school. Support staff make a good contribution to pupils' learning
- The school makes very good provision for ensuring pupils' welfare and their social, moral and cultural development.
- The positive ethos of the school promotes very good attitudes to learning, very good behaviour and very good personal development and relationships.
- The provision for pupils with special educational needs in literacy is very good and these pupils achieve very well.

What could be improved

- Standards in English and mathematics by the end of Year 6.
- Standards in science by the end of Year 6.
- Standards throughout the school in information and communication technology and its use throughout the curriculum.
- The identification of pupils with special educational needs in mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in 1997. Although standards at the end of Year 6 do not now compare as favourably with other schools, they are now higher than at the time of the last inspection. Attainment on entry to the school has dropped to well below average and this is impacting on standards at the end of Years 2 and 6. Achievement has improved from satisfactory to

good. Teaching and the curriculum have both improved since the last inspection. Attitudes, behaviour and relationships are all better. The key issues of the last inspection have all been dealt with. However, although new computers were purchased in response to the last inspection the school needs to ensure that they are used more effectively. There is a shared commitment to improvement and the school has good capacity to succeed

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	C	B
Mathematics	E	E	D	D
Science	E	D	E	E

Key

well above average A

above average B

average C

below average D

well below average E

The results in English and mathematics are higher than at any time over the last 5 years. The inspection judgement is that this year's Year 6 is attaining standards in all three subjects that are below those expected. However, this present Year 6 cohort of pupils has 14 percent of pupils with special educational needs. Pupils enter the school with standards that are generally well below average. Overall, pupils achieve well and pupils in Year 6 achieve satisfactorily. This is because the recent improvements to teaching in literacy and numeracy have not been in place long enough to benefit Year 6 pupils as much as the rest of the school. Attainment in science is affected by the way in which investigations are carried out. Although progress in the development of scientific knowledge is satisfactory, pupils understanding of scientific investigation is unsatisfactory.

In the Year 2 tests in 2002, pupils' attainment was below the national average in reading and mathematics and in line with the national average in writing. When compared to similar schools the attainment was below average in reading, well below average in mathematics and in line with the average in writing. This is an improvement in standards from the previous year. Standards for the present Year 2 pupils are average in reading, writing and mathematics and this shows continued improvement. The large number of pupils with special educational needs depresses overall standards significantly throughout the school. In science at the end of Year 2 pupils are attaining the standards expected for their age.

Insufficient evidence made it impossible to make a judgement on standards in design and technology and music at the end of Year 2 or in design and technology at the end of Year 6. Standards in information and communication technology at the end of both Years 2 and 6 are below expectations. This is because the teachers do not allow pupils to use computers sufficiently often for them to learn and consolidate skills. In all other subjects except physical education standards are in line with expectations. In physical education they are above expectations at the end of both Years 2 and 6. Although targets set by the school for English and mathematics in 2002 were exceeded in English they were not met in mathematics. This was mainly due to the effective teaching and the focus the school has put on literacy. Initiatives to improve mathematics have been put in place this year and are beginning to make an impact on standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Pupils are keen to come to school. Their enthusiasm for school shows in their attitudes to lessons.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good.
Personal development and relationships	Pupils' personal development is very good. Pupils are keen to use their initiative and to take on responsibilities. Throughout the school there are very good, strong relationships between pupils and between teachers and pupils.
Attendance	Attendance levels for 2001 / 2002 are good and above the national average. Unauthorised absences are broadly in line with the national average. However, there is evidence to show that during this academic year there are high incidences of late arrivals. These centre on a small core of pupils. Holidays taken during term time are a key feature resulting in adverse attendance levels. About 1 per cent of authorised absences during 2002 / 2003 can be assigned to holidays.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching and learning is good overall. In the Foundation Stage 50 per cent of the teaching in the lessons seen was very good and in Years 3 to 6, 40 per cent of the teaching seen was very good or better. Examples of excellent teaching were seen in literacy, numeracy, history and German lessons. In the Foundation Stage (the reception class) teachers have a good understanding of how children learn. Classes are well organised to create a busy learning environment and there is a focus on learning through play. All adults work effectively together and all contribute to the learning. In the other classes, literacy and numeracy lessons are based on the National Literacy and National Numeracy Strategies and in these lessons basic skills are taught well. Basic language skills are also taught well in German and French lessons and pupils display a high level of confidence when speaking these languages. Although teaching of science is overall satisfactory science activities are very directed and teachers provide too few opportunities for pupils to raise their own questions and plan their own investigations. Teachers generally have a good understanding and knowledge of the subjects they are teaching. The exception to this is information and communication technology. Although teachers have received some training in this subject teachers are still insecure and do not have the confidence to use it regularly to support learning in other subjects. The support given by learning support assistants is good. They are fully involved in lessons and make a significant contribution to the quality of pupils' learning. Although the pace of lessons is usually appropriate there were a number of lessons observed where the introduction to the lesson took so long that pupils became bored and learning slowed down. The teaching and learning of pupils with identified special educational needs is a strength of the school. The teaching and learning seen in small withdrawal groups was excellent. All these pupils are fully included and make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is of good quality, breadth and balance, and has improved significantly since the last inspection. In Years 5 and 6 the curriculum is greatly enriched with the teaching of French and German. A weakness in the curriculum is the lack of opportunities for pupils to develop and use their skills in information and communication technology.

Provision for pupils with special educational needs	The school provides very well for its large number of pupils with identified special educational needs and this enables pupils to achieve very well, in relation to the targets set for them. However, there are a very small number of pupils whose learning difficulties are very specifically numeracy based who would benefit further from individual education plans, which specifically target their needs. The school matches the prescribed needs of the pupils who have statements of special educational needs very well.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language are fully included in all aspects of school life. Most speak English fluently but when support is required pupils are given it. They achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for the pupils' moral, social and cultural development in the school, with good provision for their spiritual development. There is a clear commitment by the school to encourage the pupils to become reflective about themselves and the world around them.
How well the school cares for its pupils	This is a very caring and supportive school. Evaluation of pupils' educational needs and risk assessments for their safety enables the school to encourage all pupils to achieve their full potential in a safe and secure environment. As an all-inclusive school it creates a clear ethos that permeates throughout all year groups.

Parents make a satisfactory contribution to children's learning at home. Parents of pupils with special educational needs are kept fully informed and involved in the progress their children make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. He is well supported by an effective senior management team who together have created an effective and improving school where pupils are keen to learn and achieve well. As a result of this strong leadership, a very good team spirit has developed.
How well the governors fulfil their responsibilities	The governors are committed to supporting the school and work actively on its behalf. They are very well led by a very well informed and active chair of governors.
The school's evaluation of its performance	The senior management team monitors teaching and curriculum coordinators monitor the curriculum. This has resulted in an improvement in the curriculum, teaching and learning since the last inspection. The school uses assessments and tracking procedures well to check that pupils are making the expected progress.
The strategic use of resources	Specific grants are used appropriately, for example those for special educational needs. The grant for a new computer suite has been allocated and the school expects to have the suite in use next term.

The school is staffed by an appropriate number of qualified teachers. The adequacy of the accommodation is good. Learning resources are satisfactory in terms of availability and quality. Governors are beginning to apply best value principles, for example, when purchasing a photocopier and computer software. They compare results to those of similar schools and those nationally.

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. The school expects their children to work hard and achieve his or her best. 	<ul style="list-style-type: none"> The range of activities outside lessons. The amounts of work children get to do at home.

<ul style="list-style-type: none"> • They would feel comfortable about approaching the school with questions or a problem. 	
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Caution needs to be exercised when considering parental written and oral comments. Very low numbers of parents attended the pre-inspection meeting and the inspection team received only approximately twenty nine per cent of completed parent questionnaires. These views may not significantly represent the overall views of the school's parent population. Whilst these parents' comments are respected none of the adverse comments could be substantiated by inspection evidence. The inspection team agreed with the positive views of the parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter school with attainment that is well below average. Children achieve well in the reception classes and by the time they enter Year 1 most have still not attained the Early Learning Goals that are expected nationally of children of this age. A minority of children are working towards the first level of the National Curriculum. Pupils continue to achieve well and by the end of Year 2 they attain standards that are average in English, mathematics and science. In the present Year 6, pupils' attainment is below average in English, mathematics and science. In Years 3 to 5 pupils achieve well in English and mathematics. In Years 6 pupils achieve satisfactorily. This is because the recent improvements to teaching in literacy and numeracy have not been in place long enough to benefit Year 6 pupils as much as the rest of the school. Overall, standards are depressed by the high number of pupils with special educational needs in the school. In Years 3 to 6, pupils attain standards that are below average in science and achievement is unsatisfactory. This is because teachers lack confidence in teaching the practical and investigative skills of the subject and pupils get too few opportunities to investigate independently. Pupils with identified special educational needs achieve very well throughout the school. However, there are a small number of pupils who have particular needs in mathematics that have not been identified.

Nursery and reception children.

2. All the children start in the reception class in the September following their fourth birthday. The initial check on their abilities shows that most start school with levels of attainment that are well below expectations in all areas of learning. This is lower than at the time of the last inspection when pupils entered school with attainment that was average. They achieve well because of the good teaching and learning they receive in the reception classes. By the time the children move to Year 1 the levels of attainment for most of the children is still below average in all areas of learning. In personal and social education pupils are better able to follow class routines, play alongside one another and share resources. Those children with special educational needs are identified very early, are given very good help and care and so achieve very well. The small numbers of children who enter school with average levels of attainment are well challenged through the differentiated activities that are planned. They also achieve well.

Years 1 and 2

3. Results in the end of year 2002 national tests for pupils in Year 2 show that standards in reading, mathematics and science were below average and that standards in writing were in line with the national average. In comparison with similar schools pupils are average in writing but were below average in reading and science and well below average in mathematics. Inspection findings show that, for the current group of Year 2 pupils, standards in English, mathematics and science are in line with the national average. This means that pupils achieve well and that standards are rising.
4. Achievement has improved because teaching and learning are good and because there has been a clear focus on the teaching of literacy and numeracy.
5. Standards in information and communication technology (ICT) are below average and this is a similar position to that at the time of the last inspection. However the need to improve standards in ICT has been identified in the school improvement plan and the school is to open a new ICT suite at the beginning of next term. In physical education,

standards that were above expectations at the time of the last inspection remain so. It was not possible to make a judgement on standards in design and technology or music because there was too little evidence. Standards in all other subjects are average and show a similar position to that at the time of the last inspection.

Years 3 to 6

6. The national test results for the pupils in Year 6 in 2002 were well below average in science, below average in mathematics and in line with average in English. Although this represents an improvement in results from 2001 in English and mathematics, science results dropped further. In comparison to similar schools standards were still well below average in science and below in mathematics but were above average in English.
7. The inspection judgement is that standards in English, mathematics and science at the end of Year 6 are all below expectations but that pupils achieve satisfactorily in English and mathematics. In Years 3 to 5 pupils achieve well in English and mathematics. A significant factor affecting the standards throughout the school is the high number of pupils in the school with special educational needs.
8. In information and communication technology standards are below average, which is the same position as at the time of the last inspection. Although much work has been done, and many of the recommendations of the last report have been carried out teachers do not include lessons in ICT skills in their weekly timetables and consequently pupils fail to achieve satisfactorily. While training has been provided it did not provide the expected gains in knowledge and expertise and more teacher training is still required. Standards in physical education are above average, which maintains the standards of the last inspection. Pupils in Years 5 and 6 achieve very well in modern foreign languages and attain high standards. It is not possible to make national comparisons. It was not possible to make a judgement on standards in design and technology. Standards in all other subjects are average and are similar to those at the time of the last inspection.

