

INSPECTION REPORT

LINAKER PRIMARY SCHOOL

Southport, Merseyside

LEA area: Sefton

Unique reference number: 104864

Headteacher: Mr Colin Coleman

Lead inspector: Lynne Read

Dates of inspection: 1 – 4 March 2004

Inspection number: 256740

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	527
School address:	Sefton Street Southport Merseyside
Postcode:	PR8 5DB
Telephone number:	01704 532343
Fax number:	01704 541949
Appropriate authority:	The governing body
Name of chair of governors:	Councillor Mrs M Fearn JP
Date of previous inspection:	29 September 1998

CHARACTERISTICS OF THE SCHOOL

Linaker Primary is a much larger than average primary school with 527 pupils on roll. It is situated close to the centre of Southport and serves a wide and diverse area. Social and economic circumstances are below average, overall, and children entering the reception class have a range of learning experiences and attainments that are lower than those expected for the age group. The proportion of pupils who have special educational needs (16 per cent) is around average, some of these have difficulties with learning, behaviour or speech. The school includes a unit for pupils with Statements of Special Educational Needs, most of whom have moderate learning difficulties. Just under two per cent of the school population has a Statement of Special Educational Needs and this is around the national average. Around 24 per cent of pupils claim their entitlement to free school meals, which is average. Most pupils are of a White British background and a few have Asian or Caribbean heritage. A total of 17 pupils speak English as an additional language and three of these are in the early stages of learning English. In recognition of the work done, Linaker holds the Healthy Schools and Eco Schools awards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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33090	Jacob Herbst	Team inspector	English as an additional language Special educational needs Geography History Science
21910	Gordon Longton	Team inspector	Mathematics Information and communication technology Physical education
22657	Mark Madeley	Team inspector	Foundation Stage Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Linaker Primary is a good school where pupils achieve well and have very good attitudes.

The school has undergone many recent changes under the direction of the new headteacher who provides very good leadership and drive. Teaching is good and, as a result, pupils make good progress in lessons. Pupils with special educational needs are well supported and those in the special unit have very good provision. The school provides good value for money.

The school's main strengths and weaknesses are:

- By Year 6 achievement is good in English, mathematics and science and attainment is above expectations in art and design and physical education.
- Good teaching in Years 1 to 6 is responsible for good learning.
- Teaching and learning in the unit for pupils who have special educational needs is very good.
- Teaching and learning in the Foundation Stage (the nursery and reception classes) is satisfactory but not as good as in the other year groups.
- There is good, innovative leadership and the strategic leadership team are instrumental in driving forward change and improvement.
- The targets set for pupils' attainment in Years 3, 4 and 5 do not provide managers with sufficient information to check whether pupils are on track to achieve their long-term goals.
- There is no consistent system for assessing pupils' progress in subjects other than English and mathematics.
- There is very good provision for pupils' personal development, resulting in very good attitudes to learning, very good relationships and good behaviour.
- The curriculum in Years 1 to 6, including out-of-school activities, is broad and interesting.
- The lack of a school 'style' for handwriting and presentation results in standards of presentation that vary and are sometimes unsatisfactory.

Improvements

There have been good improvements since the last inspection, especially in ICT, the progress of the higher-attaining pupils and leadership. The recent refurbishment and resourcing work has provided a pleasant working environment and sufficient materials for teaching and learning. The quality of teaching in Years 1 to 6 has improved and achievement is now good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	D	B
Mathematics	D	C	D	B
Science	C	C	D	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Standards/achievement

Achievement is good. When pupils enter the nursery, their prior learning is below that usually seen. They make satisfactory progress in all areas of learning in the Foundation Stage classes and, by the time they enter Year 1, they are working at a level that is just below average. The work seen in Year 6 during the inspection is better than the grades above indicate, because in 2003 there was a high percentage of pupils with special educational needs in the group and only 75 per cent had received all of their junior education at the school. For English, mathematics and science attainment is judged as average in Year 6 and achievement over time is judged as good. The rising standards and good achievement are shown by the fact that, when compared with similar schools, results are above average. Standards in reading, writing and mathematics seen in Year 2 during the inspection

are judged as average. There have been good improvements to the provision for ICT, and attainment matches expectations. Attainment in art and design and physical education is above average and it is average for the other subjects. Pupils who have special educational needs, and those who speak English as an additional language have good support in the main classes and their achievement is similar to that of the majority of pupils. Those in the unit for pupils with special educational needs make very good progress.