Across the school

9. Evidence shows that last year at the end of Year 2 girls performed similarly to girls nationally in reading and writing but less well in mathematics. This picture was repeated at the end of Year 6. At the end of Year 2 boys performed less well than boys nationally in reading but at a similar level in writing and mathematics. By the end of Year 6 boys were performing better than boys nationally in English and at a similar level in mathematics. The improved performance of boys is a direct result of the school's action to improve their attainment by providing more appropriate books for boys to read. No differences in performance in English were observed during the inspection. Whilst there were some differences in some year groups in the attainments of boys and girls in mathematics, this was not a consistent picture throughout the school.
10. The school's assessment procedures and the records that track pupils' progress are good and enable the school to keep a careful check of the progress the pupils make in English and in mathematics. This information is used well to target groups and individuals for extra support.
11. The significant numbers of pupils with identified special educational needs are also carefully monitored and their progress checked and as a result they make very good progress in their learning. The pace and quality of the learning of these pupils are very

good, whether in a small group or a one-to-one situation, because the specialised teaching is very well tailored to meet their needs. The school is diligent in its procedures for identifying pupils with special educational needs in literacy and good individual programmes are set to target their needs. This is particularly evident where pupils have statements of special educational need and these pupils also achieve very well. A very small minority of pupils who have special educational needs in mathematics are not identified and given the extra support they need and these pupils fail to make satisfactory progress.

12. The very small number of pupils with English as an additional language generally have very good English language skills and extra support is not usually now needed. Nevertheless, teachers are aware of the need to ensure they are fully included and do this diligently. Pupils in the Foundation Stage needing extra help with English are very well supported. This ensures that these pupils make the same good progress overall that other pupils make.
13. The recent initiatives to improve standards in literacy and numeracy and the setting that the school has introduced in Years 1, 2 and 6 for literacy and numeracy is having a positive effect on the standards pupils attain. Last year's results at the end of Year 6 in English and mathematics were higher than at any time over the past five years and reflect the improving levels of achievement seen currently throughout the school. Although targets set by the school for English and mathematics in 2002 were exceeded in English they were not met in mathematics. This was mainly due to the effective teaching and the focus the school has put on literacy. Initiatives to improve mathematics have been put in place this year and are beginning to make an impact on standards.

Pupils' attitudes, values and personal development

14. Since the last inspection the school has improved the standards of pupils' attitudes to learning, behaviour, values and personal development. This is reflecting in how pupils progress in their studies. Attendance levels are better than at the time of the last inspection.
15. Pupils are keen to come to school. Their enthusiasm for school shows in their attitudes to lessons. They settle quickly to tasks, do not waste time and are very well behaved. Pupils are good at sharing ideas and working together. This makes a positive contribution to pupils' personal and social development. Teachers make good use of privilege points to sustain high levels of concentration and behaviour during lessons. Most pupils with special educational needs have a positive attitude to their work and develop their self-confidence well.
16. Pupils' behaviour in and around the school is very good. Teachers encourage pupils to fully understand the classroom rules and how to respond. They are taught, from a very early age, to listen to each other and to accept that everyone deserves the right to be able to express their own opinions. The school philosophy of the need to respect feelings, values and beliefs is well established. The school is fully committed to an all-inclusive approach throughout the learning environment.
17. Pupils are keen to use their initiative and to take on responsibilities. Older pupils take it upon themselves to look after the younger children during wet playtimes. Pupils help during school assemblies by operating the overhead projector and they clear up after

meal times. A school council is to be introduced next year to actively involve pupils in decision making and improve their knowledge of how their school functions.

18. Throughout the school there are very good, strong relationships between pupils and between teachers and pupils. For example, during a personal, social and health education lesson in Year 1/ 2 the teacher's "family atmosphere" approach gave pupils the confidence and self-assurance to fully involve themselves in expressing their feelings. The same can be said about the small group of special educational needs pupils in Year 4 during a literacy session. The teacher, very aware of the impact that a new member of the group could have on the other pupils, spent sufficient time in welcoming the pupil into the group and making him feel special. Teachers know their pupils very well. They are able to obtain commitment and understanding from pupils when introducing new concepts and learning material.
19. Attendance levels for 2001 / 2002 are good and above the national average. Unauthorised absences are broadly in line with the national average. Registration procedures are efficient and meet statutory requirements. Punctuality during the inspection week is acceptable. However, there is evidence to show that during this academic year there are high incidences of late arrivals. For example, in one of the Year 1 / 2 classes there are over 200 incidences of lateness. These centre on a small core of pupils. A similar pattern is also prevalent in Year 4 and Year 5 classes. Holidays taken during term time are a key feature resulting in adverse attendance levels. About 1 per cent of authorised absences during 2002 / 2003 can be assigned to holidays.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. At the time of the last inspection, teaching was judged to be satisfactory with a significant number of good or better lessons seen. Teaching has now improved and is good throughout the school. A third of teaching seen was very good or better. Six excellent lessons were seen and no unsatisfactory teaching was observed. All the excellent teaching was in the Years 3 to 6 classes where overall 40 per cent of teaching seen was very good or better. Excellent teaching was seen in literacy, numeracy, history and modern foreign languages.
21. At the time of the last inspection children in the Foundation Stage were judged to have made good progress and teaching was consistently good. Teaching has developed and is now good with some very good teaching seen enabling the children to achieve well. Teachers have a good understanding of how children learn. Classes are well organised to create a busy learning environment. There is a focus on learning through play and a wide range of activities is offered to the children. The practice of teaching children in small groups is effective in ensuring that all children make progress. Activities are challenging and are planned at appropriate levels to meet the needs of pupils with different abilities. All adults work effectively together and all contribute to the learning.
22. Some of the best subject teaching was seen in literacy, numeracy and modern foreign languages. In literacy teachers have a secure understanding of the subject and of the Literacy Strategy. They are skilled at motivating pupils to want to learn and use a range of strategies to do this. Stories chosen for group reading usually interest pupils well and pupils enjoy this part of lessons. Writing is taught well and teachers model approaches very well. Whilst the pace of lessons is usually good, sometimes it is appropriately slower to allow pupils the time to think. This was seen in a very good Year 6 lesson when the pace was steady. The teacher approached writing in simple

steps and all pupils were able to achieve success. In some lessons teachers use visual aids well. For example, in a lesson on conjunctions a teacher used pupils to be the words in the sentence and in so doing pupils were able to visually identify the conjunction in the sentence. This helped pupils who prefer a visual style of learning to learn well. One excellent lesson was seen in literacy. In this lesson a wide range of strategies were used. For example, the teacher used a graph to plot the build up of tension in the story. He also asked a pupil to sit in the 'hot seat' to explain the story from the character's perspective. The range of strategies used allowed all to be fully included in the learning.

23. The good teaching of numeracy is having a positive effect upon raising standards in mathematics. Teachers are confident when teaching mathematics and have a secure understanding of what they are teaching. They have a good understanding of the National Numeracy Strategy and always start their lessons with a mental and oral starter. These have good pace and motivate pupils to be involved and learn. In the best lessons teachers explain clearly. This was seen done particularly well in a Year 6 lesson with the lower attaining pupils. In this lesson the teacher recognised the need to reinforce computational skills. The pace of the lesson was steady as pupils were encouraged to understand each step before moving on to the next. This resulted in all pupils making very good progress in this lesson. Teachers encourage pupils to use mathematical language appropriately.
24. Teaching of science is overall satisfactory although one good and one very good lesson were observed. In the good and better lessons teachers have a secure understanding of science. Planning is good and allows pupils opportunities to think about what they are doing. In other lessons, activities are very directed and pupils not given sufficient opportunities to think about what is actually happening and the science involved. Overall teachers provide too few opportunities for pupils to raise their own questions and plan their own investigations.
25. Teachers generally have good subject knowledge of the subjects they are teaching. The exception to this is information and communication technology (ICT). Although teachers have received some training in ICT, teachers are still insecure and do not have the confidence to use it regularly to support learning in other subjects. Most teachers do not plan class lessons in ICT skills. In design and technology there is a reluctance to teach some of the more adventurous aspects of the subject, such as gears, cams and other mechanisms, which indicates some insecurity of knowledge and understanding.
26. Teachers teach the basic skills in literacy and numeracy well and good opportunities are taken in other subjects to reinforce speaking and listening, use of appropriate technical vocabulary and mathematical concepts. The skills of investigating in science are less well taught. Basic language skills are also taught well in German and French lessons and pupils display a high level of confidence when speaking these languages.
27. A strength of teaching is in the lesson planning. Teachers plan carefully and thoroughly and are well prepared. As a result lessons generally run smoothly and pupils learn well. Teachers plan lessons to meet identified needs and in one lesson observed the teacher had changed her weekly planning because she had identified pupil's different needs. Teachers have very good relationships with the pupils and pupils respond well to them. As a result behaviour management is very good and although a very small minority of pupils can present challenging behaviour this is always sympathetically and well managed.

28. In most lessons activities are well planned to meet the need of individual pupils. This is accompanied by very good assessment and monitoring procedures which teachers use well to plan the next stage of learning, and to set individual targets for pupils. This allows pupils to have a very good idea of their own learning, and what they have to do to improve. However, there is the occasional lesson where all pupils work at the same activity regardless of age or ability, and this does not give the opportunity for higher attaining pupils to extend sufficiently their learning.
29. There is a very good whole school commitment to including all pupils in the life of the school. Teachers take great care to create good learning conditions of trust and encouragement, in a context of appropriately high expectations. They constantly check that all pupils are involved and take steps to include those that have withdrawn from the lesson.
30. The support given by learning support assistants is good. They are fully involved in lessons and make a significant contribution to the quality of pupils' learning. Learning resources are well used. Although the pace of lessons is usually appropriate there were a number of lessons observed where the introduction to the lesson took so long that pupils became bored and learning slowed down.
31. Despite the concerns expressed by some parents, teachers make satisfactory use of homework to reinforce or extend pupils' learning. Teachers mark pupils' work regularly, praising and encouraging pupils and often their comments show pupils how they can improve their work.
32. The teaching and learning of pupils with special educational needs in literacy is a strength of the school. These pupils are supported very well by staff, both in class and, when necessary, in small withdrawal groups, where the teaching seen was excellent. This enables pupils to make very good progress. Individual education plans are good; they set clear targets, detailing success criteria, strategies and resources. A strength of the teaching in all classes was the way in which teachers ensure that all pupils are fully included, including those with English as an additional language and have work appropriately matched to their needs.

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

33. The curriculum is of good quality, breadth and balance, and has improved significantly since the last inspection when the only subject with a scheme of work was art. The good provision in the reception classes has been maintained and has recently received a high quality standards award from the local education authority. In Years 1 to 6, the adoption of national strategies in literacy and numeracy and national schemes of work in other subjects, has improved the quality of both planning and the curriculum. There are particular strengths in the provision made for pupils with special educational needs, extra curricular activities and relationships with other schools. Suitable opportunities are provided for pupils to develop their literacy and numeracy across the curriculum, although limited use is made of information and communication technology (ICT) in day-to-day classroom activities. In Years 5 and 6 the curriculum is greatly enriched with the teaching of French and German.
34. Most of the issues identified for improvement in the last inspection have been satisfactorily resolved. The curriculum for Years 1 to 6 was satisfactory and is now good with schemes of work introduced for all subjects. Only ICT remains an area of concern with too few opportunities provided for the pupils to experience the full ICT

curriculum in depth. The school has successfully focused on improving the continuity of planning through the school. Subject coordinators and other staff with management responsibilities now monitor the quality of the curriculum regularly and effectively. Steps are taken quickly to make improvements if shortcomings are identified. Statutory requirements are fully met, including those for the teaching of religious education and for providing a daily act of worship.