Attitudes

The school promotes social and moral development very well. The resulting good standards of pupils' behaviour and their very positive attitudes underpin the good learning seen. **Provision for cultural and spiritual development is satisfactory.** Attendance rates are slightly below average but are improving. Most pupils arrive on time, ready to start work.

QUALITY OF EDUCATION

The quality of education, including teaching is good, overall.

Teaching: The quality of teaching is good in Years 1 to 6, very good in the unit for pupils with special educational needs and satisfactory in the Foundation Stage. Specialist teaching in Year 5 is successful in promoting pupils' interests and attainment in subjects such as music or physical education. Teaching assistants are well briefed. They make a sound contribution to learning.

Curriculum: There is a good, broad curriculum that promotes successfully pupils' creative, physical, aesthetic and academic skills. Higher-attaining pupils have good challenges in their work. Since the last inspection the accommodation and resources have been much improved, especially for ICT. They are now satisfactory, overall.

Care and guidance is satisfactory; there are strengths and one weakness. Provision for health and safety is good. Pupils form trusting relationships with adults and say that they feel safe. Pupils who attend the unit for special educational needs are integrated successfully into the mainstream classes so that they access all that the school has to offer. Systems to ensure pupils' safety are good. Assessment procedures are good in English and mathematics and unsatisfactory, overall, for the other subjects.

Leadership is good, and that provided by the headteacher is very good. There are many strengths in management and two relative weaknesses; **it is satisfactory, overall.** The senior leaders, members of the development teams and year group leaders are focused on improvement. The target-setting system for Years 3, 4 and 5 does not provide enough information for managers to check pupils' performance against expectations and there is no school guidance on handwriting and presentation. Governors have a sound overview of the school's strengths and weaknesses. Governance is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The results of the parents' questionnaires, discussions and meetings show that parents and pupils have positive views of the school. There is a good amount of information for parents about the curriculum and good procedures for dealing with concerns.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are to:

- improve teaching and learning in the Foundation Stage to the good level seen in Years 1 to 6.
- provide targets for pupils in Years 3, 4 and 5 in English and mathematics based on those set for pupils in Year 6.
- develop a consistent approach to assessment in subjects other than English and mathematics so that teachers can track attainment.
- improve handwriting and the level of presentation generally.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

Standards seen during the inspection in English, mathematics and science are broadly average by Year 6. Achievement in the Foundation Stage is satisfactory; it is good in Years 1 to 6 and very good in the unit for pupils with Statements of Special Educational Needs. Attainment in art and design and physical education is above expectations.

Main strengths and weaknesses

- In lessons seen, attainment in English, mathematics and science is average. This represents good achievement over time.
- Attainment in ICT has improved well. Standards match national expectations and achievement is good.
- Achievement in art and design and physical education is especially good.
- Pupils who have special educational needs and those who speak English as an additional language achieve well in relation to their starting points.
- Achievement in the Foundation Stage is satisfactory but is not as good as at the previous inspection.

Commentary

1. When children enter the nursery, their skills and knowledge are below those expected for the age group and well below in language and personal development. By the end of the reception year, attainment remains below the expected levels, overall. Children make satisfactory progress but they do not have enough opportunities to explore, ask questions and become independent learners. This is the main reason why achievement is lower than at the previous inspection. The quality of some resources and parts of the accommodation is not satisfactory and hinders the rate of learning. This is recognised by the headteacher and a refurbishment and resourcing plan is due to be implemented soon.

Standards in national tests at the end of Year 2 – average points scores in 2003

Standards in:	School results	National results
reading	15.1 (15.3)	15.7 (15.8)
writing	14.5 (13)	14.6 (14.4)
mathematics	15.4 (15.7)	16.3 (16.5)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

2. The results above were below national averages but, when compared with schools in similar circumstances, they were average for reading and mathematics and above average for writing. This reflects the success of the school's improvement plan in that aspect. In the 2003 tests there was a good percentage of pupils attaining the higher level 3; in all three areas it was well above the average for schools in similar circumstances. In lessons seen, standards for the present Year 2 are broadly average in reading, writing and mathematics. The higher-attaining pupils are well challenged and work at above-average levels. There is a significant number of pupils who entered the school with prior learning that was well below average; they are well supported and are making good progress, although their standards are below average. Some especially good standards were seen in Year 1 and this is a promising indicator for the future. In reading and writing, some of these pupils are already attaining the level expected by the end of the year and have made very good progress.