35. The curriculum is enriched by a very good range of activities outside lessons, such as educational visits and after school clubs. After school activities, including sports, writing, music, German and French, provide valuable learning opportunities for pupils who choose to take part.
36. Links with the community and partner institutions are very good and have a very positive impact on pupils' learning. There are well-established links with the local church, which the pupils visit. Educational visits and specialist visitors are regularly organized to broaden the pupils' experiences. The school works very closely with other primary and high schools within the local cluster group. This allows the staff to share their expertise on a range of issues to the benefit of the pupils. Very good links with the receiving secondary school ensure that the pupils are well prepared for transfer. The reception staff have very good contacts with the local playgroup, which is situated, on the same site.
37. The school takes steps to ensure that all pupils' whatever their level of ability, have access to a full and challenging curriculum. All pupils are happily included in learning, irrespective of their gender, capability or ethnic background. The grouping of pupils in Years 1, 2 and 6 according to previous attainment in literacy and numeracy lessons, allows a curriculum to be set at an appropriate level and pace, enabling all to be suitably challenged. Within other subjects, teachers make sure that if necessary the curriculum is adapted to meet the needs of all levels of ability.
38. The school provides very well for its large number of pupils with special educational needs. It has a higher number of pupils on roll who have special educational needs than is usually seen. It has diagnostic systems, which along with teachers' observations efficiently identify individual needs. Pupils who have emotional and behavioural difficulties receive very good help and support. If their problems are compounded by learning difficulties, then clearly defined individual educational programmes address this matched very specifically to their needs. Pupils' needs vary from emotional difficulties to a wide range of severe and moderate learning problems. The school addresses these needs very effectively and enables pupils to achieve very well, in relation to the targets set for them. However, there are a very small number of pupils whose learning difficulties are very specifically numeracy based. Their needs at the moment, though well addressed within lessons through differentiation, would benefit further from individual education plans, which specifically target their needs. There are an average number of pupils who have statements of special educational needs and the school matches their prescribed needs very well.
39. The school makes good provision for pupils' personal, social and health education, through regular and frequent lessons in every class. These include, for example, class discussion times where pupils sit in a circle and take turns to speak about different issues. Lessons in subjects such as English, science and religious education supplement pupils understanding well on personal, social and health issues. An appropriate programme of sex education and provision for a suitable awareness of the misuse of drugs is provided for older pupils.

40. There is very good provision for the pupils' moral, social and cultural development in the school, with good provision for their spiritual development. This is a good improvement from the last report and represents a clear commitment by the school to encourage the pupils to become reflective about themselves and the world around them. Collective worship meet statutory requirements.
41. The pupils' spiritual development is well promoted in the school. The pupils are encouraged to explore their thoughts and feelings during prayer and in assemblies. They are encouraged to gain a respect not only for themselves but also those around them as they discuss their ideas and feelings during lesson times. They are actively helped to listen carefully to the points of views of others and consider different opinions carefully. The pupils work happily alongside each other in lessons and games and are very positive and helpful to those pupils who find learning hard. In religious education lessons the pupils look at badges of commitment and recognise the importance of belonging to their families and the school. The pupils are pleased to talk about their work and their likes and dislikes. The Year 5 pupils spoke very positively about their learning in school, about their enjoyment of taking part in the school productions and in the after school activities. Pupils are encouraged through activities promoted by different Christian charities to think of those people who are less fortunate than them. The pupils also recognise the need to take care of the environment.
42. Moral development is very well promoted throughout the school. The school is concerned to educate the whole child, to enable the pupils to take their places as responsible citizens. The pupils have a clear sense of moral awareness. The school runs as an orderly establishment where good behaviour is expected. There are systems in place to encourage pupils to behave well and good behaviour is celebrated. Pupils know that they can express their ideas and thoughts and are respected for their views. Very good relationships within the school provide a firm basis for the development of a very clear moral understanding. Pupils are taught right from wrong, with the very youngest children in the school having a clear understanding of the high expectations placed upon them.
43. Social development is very well promoted. Parents feel that the school encourages the pupils to look after each other and there is a strong feeling of caring for one another and sharing in the school. They feel that the pupils' social skills are being very clearly and positively developed by the teachers and that teachers are very good role models for the pupils. Social values are well promoted by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils willingly accept responsibility, for example when distributing learning resources in lessons, helping in the organisation during school assemblies and in tidying up at the end of lessons. All the pupils work well with others in lessons and willingly listen to other points of views' and suggestions. The inclusion of pupils with statements of their special educational need supports the pupils' social development and promotes very positive attitudes to those who have special needs.
44. Provision for cultural education is very good. The school has very good links with schools in France and Germany. Through video links, the older pupils in the school converse with their friends in their partner schools and find out about them and their interests. The pupils have opportunities to develop their speaking and writing skills in French and German and use these skills when they correspond with a school in Liverpool. The school uses well the skills of parents from the minority ethnic groups and they have taken dance workshops and have written signs for the classroom. The pupils study music from different cultures and the work of a wide range of artists, which gives the pupils good experiences of how these talented people expressed themselves.

The pupils study ancient civilisations and gain a good understanding of the life and time of these people and how they have impacted upon our lives today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. This is a very caring and supportive school. Evaluation of pupils' educational needs and risk assessments for the safety of pupils enable the school to encourage all pupils to achieve their full potential in a safe and secure environment. As an all-inclusive school it creates a clear ethos that permeates throughout all year groups. The school continues to build upon the level of care and support it provides to pupils since the last inspection
46. Teachers vigilantly ensure the welfare and safety of pupils. Health and safety procedures are very good. At the school there are five trained first-aiders. First aid boxes are strategically placed around the school. There is access to a range of useful materials to deal with exposure to bodily fluids. Risk assessments and access audits are regularly carried out. The school pays a lot of attention to the needs of any disabled pupils and visitors.
47. Child protection procedures are very effective. The school provides pupils with confidential diaries and encourages them to communicate any matters of concern. These concerns are shared in confidence with the class teacher. The designated person appointed to deal with child abuse or other unwelcoming situations is involved at a very early stage.
48. Procedures for monitoring and improving attendance are good. Certificates are awarded to pupils achieving one hundred per cent attendance. This affects about five per cent of the total number of pupils. The school firmly discourages parents from taking holidays during term time as this affects their child's level of attainment. The school is not always successful as not all parents comply with these school arrangements.
49. Procedures for monitoring and promoting good behaviour are very good and positively affect pupils' behaviour in lessons and around the school. Records of pupils seriously misbehaving are kept in the "Red Book." This book contains a clear definition of "bullying" and the consequences of pupils' names appearing in the book. Rewards and house points help to sustain the behaviour of pupils. Entries of complimentary comments in the "Golden Book" remind pupils to "give of their best" at all times. For example, one boy is praised on his attitudes for handling the disappointment of not being selected for the school football team. Procedures for monitoring and eliminating oppressive behaviour are good. Bullying at the school is rare and procedures for dealing with an occurrence are effectively implemented.
50. Although no policy on personal, social and health education is available the school follows the local education authority framework. Procedures for monitoring and supporting pupils' personal development are very good. They include drugs education, sex education and child protection. The school is in the process of including a section on citizenship into this programme.
51. The school provides an appropriate level of care for pupils with special educational needs. Staff know their pupils well and provide effectively for their needs. This is well planned to take account of the provision outlined in the pupils' statements. All staff are aware of the effective and consistent procedures for identifying pupils with special educational needs in literacy. These procedures are effectively implemented by the

subject co-ordinator in collaboration with the class teachers and support assistants. Pupils' targets are reviewed each term and pupils are fully included in these reviews. When necessary further assessment and advice is sought from the educational psychologist. Class teachers and support assistants are responsible for the daily needs of pupils with special educational needs and together keep comprehensive records of achievement. These provide a very good record of each pupil's personal achievements and academic progress through the school.

52. The school has good procedures for assessing pupils' attainment and progress and the teachers use this information well to guide and direct their work. This shows a good improvement from that reported in the last inspection. The school gathers very good information on pupils' progress in English and mathematics and keeps a careful track of the progress the pupils make as they move from year to year. This is achieved by careful testing of the pupils and watching them carefully to ensure that they are making sufficient progress. As the result of the effective systems in English and mathematics the pupils have individual targets for their next steps in learning. This enables the pupils to be quite clear about what it is they need to do to improve further. Teachers mark the pupils work very effectively to show pupils how well they are doing and show them exactly how they are progressing. This is having a very effective impact upon the progress the pupils are making. Their targets are clearly visible for the pupils in their books and so they act as a very effective reminder when they work. As a result the pupils make good gains in their work.
53. The organisation of the pupils in Year 6 and Years 1 and 2, into teaching groups of similar ability in English and mathematics has enabled the school to provide suitably challenging activities for effective learning to take place. It has allowed the teachers to plan their work more effectively for a narrower range of pupil abilities. The significant testing arrangements for each year group enable the teachers to build on pupils' previous learning well. The pupils' progress is carefully checked and specific help is allocated to the pupils to improve particular aspects of their English and increasingly mathematics work. However, there is more to do in recognising the pupils who are gifted and talented in particular subjects and those who have special educational needs in mathematics. The intensive pupil support programme in place at present is making a positive impact upon the progress the pupils make.
54. The information that the school gathers in other subject areas is increasingly used by the teachers, as they group the pupils in their class. Individual class teachers keep informal information on the progress that the pupils make over all curriculum areas and this information guides future planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents have satisfactory views of the school. At the last inspection partnership with parents was a strength of the school. Whilst very few parents help at the school they support the school in other ways. For example, the active Parents and Friends Association raise substantial funds for the school and parents support fundraising events especially for charities. Parents make a satisfactory contribution to children's learning at home.
56. The teachers in the reception class have very good links with parents. There are good procedures to help the parents, carers and children settle into school and become involved in their children's work. Children take home books and small tasks so that parents and carers can help them with their work and create an effective partnership with home.

57. Extreme caution needs to be exercised when considering parental written and oral comments. Very low numbers of parents attended the pre-inspection meeting and the inspection team received only approximately twenty nine per cent of completed parent questionnaires. These views may not significantly represent the overall views of the school's parent population. Whilst these parents' comments are respected none of the adverse comments could be substantiated by inspection evidence. For example, behaviour and the range of extra curricular activities were two areas of concern from parents. The inspection team findings relating to these two particular aspects judge them to be very good. Similar outcomes were recorded against the other adverse comments made by parents.
58. Letters of appreciation have been sent to the school from parents relocating areas and transferring their children to other schools. The school works hard to establish effective links with parents. A home-school agreement details the school's expectations of the partnership. Fortnightly newsletters are sent to parents to assist their understanding of what is happening at the school.
59. The School Prospectus and Annual Governors' Report are comprehensive. They convey meaningful and helpful information about the school whilst encouraging parents to understand the context in which the school is operating. Both documents meet statutory requirements. Reports to parents on pupils' progress are well structured giving parents a clear picture of progress made and targets for further development.
60. Parents of pupils with special educational needs are kept fully informed and involved in the progress their children make. They are invited to discuss their children's individual education plans each term.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The headteacher provides very good leadership. He is well supported by an effective senior management team who together have created an effective and improving school where pupils are keen to learn and achieve well. As a result of this strong leadership, a very good team spirit has developed. Despite being situated on two sites the school is united and a strong sense of community prevails. One pupil showed an obvious pride in her school when asking an inspector whether 'he liked our school'. The school has been awarded an Investors in People Award. There is very good delegation to staff with management responsibilities. Teachers with management roles commit firmly to the ideals of the head teacher and carry out their roles with energy and enthusiasm. The work of the school is monitored well to identify areas for development. The governors have a good understanding of the strengths and weaknesses of the school and are fully involved in making strategic decisions.
62. The headteacher has a clear vision for the school that is shared by staff and governors. Although standards are paramount it is also important that the needs of the whole child are met and to this end the school works at providing a curriculum that is enriching for all pupils. The school is particularly proud of its multi-national partnership work with schools in France and Germany and the extra curricular activities it provides. Since the last inspection there has been a good level of improvement. Although standards appear to have slipped, the level of attainment on entry has dropped from average to well below average. Pupils in the school achieve well. The school promotes very good positive attitudes to school, very good behaviour and very good relationships. The school has a positive atmosphere and caring ethos.