- Most pupils in Year 2 read with confidence and fluency. They write in generally well-punctuated sentences and make logical attempts at spelling. Handwriting is not consistently formed or positioned, however, and some pupils' presentation is untidy. In mathematics, pupils are confident in calculating mentally and have a secure understanding of shape, measures and in producing graphs and charts.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.5 (26.2)	26.8 (27)
Mathematics	25.8 (26.6)	26.8 (26.7)
Science	28.1 (29)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

- The results for 2003 were below the national average but, when compared with schools where attainment at Year 2 was similar, they were above average. The pupils in the year group had entered school with an especially low level of prior learning, as shown by the records. The group included a higher-than-average percentage of pupils with learning or behaviour difficulties, four of whom had a Statement of Special Educational Needs. Their attainment in Year 2 was relatively low but they made good progress during Years 3 to 6 and, overall, their achievement was good. The higher-attaining pupils did especially well and this represents a good improvement on the findings of the previous inspection. Standards seen in lessons and in completed work during the inspection are average for English, mathematics and science and achievement over time is good.
- In Year 6 standards in English are lower than at the previous inspection and those for mathematics and science have been maintained. When the lower attainment on entry to the school is taken into account, however, achievement is better than in 1998. The pattern of achievement has changed; it is good in Years 1 to 6. In the Foundation Stage it has declined but is satisfactory. This is a key issue of the inspection. Targets set for last year for the end of Year 6 were challenging. They were not met, largely because only 75 per cent of pupils who took the tests at Year 2 remained at the school until Year 6.
- By Year 6, pupils read with good levels of understanding, they write in various fiction and non-fiction styles. Grammar and punctuation are sound but spelling is often careless and pupils are not making full use of their knowledge of word patterns and derivations. Handwriting is often untidy and there is no 'school style' evident, with Year 6 pupils sometimes using print rather than script. In mathematics, pupils compute accurately and they apply their knowledge of shape and measures well.
- Attainment in ICT across the school has improved and now matches expectations. Many good improvements have been made, especially in resourcing, which means that pupils have good access to computers and plenty of time to consolidate the skills that they are learning. In religious education, pupils attain what is expected according to the locally agreed syllabus and the subject makes a good contribution to their social, cultural and moral education. Attainment in art and design and in physical education is above expectations by Year 6 and meets the expected level in all other subjects that were fully inspected.

The unit for pupils with Statements of Special Educational Needs

- The school's provision includes a class for pupils who have Statements of Special Educational Need. In this class, achievement is very good as each pupil's specific needs are assessed and catered for through carefully planned activities. Pupils have access to the full curriculum and are integrated into the main classes for subjects such as physical education. This promotes their personal and social skills very effectively.

9. Pupils who have special educational needs in the main school achieve well relative to their starting points. They have good support in the classroom. Those pupils who speak English as an additional language achieve as well as the majority of the pupils; they benefit from the school's good emphasis on speaking and listening and timely interventions from their teachers, who routinely check understanding.
10. Boys and girls progress equally well in class, largely because teachers choose an interesting range of topics to interest all. Recent purchases of fiction books show that teachers are mindful to choose those of special interest to boys to capture their interest.

Pupils' attitudes, values and other personal qualities

The school promotes the personal development of its pupils successfully. Attitudes are very good throughout the school, and behaviour is good.

Main strengths and weaknesses

- There are very good relationships within the school.
- The pupils show very good interest in their lessons.
- There is very good support for the extra-curricular activities provided.
- Whilst the opportunities for understanding local and national culture are good, there are few opportunities for pupils to meet those of other cultures.

Commentary

11. When pupils enter the nursery, their personal and social skills are well below average, overall. They make satisfactory progress but, on entry to Year 1, skills remain below those expected.
12. Very good relationships exist between pupils, and between teachers and pupils. During lessons and at break times, the pupils work and play well together. They very readily offer help. This was observed at the start of the school day when a pupil was seen to be unhappy. Other pupils showed their concern by finding a teacher to help. This reaction was spontaneous and is a good example of how the pupils are aware of the needs of others.
13. During lessons the pupils display very good interest in their work. They are fully involved and are very willing to ask and answer questions, and offer their opinions. An example of this was seen during a visit to a local church. The pupils were very interested in finding and sketching items of church furniture. They were enthusiastic and asked some searching questions. They showed great respect for their surroundings, and their behaviour was excellent.
14. There is very good attendance at the many out-of-school clubs. They enjoy the school's theatrical productions, and benefit from the opportunities to make use of a local theatre and sporting facilities to bring their work to a wider audience. These activities help the pupils to gain confidence and to raise their self-esteem.
15. Provision for pupils' spiritual development is satisfactory. It is promoted through acts of collective worship and religious education. Assemblies are held throughout the school for different year groups. However, the content of the assemblies does not always provide pupils with spiritual experiences. Occasionally, there is little time given for pupils to reflect on what they have heard, and to relate it to their own experiences.
16. The provision for the moral education is good and pupils have a clear understanding of the distinction between right and wrong. They understand the need for school rules and know the school's system for sanctions and rewards. There is very little bullying in the school. Nevertheless, the pupils know how seriously the teachers view any form of oppressive behaviour and they were clear about whom they should turn to for help.

17. The provision for social development is good. Pupils show concern and compassion for others through their willingness to offer help, both in and out of lessons. They listen attentively when their fellow pupils offer their opinions, and appreciate how their actions may affect others. Pupils are given the chance to take part in a residential visit and say that they thoroughly enjoy the new experiences it provides. Pupils have a sound understanding of the different faiths in the world and benefit from the opportunity to visit a number of local churches.
18. The school provides good opportunities for pupils to explore and understand local and national culture. Good use is made of local museums and places of interest. Visiting speakers are welcomed to further pupils' knowledge of the wider community. Through geography, art and music lessons pupils experience cultures and customs from around the world. However, they have very few opportunities to meet people from different religions and cultures. There is scope to improve this aspect of provision to prepare pupils more fully for life in our multicultural society.

The unit for pupils with Statements of Special Educational Needs

19. Pupils from the unit are very well integrated into school life. They establish very good relationships, and pupils and staff in the mainstream classes extend a warm welcome. Pupils have very good attitudes to learning and take full part in all the activities available, including out-of-school sessions. The pupils are valued as individuals and have good self-esteem and confidence.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

20. Attendance rates are below the national average and are not as good as at the previous inspection. There has been an improvement during the last year, and the situation is being closely monitored by the school. Parents receive regular reminders about the importance of their children's attendance and the school is doing all it can to improve matters. The majority of pupils arrive at school on time, but a small number regularly arrive late. The recent introduction of a breakfast club is already proving effective in improving the punctuality of a number of pupils.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
528

Number of fixed period exclusions	Number of permanent exclusions
1	1

The table gives the number of exclusions, which may be different from the number of pupils excluded.

21. The very low rate of exclusion is a further indicator of pupils' good behaviour.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of teaching is good, overall, and the curriculum is broad and balanced. There are strengths in the school's systems for ensuring pupils' safety and welfare and for their personal guidance. Assessment in English and mathematics is good and the information is used to move pupils forward at a good pace. In the other subjects, assessment procedures are variable and, overall, they are unsatisfactory.

Teaching and learning

The quality of teaching is predominantly good and pupils learn well. There are good processes in place for checking pupils' progress in English and mathematics and teachers use the information effectively when planning lessons.

Main strengths and weaknesses

- Teachers in Years 1 to 6 have a good range of subject knowledge.
- The teachers' planning is good and uses assessment information well to target the next steps for pupils in English and mathematics.
- There is lack of opportunity for pupils in the Foundation Stage to explore and to follow their own lines of investigation.
- Specialist teaching enhances learning in some subjects, mainly in Year 5.
- Teachers use a range of strategies and resources to challenge, motivate and encourage pupils. They have high expectations of behaviour and endeavour.
- Staff ensure that pupils who have special educational needs, and those who speak English as an additional language, are fully involved in all lessons and receive the support they need.