63. Management of the school is very good. The delegation of subject coordinators has improved significantly since the last inspection. Coordinators are well supported by other teachers through the curriculum sub committees. Coordinators have a clear vision for their subjects and prepare subject action plans which display a clear identification of priorities for development. All staff share a strong commitment to improvement. The senior management team monitors teaching and curriculum coordinators monitor the curriculum. This has resulted in an improvement in the curriculum, teaching and learning since the last inspection. There is clear evidence of improvement in the provision and standards of both literacy and numeracy. The school uses assessments and tracking procedures well to check pupils' progress.
64. Financial planning is satisfactory and specific grants, for example those for special educational needs are used well. However, for the last two years the school has struggled to balance the budget. Problems have arisen for a number of reasons, the most significant one being the high level of staff absence and the high cost of supply cover. Absences have arisen because there have been a high number of teachers taking maternity leave and there have been a number of short and long term illnesses over the last few years. Currently the school has a number of pupils with statements of special educational needs whose support is not being fully funded by the local education authority. The budget problem has been compounded by a drop in pupil numbers. All these factors have led to a situation in which the school has had to carry forward a debit balance and set a deficit budget. Nevertheless the budget has been carefully managed and it is expected that at the end of the current financial year the debt will have been significantly reduced. Governors monitor the budget and are beginning to apply best value principles, for example, when purchasing a photocopier and computer software. They compare results to those of similar schools and those nationally. Specific grants are used appropriately, for example those for special educational needs. The grant for a new computer suite has been allocated and the school expects to have the suite in use next term. A very efficient administrative system is in operation in the school. The secretary and office manager are very organised and carry out their duties very efficiently and manage the school's day-to-day finances very well.
65. The governors are committed to supporting the school and work actively on its behalf. They are well led by a very well informed and active chair of governors. They have a good understanding of the strengths and weaknesses of the school and keep abreast of events through the weekly newsletters passed to them by the headteacher. Governors with curriculum responsibilities such as the Foundation Stage and literacy come into school regularly. Governors have been particularly active in their efforts to reconcile the problems with the budget. All governors support school events and were proud of the school's recent production of 'Oliver'. Governors take advantage of the good provision for governor training. All statutory duties are fulfilled with regard to links with parents, the care of the pupils and the reporting of academic standards.
66. The school improvement plan is extensive. It is led by the school's senior management team and then shared with staff and governors who have the opportunity to make their own suggestions. Action plans drawn up by subject coordinators are included in the plan. This leads to a document that is very bulky and lacks a sharp and clear focus on raising standards. Nevertheless it works well and as a result the provision for numeracy has improved significantly this year

67. The school has a good strategy for appraisal and performance management. Reviews are up to date and improvement targets are linked to the school improvement plan.
68. The special educational needs co-ordinator is very knowledgeable and efficient. She understands the needs of the school very well, and has written a prioritised action plan. The school improvement plan includes as one of its targets the need to identify pupils with learning difficulties in numeracy, and to provide the appropriate support for them. All pupils are tracked and monitored very carefully as they progress through the school. These systems support their learning and behaviour very well. Thus, the special educational needs provision is gathering its own momentum and very effectively supporting pupils. Particular strengths of the developing management team are the learning support teacher and assistants who make a very strong contribution to the provision with their expertise in both daily planning and assessment.
69. In accordance with statutory requirements the school has in place a policy for racial equality. The school is aware of the need to ensure that systems allow all pupils full inclusion to all aspects of school life and to prepare pupils for life in a culturally diverse society and it is effective in doing this.
70. To meet the demands of the curriculum the school is staffed by an appropriate number of qualified teachers. Although the hours provided by support staff is slightly lower than that provided in similar schools they all have appropriate qualifications and give effective support to pupils and teachers in class.
71. Induction of new staff is effective. There are two newly qualified teachers at the school. There is sufficient support and encouragement for these teachers to gain confidence in teaching.
72. The adequacy of the accommodation is good. The school is split over two sites with a playground in between. Classrooms on both sites are of a good size and teachers display learning materials effectively to enhance pupils' learning. Both buildings are in a good state of repair and are kept clean and well maintained by the caretaking and cleaning staff. The outside accommodation is spacious and there is a large playing field for sports and other outdoor activities. The pupils in the Foundation Stage have an appropriate designated play area.
73. Learning resources are satisfactory in terms of availability and quality. Resources for English, science, music and physical education are good. Whilst the school does not yet have a computer suite there are a sufficient number of computers and a sufficient amount of software in the school to teach the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to maintain and improve standards of attainment the headteacher, staff and governors of the school should:

1. Continue to fully implement the strategies recently introduced to improve pupils' attainment in literacy and numeracy.
(paragraphs 1, 4, 13, 22, 23, 63, 97, 106, 107)
2. Raise standards in science at the end of Year 6 by:
 - providing more opportunities for pupils to reflect on their own scientific ideas in order to develop their understanding of science and by giving them more opportunities to test their own ideas;
 - improving pupils' scientific skills of enquiry by developing clear guidance that supports teachers' in planning lessons that teach pupils new scientific skills and builds on those previously learnt.(paragraphs 1, 7, 24, 114, 115)
3. Improve standards of attainment in information and communication technology (ICT) by:
 - providing further training for teachers;
 - ensuring that there is sufficient software to cover all aspects of the curriculum
 - including regular timetabled lessons in all classes to teach ICT skills;
 - giving pupils sufficient opportunities to practise skills;
 - ensuring that computers in classrooms are used more frequently by including opportunities for the use of ICT when planning the teaching of other subjects of the curriculum.(paragraphs 5, 8, 25, 33, 34, 97, 113,, 117, 125, 130, 138, 143, 147, 148, 149, 150, 151, 152, 174)
4. Identify the few pupils who have significant learning difficulties in mathematics and provide them with individual education plans and extra support.
(paragraphs 11, 38, 106, 107, 109)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	27	52	11	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	344
Number of full-time pupils known to be eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	22	29	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	20
	Girls	26	26	25
	Total	43	43	45
Percentage of pupils at NC level 2 or above	School	84 (70)	84 (72)	88 (76)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	19
	Girls	25	25	27
	Total	42	44	46
Percentage of pupils at NC level 2 or above	School	82 (70)	86 (76)	90 (96)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	27	33	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	21
	Girls	28	22	27
	Total	50	41	48
Percentage of pupils at NC level 4 or above	School	83 (68)	68 (45)	80 (90)
	National	75 (72)	74 (74)	82 (82)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	17	21
	Girls	27	21	25
	Total	48	38	46
Percentage of pupils at NC level 4 or above	School	80 (68)	63 (47)	77 (78)
	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
298	0	0
0	0	0
0	0	0
0	0	0
2	0	0
4	0	0
3	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	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: Y[] – Y[]

Total number of qualified teachers (FTE)	14.9
Number of pupils per qualified teacher	23
Average class size	26.5

Education support staff: Y[] – Y[]

Total number of education support staff	7
Total aggregate hours worked per week	220

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.

Financial information

Financial year	2001-2002
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	£
Total income	827 731
Total expenditure	880 006
Expenditure per pupil	2322
Balance brought forward from previous year	10 025
Balance carried forward to next year	- £42250

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	344
Number of questionnaires returned	103

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	4	0	0
My child is making good progress in school.	53	41	5	1	0
Behaviour in the school is good.	39	49	7	2	2
My child gets the right amount of work to do at home.	37	48	10	6	0
The teaching is good.	55	38	5	1	1
I am kept well informed about how my child is getting on.	42	48	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	23	5	2	1
The school expects my child to work hard and achieve his or her best.	59	39	0	1	1
The school works closely with parents.	31	58	7	3	1
The school is well led and managed.	39	45	7	4	4
The school is helping my child become mature and responsible.	50	44	3	2	1
The school provides an interesting range of activities outside lessons.	38	38	10	8	6

NB. Some rows may not add up to 100 per cent due to rounding of figures.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. The Foundation Stage refers to children from the time they enter the nursery until they reach the end of their reception year. At this school there is no nursery, and children enter the reception class at the beginning of the school year in which they will reach their fifth birthday. At the time of the inspection there were 35 children in the reception class, nine had attended local authority nursery school, three private day nursery, 20 part time playgroup, and two had no record of formal pre-school experience. Nine children were identified as having special educational needs.
76. The majority of children enter the reception class with attainment that is well below the level expected for children of this age, in all areas of learning. This is lower than at the time of the last inspection when it was judged to be average. The children achieve well throughout their time in the reception class as a result of the good teaching they receive. All children are encouraged to work together and teachers continually emphasise the need for all to “share”. Personal, social, speaking and listening skills are planned into most activities that the children undertake. Those children with special educational needs are identified very early, are given very good help and care and so achieve very well. The small numbers of children who enter school with average levels of attainment are being well challenged through the differentiated activities that are planned. All staff continually assess the children’s progress. This informs the day to day planning and ensures that attainment is continuous. Consequently most of the children are likely to leave the reception class with levels of achievement that have improved from well below those expected to below in all areas of learning.

Personal, social and emotional development

77. By the time they complete the reception year most children are likely to attain below the nationally agreed standards in personal, social and emotional development. Children achieve well, because all staff have high expectations of them. They work hard in a busy, calm environment. All the children, including those who have special educational needs, are encouraged to join in with class discussions, play together, share equipment and help each other with their work.
78. Children understand that they need to put up their hand when they wish to answer the teachers’ questions or offer suggestions or ideas. Children line up quietly when they are going to assembly. They chat to one another as they work and some choose to work in sociable groups, especially in the role-play areas. The majority of children however, still prefer to play alone or alongside others in the sand and water, and when painting their ladybirds. The children are polite and respond positively both to each other and to adults. Some share resources well. They manage well to get themselves ready for playtimes and physical education. The majority of the children help to tidy their equipment sensibly at the end of each session. However, some still have difficulty concentrating on these tasks. Most respond positively to the patient and caring support they receive. They follow instructions and are eager to learn new skills.
79. Teaching and learning in this area of the children’s work are good. All the adults working in the class are consistent in their approach to children. For example, they reinforce the need for good manners, and sharing resources with one another. This helps the children’s moral and social development. Children’s views are listened to. Members of staff are patient and caring with them and this enables children to learn and develop self-confidence. Patient, supportive teaching results in a calm working

environment where children are happy, and make good gains in their learning. The spiritual culture of the school is being developed as the children looked at snails, how they come in and out of their shells, and what they are for. During an assembly shared with Years 1 and 2 children thoroughly enjoyed hearing the fable of 'The Bear and the Travellers' and thinking about how they should care for each other.

Communication, language and literacy

80. The children achieve well in communication, language and literacy as a result of good teaching and learning. However, by the end of the reception year most of the children are likely to attain below the levels expected of them.
81. On their entry to the reception class, speaking and listening skills are well below the level expected. Staff work effectively to encourage the children to develop their speaking skills. All are given many opportunities to express themselves in role-play. The children worked in an ice-cream parlour, making ice cream, and then selling it at the puppet show. They described their journey through the jungle as they went on a bear hunt, the river was *swishy swoshy*, the mud was *gloopy* and the snowstorm was *swirly whirly*. This makes their learning exciting and fun and as a result they are keen to learn and they learn well.
82. Writing is displayed prominently in all areas of the reception class and this is effective in encouraging the children to write. Children regularly work on the writing table and use a wide range of tools. Writing and reading skills are taught carefully and systematically. Many children are aware of left to right orientation and are beginning to form their letters correctly. All staff focus very clearly on small groups of children giving them very targeted individual help with their reading and writing. The lower attaining pupils and those with special educational needs or English as an additional language are given extra help and encouragement to write their letters correctly. As a result of this good organisational strategy all the children achieve well.
83. Children enjoy stories. They know how to orientate books, where to start reading, how to turn the pages and tell the story using the pictures. Throughout lessons there was a strong emphasis on language development. Children's learning is being further developed through successive activities based on the National Literacy Strategy.

Mathematical development

84. In mathematical development children achieve well as the result of good teaching and learning. However, because they enter school with attainment well below that expected their attainment at the end of the reception year is likely to be below the level expected for children of their age. The children are helped to achieve well through the good, individually based, thoroughly planned practical teaching they receive.
85. Teachers provide many activities and experiences so that children develop their mathematical skills through focused, targeted teaching and play. The children's learning is securely developed through successive activities based on the National Numeracy Strategy. Children confidently count to 10 and beyond; they understand pairs, and can partition numbers. In their small group activities most sort and count objects correctly and use them to solve simple problems of addition, counting one more than or one less than. Most recognise coins, their denomination and some of their properties. Children enjoy singing number rhymes such as *Five Little Speckled Frogs*. The repetition of number sequences in songs and the adding on and counting back in mathematical games help children to develop an understanding of number. Playing mathematics games with dice, ordering number cards, and completing mathematical programs on the computer, also help children to develop their

mathematical language and understanding. Most are learning to solve simple number problems accurately. The teachers design a wide range of activities including games to consolidate and carefully extend the children's learning.

86. This practical approach to teaching mathematics ensures that all children are fully engaged in their learning. A wide range of teaching techniques and resources supports learning in this area very well.

Knowledge and understanding of the world

87. In knowledge and understanding of the world, most children will be below the standards expected for this area of learning by the time they complete the reception year. The teachers provide a wealth of exciting activities to extend the children's understanding of the world around them. Teaching and learning are good and this ensures that the children achieve well.
88. The teachers are effective in planning themes, which extend and develop the children's learning from starting points within their understanding and interests. For example, during the inspection children were busy working on the theme of animals. The teacher had planned a varied programme that engaged the children in a wide variety of learning experiences. This included visiting the zoo, a visit to the school from a veterinary nurse, and making their own topic book at home with the help of their parents and carers. The children have opportunities to extend their understanding through a study of snails in the classroom
89. Teachers' successfully plan the curriculum so that the children's learning is carefully structured and built upon and allow the children to extend their horizons through play and enquiry. Lesson planning effectively brings together learning in geography, history, information and communication technology and science. The wide range of activities planned for the children enables them to work in many different contexts,

Physical development

90. In physical development few children are likely to attain the levels expected for children of their age by the end of the reception year. Good teaching and learning in this area enables the children to achieve well. When they enter the reception class their levels of attainment in physical development are well below those expected.
91. The children use a range of equipment and materials to develop coordination skills in the fine and careful movement involved in drawing and painting. In physical education lessons the children have learned to follow instructions well. Children listen well and are developing their spatial awareness appropriately as they find their own space to work in. They move around the hall sensibly. Children are developing their sense of direction and pace of movement well. They are confident in lessons and enjoy physical exercise. There is good provision of play space for the children and good quality resources.
92. The teaching of physical development is very good. In the lesson observed, staff provided good individual support to help the children to fully develop and extend their skills. The children worked hard to improve as a result of very good teaching. The teacher was insistent that the children listen to the instructions and complete the task set. All managed to achieve this very well. The outdoor environment is beginning to be used successfully for a range of activities across all areas of learning, for example, in children's understanding of living things such as plants and trees. In one lesson observed, children dressed up and took on the role of fire fighters. The children work imaginatively in the outside area, engaged in creative as well as physical activities.

93. Children are helped to make good progress because the staff employ many strategies to help them to improve their manipulative skills. For example, the children are encouraged to form their letters correctly by using pens on the white board, pencils and crayons. They use scissors well to cut out shapes. The curriculum is well planned to develop the skills of building with construction materials, cutting, sticking and threading beads, which effectively promote pupils' co-ordination skills.

Creative development

94. In creative development most children are unlikely to attain the standards expected in this area of learning by the time they reach the end of the reception year. The children are taught and learn well and have many opportunities to learn new techniques and use different materials.
95. The children use paint expressively using a range of equipment and materials in their work. They use a range of pencils and felt pens with increasing control as they draw, paint and write. They investigate the properties of play-dough and find out they can change its shape by rolling, twisting and pinching it and cut out shapes. In the role-play area, the children develop their skills of co-operation and communication well as they take on the roles of the characters in fairy stories, and when working in the flower shop and the ice-cream parlour. The children explore sounds and rhythms when they sing songs. They enjoy singing and can clap in rhythm. The teachers provide good opportunities for the children to develop their creative ideas through painting, modelling, role-play and music. They stimulate the children's interests with lively questioning. The children are encouraged to express their feelings and thoughts. The staff prompt the children to choose their resources and tools carefully and they value the children's work by effectively displaying it for everyone to see.

ENGLISH

96. Standards in English are average at the end of Year 2 and below average at the end of Year 6. The results at the end of Year 6 reflect the significant number of pupils in that year who have special educational needs and the number of pupils who join the school at times other than in the reception classes. In the last inspection, standards were judged to be above average by the end of Years 2 and 6. Since then results have fluctuated, mainly due to characteristics of particular year groups. Since the last inspection the level of attainment of pupils when they enter the school has dropped from average to well below average. Records tracking pupils' progress from Year 2 to the end of Year 6 show that they achieved satisfactorily. Teaching is effective and throughout the rest of the school the pupils are achieving well. This is the result of recent initiatives in the school's approach to the teaching of literacy, which were not introduced in time to fully impact on the performance of this or last year's Year 6. Throughout the school the significant number of pupils with special educational needs in each class, has a significant impact upon the overall results of these pupils. Results do not reflect the good progress made by many individual pupils and the very good progress made by those with special educational needs.
97. Strengths
- Good achievement in Years 1 to 5.
 - Standards in English by the end of Year 2.
 - Very good progress of pupils with special educational needs.
 - Teaching is good as a result of the good quality support teachers have received.
 - The subject coordinator's good leadership has resulted in recently introduced strategies having a significant impact on standards.
 - The setting of individual targets for pupils.

- Setting of pupils in Years 1, 2 and 6.
- Very good links with other subjects.
- Improved resources.
- A very good climate for learning.

Areas for development

- Standards in writing, including handwriting, by the end of Year 6.
- The use of information and communication technology

98. Speaking skills are developed through effective teaching and the opportunities the teachers create to enable the pupils to develop their speaking skills. The children enter Year 1 with below average speaking and listening skills. The teachers encourage the pupils to answer questions and to talk about their learning, give ideas and suggestions. They provide lots of opportunities for pupils to work in pairs, to talk and discuss their work. This is consistent practice throughout the school. By the end of Year 2 most pupils are confidently expressing their ideas in well-formed sentences, using appropriate vocabulary. Pupils in the Years 3 to 6 classes continue to extend their use of interesting and descriptive language as one pupil in Year 6 did when she wrote 'like a whirlpool winding out of control, taking her with it'. When discussing the subject, they use with understanding, correct terminology such as 'genre'. Higher achieving pupils use words such as eerie and weird when explaining for example how the author wanted them to feel when reading the book 'Marianne Dreams'. Teachers encourage all pupils, including those with special educational needs to speak clearly and to contribute to class discussions expressing their opinions. The very good links with other subjects, and in particular with music enable the pupils to considerably enhance their speaking and listening skills. A very good example of this is the recent production of 'Oliver', which was presented in the local village hall to an audience of over 300 people.
99. Year 2 and Year 6 pupils are reading at the expected level with the higher achieving pupils doing well. They talk about the books they read and really enjoy for example 'tongue twister' poems and rhymes. Pupils take home their books and share them with their parents or carers. In Year 2 the pupils talk confidently about their reading and their books and use a range of strategies to help them read. Higher achieving pupils have favourite authors and can say why they prefer these books, for example because they are about animals. Lower achieving pupils often use the illustrations to talk about what is happening in a story and can talk about what is likely to happen next and what the character might be feeling. Older pupils in Year 6 speak about their favourite books and authors and how they find particular enjoyment in the stories the class teacher reads with them. Most read fluently with good levels of expression and understanding. They read a wide range of books and use a range of strategies to help them with their reading.
100. Year 2 pupils achieve average standards in writing although standards at the end of the present Year 6 are still below. Pupils write for a range of audiences and purposes expressing their ideas and thoughts. Pupils' handwriting is generally neat with a clear print style. Although cursive handwriting is practised regularly it is not generally transferred to the pupils' main work until Year 3. Higher achieving pupils produce high quality work. It is usually well structured and imaginative. Sentences are sequenced extending ideas logically. Capital letters and full stops are used and there are good attempts to use speech marks correctly. Older pupils in Year 6 have written extended stories. They have drafted and redrafted their work and on completion have produced good quality stories using paragraphs and chapters. They are given good help by the teachers and use their guidance to help them to improve their work. Pupils are

encouraged to evaluate their work and to consider how they might improve on the story line or presentation. The pupils throughout the school show good levels of application to their work and try hard to improve. Their writing shows appropriate progress with vocabulary and an increasing accuracy in punctuation. Handwriting is for some pupils less well developed and this is an area identified by the school for further development. Most samples of pupils written work throughout the school was neat and appropriate attention given to presentation, however on some occasions this was not so and work was not as well presented.

101. Teaching and learning are good overall. Teachers have good levels of knowledge and understanding in the subject and teach the basic skills well. Good planning means that the work is well matched to pupils' needs. This is particularly evident in the Years 1, 2 and 6 classes where pupils are grouped according to their ability, so that lower attaining pupils have extra help with their learning and there are opportunities to extend the higher attaining pupils. Teachers have high expectations of their pupils and manage them very well. For example in a Year 3 lesson the pupils were made to consider very carefully how, as the story unfolds, the author of 'Poor Tom and the Smugglers of Mourne' had plotted the tension. They are able to plot the tension on a graph from 1 to 10. In each class the teachers promote subject specific vocabulary, so that no matter what subject is being taught class teachers use the relevant vocabulary. As a result the pupils' vocabulary is extended and developed and good learning is promoted. Homework supports learning in English with pupils taking home written work, spellings and reading. The school's system for keeping a check on the pupils' achievements enables the teachers to watch progress and target specific help where it is needed. The learning support assistants give valuable assistance to the teachers, they are well trained, very well deployed and as a result they help the pupils make very good gains in their learning. The teachers conscientiously mark the pupils' work in a very supportive manner and point to where the pupils need to improve to make further gains in their learning. All pupils have individual targets to work towards. Behaviour and attitudes to learning are good. This is evident throughout the school and is shown by the way the pupils approach their work always trying hard during lessons. Good personal developments and good relationships are evident throughout the lessons.
102. The National Literacy Strategy has been well implemented by the school. Careful questioning by teachers in guided reading helps the pupils to develop their reading skills and grasp the underlying themes of the stories. The needs of boys and girls have been carefully considered and addressed equally.
103. Subject leadership in English is good. The English policy reflects the school's aims and values very well. The assessment coordinator monitors pupils' progress very well. Resources are good and help to promote the subject because of their good quantity and quality, although there is still a need to fine-tune some of the reading materials. There is a clear identification of priorities for development and strong will to ensure that action is taken to meet the school's targets for improvement. All staff share this commitment to improvement.
104. The quality and range of learning opportunities in English are good. There is a good well-balanced English curriculum in place, which is underpinned by and delivered through good teaching. The breadth and balance of the good provision ensures that the pupils leave the school at the end of Year 6 in a good position to continue making good progress as they transfer to their next school.

MATHEMATICS

105. Standards in mathematics are average by the end of Year 2 and below average at the end of Year 6. This is a similar position to that at the time of the last inspection for Year 2 but below the levels reported in the last inspection for Year 6. The Year 6 results are depressed by the significant number of lower attaining pupils and pupils with special educational needs in that year. Pupils are now doing well in their mathematics lessons; this is clear from observations of the pupils working in class and by close observations of the pupils' work in their books. The pupils achieve well because they are taught well, given every encouragement to succeed and learn well.

106. Strengths

- The implementation of the National Numeracy Strategy
- Improved teaching and learning as a result of the teachers' commitment to improve teaching and learning by accessing training.
- Improvements brought about by the checking of teaching in the school by the headteacher and co-ordinator.
- The significant impact of the help of the Local Education Authority adviser for mathematics.
- The setting of pupils in Years 1 and 2 and in Year 6.
- Effective mathematical displays in each classroom, with specific mathematical language.
- Improvements sought by the teachers in the beginnings and ends of lessons.

Areas for development

- The identification of pupils with special educational needs in only mathematics.
- The use of information and communication technology.

107. In most classes the range of attainment shown by the pupils is very wide and it is clear that the teachers work hard to include all the pupils, even though in most classes the teachers do not have extra help from a learning support assistant. These assistants are very skilled and when they are present they make a significant impact upon the way the pupils learn. Teachers are very effective in matching the learning for all the pupils in the class, including those pupils with identified special educational needs. Inspection evidence indicates that a few pupils with significant learning difficulties in mathematics are not provided with individual education plans and extra support in lessons and this has been identified for improvement by the school. The subject co-ordinator is new to the school and she has been enthusiastically encouraging further improvements in mathematics. She has maintained and extended the high profile of mathematics in the school. Consequently, standards are beginning to rise throughout the school. This is clearly seen in Year 2 where there has been a significant improvement in the number of pupils achieving at the higher levels. The impact of these initiatives has yet to make a difference to the results of the pupils at the end of Year 6. During the inspection, teaching and learning ranged from satisfactory to excellent. Teaching for the pupils in Years 1 and 2 was good overall. The good features of these lessons were seen in the good pace of the learning. Teachers had good expectations of the pupils and encouraged them to learn well. As the classes are set for mathematics, tasks for the pupils are carefully matched to their needs and as a result the learning for all pupils is good. The pupils are keen to try hard and work well and as a result they succeed. In a Year 2 set, the teacher reinforced the pupils' learning at the end of the lesson by introducing a program on the computer about function machines; this not only strengthened the pupils' learning but also advanced their learning in information and communication technology.

108. The quality of teaching and learning for pupils in Years 3 to 6 is good overall with much that is very good and some excellent. Most lessons start with a quick mental input, which is directly related to the pupils' learning in the main activity. Learning objectives for the lesson are clearly displayed for the pupils so that they are quite clear about their learning. The teachers have high expectations of the pupils and this is clearly seen in the tasks teacher's plan. These engage the pupil's interests and consequently they work hard. The pupils concentrate very well and put a lot of effort into their work. This was seen particularly in the higher attaining mathematics group in Year 6 where the pupils were asked to consider what kind of activity could have produced a given profile on a straight-line graph. In this lesson the pupils gave excellent mathematical suggestions for the graph. The teachers have a very encouraging manner with the pupils and as a result the pupils are happy to put forward their ideas and suggestions.
109. The teachers teach the basic skills of mathematics very well and they concentrate on the correct mathematical language. For example, pupils in a Year 4 class were encouraged to check their mathematical understanding by using a mathematical dictionary. The teachers manage the pupils very well; this is indeed a strength in their work. The consistency of approach means that the pupils learn in a very secure environment. Staff encourage the pupils to share their ideas and work with their partners to find the correct answers. Boys and girls work happily together and this helps the pupils' social development as well as giving them the responsibility for their own learning. The teachers are effective in assessing the pupils' understanding as the lesson progresses. This was seen in a very good Year 5 lesson where the class teacher was very effective in checking the pupils' learning and quickly correcting any mistakes or errors that they had made so that they achieved very well.
110. Teachers mark pupils' work carefully and give them good guidance on how they can improve their work. Marking across the school gives a clear indication to pupils what they need to do next to improve and links directly to the targets they have in the front of their books for their next steps in learning. In some lessons information and communication technology is used appropriately to support the pupils learning, however its consistent use throughout the school is underdeveloped.
111. The newly appointed co-ordinator is very enthusiastic and has a clear vision for the future development of the subject throughout the school. The staff share her commitment to further improvement. The school keeps a very good check on how the pupils perform and this allows the teachers to keep a careful watch on how the pupils get on in lessons and over a period of time. Resources are satisfactory overall.

SCIENCE

112. By the time they reach the age of 7 pupils achieve well and attain standards that are in line with expectations. By the time they are 11, however, progress has been slower and standards are below the national average. Although progress in the development of scientific knowledge is satisfactory, their understanding of scientific investigation is unsatisfactory. Pupils with special educational needs are well supported and achieve very well.
113. Strengths
- Standards by the end of Year 2
 - Resources

Areas for development

- The school's approach to investigations has too great a focus on writing and insufficient on providing opportunities for pupils to explore their own ideas
 - The use of information and communication technology
114. Since the last inspection standards have shown some improvement in the Year1 and 2 classes, but overall improvement has been unsatisfactory. One of the main factors contributing to lower standards in Years 3, 4, 5 and 6 is the way in which investigations are often carried out. Too much emphasis is placed on writing up and not enough on practical work. In a large proportion of lessons seen in the older classes during the inspection teachers were reluctant to allow pupils to investigate and explore their own ideas. They were too restrictive in their methods and often spent too long giving instructions and explaining what needed to be done. Pupils often became restless and uninterested and found the emphasis on written tasks boring. Evidence from discussions with pupils and previous work seen also showed this approach to be dominant. Where pupils were given more active involvement they made much better progress and were also much more enthusiastic and involved in the work.
115. Pupils in Year 2 have learned to carry out simple investigations, with appropriate support from their teachers. They understand, for example, the different stages of the life cycle of the frog. They understand that different living things are found in various habitats. In the Years 3 to 6 classes pupils continue to develop their scientific understanding. By the end of Year 6 they have studied light sources, and how light behaves when reflected. Most pupils, however, still find it difficult to generalise for themselves about physical phenomena, such as how light behaves, and so their overall attainment is below that expected for their age.
116. Teaching and learning is satisfactory overall. Where the teaching approach is lively and practical pupils learn well, but in lessons where activities are mainly based on listening to the teacher and writing, many opportunities for better learning are missed. The best lessons are characterised by a lively teaching approach, interesting practical activities, and challenging work for pupils of all abilities. In a very good Year 4 lesson, for example, pupils were learning about the similarities and differences between different plants and animals. The teacher showed very good knowledge of the subject, and gave clear explanations so that pupils of all abilities could understand. She chose pupils to come up and explain their ideas, and asked others to comment, so that everyone was involved. Pupils worked together to build a 'tree diagram' by asking and answering simple yes/no questions. Skilled teaching ensured that they were all fully involved, enjoying the work and learning well.
117. Teachers generally do not make enough use of the computers in their lessons. Some examples were seen, but in many lessons seen during the inspection the computers were left unused, when they could have made a worthwhile contribution.
118. A new science policy has been produced, which matches the requirements of the nationally recommended guidelines, and new resources have been acquired so that all aspects can be covered. The science curriculum now ensures that all pupils are given appropriate work, and a two-year cycle of topics ensures that everyone, including those in the mixed-age classes, learns progressively. The subject co-ordinator is new to the role, but has made a good start by updating the policy and schemes of work. In order for the subject to develop more there is a need for further in-service training, both for the co-ordinator and for other staff. A better understanding of how children learn in science, and of the value and importance of practical investigative work is needed, particularly in the Years 3 to 6 classes. Resources for science are now good, and the

school's accommodation enables all aspects of the curriculum to be covered. Due attention is paid to safety in all aspects of science work.

ART AND DESIGN

119. Standards in art and design are similar to those seen nationally at the end of Year 2 and Year 6 and pupils achieve satisfactorily. This maintains the standards of the last inspection.

120. Strengths

- The use of the environment in Years 1 and 2.
- Pupils' attitudes to the subject

Areas for development

- The appointment of a subject coordinator
- The use of information and communication technology

121. The school is following the nationally approved scheme of work. It is clear from looking at teachers planning and from talking to teachers that pupils throughout the school experience a wide range of activities and use a wide range of resources. For example, pupils in Years 1 and 2 learn how to handle paint, pencil crayons and pastels. They use clay to make tiles, which they then paint. They develop techniques when they draw silhouettes, which they then shade in darker and lighter tones. They learn about other artists when they look at examples of work by William Morris and Matisse. A strength of the work in these classes is in the use of the environment for inspiration. Pupils have collected leaves and branches that they then drew and used to make collages. They have done still life drawings of plants and flowers.

122. Pupils in the older classes experience a wide range of activities and during the inspection were using clay to make garden ornaments, rolled up paper to make chairs and card to make hats. In Year 5, pupils were using textiles to make a Bayeux style tapestry of a story. In these classes teachers encourage pupils to use their art skills in other subjects when they produce posters. However, opportunities are missed when the teachers do not teach some of the basic rules of poster making such as limiting the use of colour or learning lettering techniques. There were few examples of pupils work kept, especially in Year 6. Nevertheless painting on the wall of one Year 6 class indicated that the pupils had studied perspective and had applied what they had learnt in producing landscape pictures. Pupils in Years 3 to 6 achieve satisfactorily. Pupils with special educational needs were well supported in the lessons seen and made the same satisfactory progress other pupils make. All pupils in the older classes use sketchbooks successfully to develop their skills.

123. It is not possible to make a judgment on teaching and learning in the Years 1 and 2 classes. In the other classes teaching and learning is overall satisfactory. In one good lesson observed in Year 4 the teacher demonstrated well how to roll up paper in order to make a chair that would stand up. Her lively and friendly style and clear instructions motivated pupils who then made good progress. In the other lessons seen too much time was spent talking about the practicalities of the lesson and insufficient time was spent inspiring pupils through looking at examples of the work of others or developing their creativity by allowing pupils to share their ideas.

124. Pupils' attitudes in the lessons are good. They listen well to what the teacher says and then try hard to achieve success. When working together they display a high degree of cooperation. In this way the subject contributes well to pupils' social development.

Throughout the school opportunities to look at the work of other artists such as Klee and Lowry contributes to pupils cultural development.

125. Last year the school benefited from the contribution of an artist in residence who worked with all the pupils in the older classes to produce a mural for the corridor wall. This year the subject has suffered from the lack of a coordinator to oversee the curriculum and to monitor teaching. At present teachers have no one to turn to for advice in this subject. A newly qualified teacher has been designated to coordinate the subject from September. The resources for the subject are satisfactory. The use of information and communication technology is at present under developed.

DESIGN AND TECHNOLOGY

126. During the inspection it was not possible to observe any design and technology lessons. The school has kept very few samples of work and so there is insufficient evidence to make a judgement on teaching, learning, standards, pupils' achievement or pupils' attitudes to the subject. An analysis of the scheme of work and of teachers' planning indicates that there is satisfactory provision throughout the school.

127. Strengths

- The school has responded to the last inspection by adopting a scheme of work

Areas for development

- The setting up of systems to ensure that activities build on previous learning and are appropriately challenging
- The use of Information and communication technology.

128. The school has responded to the recommendations of the last inspection by adopting the nationally produced scheme of work. Planning evidence confirms that the school follows this scheme and that the programmes of study are now being covered. Pupils experience a range of activities and use a range of different materials and techniques. Pupils in Years 1 and 2 were making puppets at the time of the inspection. They have created their own designs using the same basic template. They have made them from felt and have joined them by sewing. Pupils that had finished evaluated their designs and wrote comments such as 'my puppet would have been better with hair'.

129. In Year 3 pupils have investigated movement when they have made moving monsters out of card using simple levers. They have investigated the movement created when using a syringe, plastic tubing and a balloon. They have designed their own sandwiches after tasting a range of different breads. Pupils in Year 4 have made Tudor houses using boxes. In Year 5 pupils have made money containers from felt. These do not indicate a significant development in skills from the work on puppets produced by the pupils in Years 1 and 2. Planning indicates that Year 6 pupils have investigated, designed and made shelters but no examples of this were seen during the inspection.

130. The evidence seen indicates that the school has not fully responded to the need identified in the previous inspection to build on previous work by giving older pupils more challenging activities. No examples of pupils using cams, gears or motors were seen nor were there any examples of pupils using resistant materials such as wood and plastic. At present information and communication technology is not included in the units of work.

131. Resources for the subject are satisfactory and in the younger classes there are an appropriate range of construction kits. The subject has suffered because the school

has been without a coordinator for two terms and there has been nobody to monitor the teaching or provision. The head has recently taken over this responsibility. He is aware of the need to develop this subject further and intends to resume monitoring of the subject shortly.

GEOGRAPHY

132. Pupils achieve the standards expected by the end of Years 2 and 6. At the time of the last inspection standards were judged to be similar. Pupils, including those with special educational needs make satisfactory progress.

133. Strengths

- The quality of teaching and learning in Years 3 to 6 is good
- Resources

Areas for development

- Assessment
- The use of information and communication technology

134. As a result of working through an effective school scheme of work based on national recommendations, pupils receive a broad and balanced curriculum involving a wide range of studies in all areas of the subject. The whole scheme is regularly reviewed and evaluated. This ensures that all pupils including those with special educational needs receive the best possible curriculum, and develop an understanding of their environment, and differences between their lives and those of people in other parts of the world.

135. By the end of Year 2 pupils study the local features of the area. They compare their own local area with other locations. Pupils successfully plot their route to school. They investigate their local environment and investigate ways in which a busy road could be made safer. They try to identify where Barnaby Bear is on his travels, by looking at his holiday photographs and plotting the locations on a map.

136. By the time the pupils reach the end of Year 6, they have learnt about climatic conditions. They are aware of the water cycle and have studied the river courses, focussing on the river Mersey. Their written work in this is well presented with clear well-labelled diagrams. In a very good lesson observed in Year 5 pupils used appropriate geographical vocabulary when comparing their own locality to the seaside town of Llandudno. They then went on to find differences and similarities between the two and discuss reasons for them. This resulted in very good reasoned understanding and learning taking place, and very good development of pupils' speaking and listening skills.

137. As no teaching was seen in Years 1 and 2 no judgements on teaching and learning can be made. The quality of teaching and learning in Years 3 to 6 is good overall. Where teaching is good, pupils are actively engaged in the task and have purposeful discussions with each other. They understand what is required of them and are able to work independently. Appropriate tasks that have clear expectations ensure that good learning takes place. This was observed in a good Year 6 lesson, where pupils used their research skills to investigate a chosen mountain range it's location, landscape, and the occupations of it's people. Good learning took place both geographically and in literacy. In a good lesson seen in Year 4, good planning ensured that all were fully involved as they discussed how the names of a number of local places had been influenced by the original settlers. Speaking and listening skills were being developed.

The good relationships between teachers and pupils help ensure that lessons are well managed and behaviour is good overall. Planning is good and is detailed. Most lessons are interesting to the pupils and this supports their learning.

138. The curriculum is developing very well under the leadership of the co-ordinator who has good subject knowledge and a clear view for the future progress of the subject. She has very clear, detailed plans for developing and delivering the subject. The co-ordinator monitors teachers' planning. At present there is no formal assessment. Resources are good. The use of information and communication technology in geography is in the early stages of development.

HISTORY

139. Pupils at the end of Year 2 and Year 6 attain the expected standards for their age. This maintains the standards of the last inspection. Pupils, including those with special educational needs make satisfactory progress.

140. Strengths

- Good teaching and learning
- Speaking and listening skills are well developed in history lessons
- Resources

Areas for development

- The use on information and communication technology

141. The curriculum is broad and balanced and pupils study a wide range of topics. They include the history of their own locality, and the rich culture they have inherited. They also learn about past civilisations and events, which gives them a good sense of time.
142. By the end of Year 2, pupils develop a good knowledge and understanding of people in the past and how they lived. In a lesson observed, pupils were investigating the life of Florence Nightingale. They have a clear understanding that these people lived in a very different way; they study older artefacts such as oil-lamps and compare them with the lamps we use today. In the same way they look at old and new forms of housing. Their sense of time past is further developed through the use of time lines, and the comparisons they make of differences in kitchens.
143. By the end of Year 6 the pupils have knowledge of the different periods of history. They develop an understanding of life during the Second World War. When pupils learn about this time, they gain an understanding of the harsh living conditions of many people at that time, sleeping in air raid shelters, the evacuation of children away from the towns and living on very limited food rations. Pupils studying the Ancient Egyptians, learn about hieroglyphics. They value the work of archaeologists and the artefacts they have discovered. In a very good lesson seen, Year 5 pupils studied the civilisation of the Indus Valley. They used secondary sources to investigate the layout, sanitation and hygiene in the settlement of Mahenjo Daro, and compared it with their own. The emphasis in lessons is clearly one of finding out information from a wide range of sources. After careful examination of these sources, the pupils develop a good understanding of how people from the past lived, and they come to appreciate the legacy that different civilisations have left to our lives today. Very good illustrations and accurate guidance encourage the pupils to careful observations and well-considered deductions so that pupils gain a good understanding and sense of time.
144. As only one lesson was seen in Years 1 and 2 no judgements on teaching and learning can be made. The quality of teaching and learning in Years 3 to 6 is very good overall

and one excellent lesson was seen. In the very good teaching pupils are given the opportunity to become actively engaged in the activity. This helps them understand what is required of them and learning is more effective. This was observed in a very good Year 6 lesson, where pupils used their research skills to investigate changes that have happened in society over the past 5 decades. Good learning took place both historically and in literacy. In the excellent lesson seen in Year 4, excellent planning ensured that all were appropriately challenged and fully involved as they discussed what artefacts and sources could best inform them about Egyptian civilisation. Speaking and listening skills were being very well developed, as pupils reported back to the rest of the class. The good relationships between teachers and pupils help ensure that lessons are well managed and behaviour is very good overall. Planning is very good and is detailed. Most lessons are very interesting to the pupils and this supports their learning.

145. The curriculum is developing well under the leadership of the very recently appointed subject co-ordinator who has good subject knowledge and a clear view for the future progress of the subject. The school has adopted a scheme of work based on national recommendations. The whole scheme is regularly reviewed and evaluated. This ensures that all pupils including those with special educational needs receive the best possible curriculum.
146. The coordinator has clear ideas for developing and delivering the subject. She monitors teaching by evaluating pupils' work. She also monitors teachers planning. Resources are developing well and the school makes effective use of a range of resources in the locality to promote effective learning for all pupils, including those with special educational needs. The use of information and communication technology in history is in the early stages of development.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

147. During the inspection no information and communication technology lessons were seen. Some instances of ICT being used in other lessons were seen, although in many classes the computers were unused. Judgements about standards were therefore made through looking at pupils' previous work, in books and around the school, and by discussions with pupils and teachers. It is not possible to make a judgement on teaching and learning.
148. Strengths
- The school has responded to the last report by improving the provision of resources.
- Areas for development
- The use of ICT to support learning in other subjects
 - Continued professional development for teachers
149. Pupils' standards at the ages of 7 and 11 are below those expected nationally, and their achievement is unsatisfactory. ICT is not used well to support the learning of pupils with special educational needs and these pupils also achieve unsatisfactorily. These findings are the same as those of the last report and improvement has therefore been unsatisfactory. Much work has been done in the intervening time, and many of the recommendations of the last report have been carried out. Good use is made of the facilities and expertise of the local high school, with groups of pupils going regularly to use their ICT suite. Whilst this is a valuable activity, as well as a good example of beneficial links with a partner institution, it should not be seen as a substitute for basic work in class. As yet, however, the actions taken have not led to an improvement in

standards. A new information technology suite will be in place and working next term, and is expected to contribute towards further development of the subject. One factor, which has inhibited further improvement, is the need for continued professional development for teachers. While training has been undertaken under the provisions of the New Opportunities Fund, this was found to be inappropriate for the needs of many staff, and so did not provide the expected gains in knowledge and expertise.

150. While pupils are given a range of worthwhile experiences in all areas of the ICT curriculum, these do not at present build progressively so as to produce standards that are in line with those found nationally. In the Years 1 and 2 classes, for instance, pupils are taught how to carry out basic operations with the computer, and develop their ability to control the computer with keyboard and mouse. With appropriate support many can use graphics software to produce simple pictures, and some can combine graphics and text. By the time they reach the end of Year 2 most pupils can use ICT to help share ideas, although many still need considerable support in order to use ICT to communicate information through text, tables, images and sound.
151. In the Years 3 to 6 classes pupils use the Internet to find information, and organise and exchange ideas using ICT in a variety of ways. Year 4 pupils, for instance, combined text, graphics and digital photographs to produce work under the title 'All About Me'. Pupils from various classes also worked on databases while visiting the High School. By the time they are in Year 6 pupils can produce, organise, amend and present ideas using ICT, but still find it difficult to deal with issues such as predicting results, and exploring patterns and relationships using ICT. When given appropriate opportunities pupils show very positive attitudes. They share and co-operate well, and are good at discussing their ideas and taking turns. These activities make good contributions to their social and moral development.
152. Opportunities to use ICT as a tool for learning in other subjects are limited. During the inspection many lessons were seen where the computers were unused, and, often, not even switched on. Often, the use of the computer in these lessons would have greatly enhanced the learning, but the teacher did not exploit this possibility. There is a need for further in-service training in order to bring about improvement in this area.
153. The subject co-ordinator has worked hard to update the school's hardware and software. Many new computers have been acquired, both through school funding, and through voluntary fundraising efforts such as collecting supermarket vouchers. An up-to-date inventory of software has been produced, and new schemes of work have been adopted, in line with national guidelines. A system of ICT scrapbooks has recently been introduced, where pupils can keep examples of their ICT work. All these developments are having a positive effect, but have not yet had time to impact on standards. The subject is effectively managed overall.

MODERN FOREIGN LANGUAGES

154. Provision for Modern Foreign Languages is very good and has developed very well since the last inspection. The school teaches both French and German to all the Year 5 and 6 pupils, alternatively in blocks of eight sessions. Lessons are supplemented by French and German clubs that are open to all the pupils in Years 3 to 6.

155. Strengths

- Standards are high in both French and German
- Teaching and learning is very good
- The links with partner schools are very effective

There are no significant areas for improvement

156. Aims and objectives are clear in the school's policy on Modern Foreign Languages, planning and lessons and standards are high in both languages. This is because of the high standard of teaching that the pupils consistently receive. In two lessons observed during the inspection, video recordings available in the school and the pupils' work, the pupils can be seen to be acquiring new vocabulary rapidly, developing new structures and above all, enjoying speaking to one another in French and German. Pronunciation is very good. The pupils are so well ahead of most ten and 11 year-olds because the school is very enthusiastic about the teaching of Modern Foreign Languages, lessons are very effective and the subject is imaginatively led and managed.
157. The school has links with schools in France and Germany. The pupils have pen friends in these schools and communicate with them in traditional ways and through modern technology. A most effective link exists between the school and its German partner. The school has video-conferencing facilities that it uses for face-to-face dialogues between its pupils and their friends in Germany. The school's video records show the English pupils talking to their German pen friends in German and their German friends responding in English. The very great enthusiasm of the headteacher for this information and communications technology link has brought it about. The initiative got off the ground because of the support of the local college that allowed the school to use its video-conferencing facilities. The school's own equipment was obtained through the headteacher's links with business. These links with France and Germany are a first-hand way of introducing the pupils to other children in the European Union. The German school is in the eastern part of Germany. The pupils could not easily visit the school but through video-conferencing, can readily do so.
158. The pupils talk about learning to speak French and German with very great enthusiasm. This is reflected in their attitudes and behaviour in lessons. When they work together practising their linguistic skills, they are totally engrossed. Lessons are very challenging because the teachers have very high expectations and methods that appeal to ten and 11 year-olds. For example, in French the pupils were learning how to describe somebody else. This involved their using third person pronouns and verb endings, as well as adjectives that agreed with the pronouns in both gender and number. The teacher chose to do this by asking the pupils to describe a monster. This caught their imagination and their progress was very good. Video-conferencing gives reality and purpose to the learning. The teachers have very good subject knowledge. French is taught by a specialist whose services the school buys in. This is a very good use of funding because of the very good outcomes. German is taught by the headteacher who has learned German to be able to provide this subject. Similarly, the headteacher of the German partner-school is learning English to foster the link.
159. Recently, the school was involved with the Goethe Institute in the production of a video promoting the teaching of German. The school features very much in this video. Pupils talk about learning German and speak, listen, read and write in German in it. Their high standards and the high quality of teaching and learning, seen on this video reflect accurately the school's very good provision for Modern Foreign Languages.

MUSIC

160. At the time of the last inspection standards at both Year 2 and Year 6 were average. It is not possible to judge attainment at the end of Year 2 for this inspection because, due to the way in which the timetable is set out, there were no lessons to be observed during the days of the inspection. Attainment in Year 6 is similar to that expected for pupils of this age. The plans for music indicate that, if they are adhered to, as pupils progress through the school, then all aspects of the curriculum are covered. The technical skills needed to succeed, at the levels expected for each age group, are satisfactorily embedded in the planning. There are planned opportunities for pupils to compose, perform and appraise the skills that they learn. This indicates that standards have been maintained since the last inspection.

161. Strengths

- The good opportunities for pupils to perform
- The good contribution the subject makes to pupils' spiritual, moral, social and cultural development
- The good range of extra curricular activities provided

Areas for development

- Assessment
- Further training for teachers.

162. In Years 3 to 6 pupils continue to develop their singing skills and to extend their repertoire. They sing tunefully and show very good recall of words. A very good example of the pupils' musical enjoyment and skills was available on a video recording of the recent production of 'Oliver'. On this occasion approximately 50 pupils took part in the musical presentation, performing to an audience of 300 people. In a very good Year 3 lesson small groups of pupils compose their own graphic score. Using a variety of instruments they demonstrate very good understanding as they perform their composition showing repeating patterns, rhythm and melody as they carefully follow the conductor. In this mixed ability setting all pupils were fully included in the lesson, in particular lower ability pupils benefited from the small group settings.

163. In the three lessons observed teaching and learning were varied but never less than satisfactory. One very good lesson was observed. Teachers were confident, lessons were well planned to achieve the lesson objectives and usually well resourced. On occasions opportunities were missed to use for example, a metronome, and to take advantage of the wide variety of instruments available to demonstrate pace and rhythm. In the very good lesson the teacher appreciated the need for pupils to experiment with instruments and not to spend too long on any one aspect of the lesson. In this way he maintained the interest of all the pupils who made very good progress during the lesson.

164. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. Opportunities are taken during assemblies to play music from other countries, for example during the inspection the pupils listened to music from Zimbabwe. At other times it might be music by, for example Beethoven. There are a good variety of instruments including multicultural and tuned percussion.

165. There are good opportunities for the more able pupils to develop their interests through the peripatetic lessons, which are available before school and during lunchtimes. There are extra curricular clubs available for pupils of all abilities, including a recorder

club for Year 2 pupils. All clubs are well attended. Every opportunity is taken to enhance the pupils' musical experiences. They take part in the local schools' Music Festival and there are school performances to which parents are invited. The Police brass band and the local High School band visit the school as well as visiting musicians.

166. The subject is soundly managed and the coordinators have identified areas for development and the 'way forward'. The planned inset training for whole staff to give practical ideas for music and to focus on assessment in music will further develop and raise the profile of the subject in the school.

PHYSICAL EDUCATION (PE)

167. At the ages of 7 and 11 pupils reach standards which are above the national average, and they achieve well. This was also the case in the last inspection, so the school has therefore been successful in maintaining high standards. Work in the subject is characterised by enthusiastic teaching and promotion of positive attitudes. Very good attention is paid to developing pupils' ability to look at their own work and that of others in a critical manner, so as to suggest and understand ways to improve. The work is a very good reflection of the school's inclusive ethos. The school's basic curriculum is very well enhanced by a very good range of out-of-school sporting activities, which are enthusiastically supported by a large number of pupils, and ably run by teachers, support staff and a variety of outside helpers. These include football coaching for all age groups, netball, Kwik Cricket, tag rugby, athletics, girls' trampolining club, fencing, gymnastics and judo.

168. Strengths

- Teaching and learning are good
- Good links with the secondary school

Areas for development

- The further development of assessment

169. By the age of 7 pupils have learned how to exercise in safety, and can explain the importance of warming up. In a Year 1/ 2 lesson, for instance, pupils worked on their throwing and catching skills. They worked sensibly in the hall, and the teacher congratulated them on remembering a basic safety point. The more able pupils were given a more advanced task, introducing movement as well as throwing and catching. All the pupils were given chances to watch the others and comment on their performance.
170. Skills are further developed in the Years 3 to 6 classes, so that, in Year 6 pupils can discuss and understand how muscles are stretched during bowling activities. They watch each other's work, and make informed comments about how it could be better. The teacher introduces the idea of improving accuracy, and the class responds well, thinking of ways to aim more carefully. Good use is made of pupils who are unfit, to act as scorers.
171. The teaching and learning of PE is good overall. Teachers manage their pupils very well, and teach the basic skills of physical education very well. They are good at communicating their enthusiasm to pupils, and this promotes positive attitudes to the subject. A spirit of friendly rivalry is well fostered, so that pupils participate well and make good team members. In a Year 5 outdoor lesson on tennis skills, the teacher showed very good subject knowledge and explained the activities very clearly. She reminded the class of what had been learned previously, and explained new skills very

well. Even when heavy rain intervened she was able to manage the transfer inside very efficiently so that little time was lost. The pupils responded very well, and behaviour was very good throughout.

172. The subject is effectively managed, and the co-ordinator is very committed to developing PE as an important part of the school's day-to-day life. She has worked with other PE teachers and the Local Education Authority, on developing a new assessment system for PE, and values the support provided. The new system is now being trialled, and should be fully in place next term. Regular checks are made on the safety of equipment, and an audit of all PE resources has been completed. Links with the local high school have been promoted through the use of sports facilities, such as for indoor athletics training. Outdoor and adventurous activities are provided as an option during the school's annual residential visit for Year 5 and 6 pupils to the Kingswood Centre.

RELIGIOUS EDUCATION

173. Standards in religious education at the end of Years 2 and 6 meet the expectations of the locally agreed syllabus. Standards have been maintained since the last inspection, as a result of an interesting and relevant syllabus, which uses the pupils as its starting point. Pupils throughout the school achieve well and make good progress with their learning. The school has skilfully incorporated an appropriate, quality programme of work, with the locally agreed syllabus. The curriculum co-ordinator has given good support to her colleagues and has collected an appropriate set of artefacts to support different learning of different religions. The staff are currently trialling a method of checking the progress the pupils are making in the subject and this is to be reviewed at the end of the year. One of the planned areas for improvement is the use of information and communication technology in religious education lessons.
174. Strengths
- Teaching and learning is good
- Areas for development
- The use of information and communication technology
175. Judgements have been made through discussions with pupils, observations of teachers' planning and scrutiny of the pupils' work as only two lessons were observed during the inspection.
176. Teaching and learning is good. It is successful because the teachers engage the pupils' interests in their work. For example, in a Year 1 and 2 lesson the pupils talked about stories Jesus told. They enjoyed these stories and talked about other stories from the Bible that the class teacher had told them during assemblies. The pupils looked forward to creating their own storybooks so that the reception children could read them. In this lesson the pupils worked well together in their groups. The older Year 2 pupils took on the responsibility for writing the story and the younger Year 1 pupils for creating the illustrations. This co-operative working further developed the pupils' social skills and encouraged the pupils to work together effectively to create a quality piece of work. In this lesson the pupils developed further their understanding of Jesus as someone who told stories with clear meanings. Because the pupils enjoyed the lesson, listened carefully and worked well together, they learned well.
177. The teachers have good subject knowledge. They plan their work well. Teaching is successful because the teachers engage the interests of the pupils. For example in a Year 6 lesson the class teacher explained to the pupils how Elizabeth Fry put her

Christian beliefs into action, and how she was not typical of Victorian women who were usually concerned with running their own homes. The pupils have learnt about a number of important people and the effect their faith and commitment has had upon the lives of others, for example, they have found out about Trevor Huddleston and Father Damien for his work amongst lepers.

178. The pupils study a wide range of different religions and beliefs. They learn that in many ways there are great similarities in different religions and beliefs. For example, in Year 4 the pupils have had the opportunity to study some aspects of world religions, and in this way, they begin to develop an understanding of other religions and peoples. They have found out that in a number of religions there are great similarities in the ways that babies are welcomed into faith. These studies prepare the pupils well to be members of a multicultural society.