Commentary

22. The teaching in the nursery and reception classes is satisfactory and this leads to sound progress. Children have a varied range of activities that cover all the areas of learning, and adults place a strong emphasis on developing communication skills. Thorough records of progress are kept and these are used well to plan the next steps in learning. However, many activities tend to be too prescriptive and do not provide scope for children to pose their own questions or investigate freely.
23. In Years 1 and 2, teachers focus on developing a solid foundation in literacy and numeracy. During guided reading sessions, pupils learn to use a good range of strategies to help them tackle new texts and, in mathematics lessons, they try out different approaches to problem-solving. This prepares pupils effectively for the more demanding curriculum in the junior classes.
24. Throughout school, teachers prepare and plan their lessons with care and with constant reference to prior learning. This ensures that pupils have the support they need to do their best and that higher-attaining pupils are challenged. Teachers in Years 1 to 6 share the learning target with the pupils at the beginning of each lesson and then review the success achieved at the end. Pupils are aware of their individual learning targets for English and mathematics so that they know which parts of their work need improving. As a result of these measures, pupils evaluate their own progress and are becoming independent learners. Assessment procedures are good in the Foundation Stage and in English and mathematics in Years 1 to 6, and teachers generally use the information well to plan their lessons. Assessment strategies in the other subjects are either inconsistent or in the early stages of development. However, teachers know their pupils well and use information from feedback and marking to gauge learning and to plan the next steps. The key issue relating to presentation is not a teaching issue but a management one. This is because there is no school guidance in place and, therefore, no consistent measure by which teachers can judge the quality of work.

25. Teachers use ICT effectively to prepare lessons and to find extra sources of information. Homework is used satisfactorily to extend the learning that has taken place in class, and the majority is completed on time but with varying levels of presentation.
26. The quality of teaching in Years 1 to 6 has improved since the last inspection. In the one unsatisfactory lesson seen, there was a lack of pace and challenge for some pupils; this is not typical of provision at the school. Specialist teaching has been developed in one year group and is proving successful in allowing a wider range of pupils to take advantage of teachers' particular skills, for example, in music, ICT, or physical education lessons. The headteacher, senior managers, development teams and year group leaders follow a cycle of classroom observations to evaluate the success of classroom practice. Teachers pool their ideas and successes through year group and staff meetings and training sessions and this is a good way of sharing expertise. Teaching assistants know the expected learning outcomes for the group or pupil with whom they work and are conversant with the specific learning programmes for those pupils who have special educational needs. They provide sound support for learning. Very good relationships are an important feature in lessons. Teachers expect pupils to work hard and reward their efforts through praise and encouragement. This is helping to develop good industrious habits, as seen in the Year 6 lessons.

The unit for pupils with Statements of Special Educational Needs

27. The very good teaching of the pupils ensures their very good progress. The adult-to-pupil ratio is favourable and allows for good interventions in learning. Teachers use praise and encouragement to full advantage and this motivates pupils well. The pupils' specific needs are assessed constantly and programmes of work are planned accordingly to meet them. Teaching assistants, working under the direction of the class teacher, know the targets in each pupil's learning programme and so are able to promote the necessary skills, knowledge and understanding very well.
28. The teaching of pupils with special educational needs in the main part of school is good. Pupils who require additional help are identified as soon as possible when they begin school. The special educational needs co-ordinator, together with the class teacher, discuss and develop pupils' individual education plans. These are implemented well. Teachers use skilful questioning to ensure that pupils are fully included in lessons, so enabling them to make consistent gains in their learning. This is also especially helpful for the pupils who speak English as an additional language.

Summary of teaching observed during the inspection in 83 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12 (15%)	46 (55%)	24 (29%)	1 (1%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The curriculum is good in Years 1 to 6. The school provides its pupils with a good range of worthwhile learning opportunities, successfully meeting their interests, aptitudes and learning needs. It is satisfactory in the Foundation Stage.

Main strengths and weaknesses

- The strategies for teaching literacy and numeracy are effective.
- The curriculum in the nursery and reception classes does not include enough emphasis on independent learning.

- Provision for the support of pupils with special educational needs is good; in the special unit it is very good.
- The availability of computers and software is good and allows pupils to develop and use their ICT skills effectively.
- Ample opportunities are provided for pupils in Years 1 to 6 to accept responsibility for their work.
- A very good range of extra-curricular activities enriches the curriculum.
- The school library is not organised effectively and some of the books are old and out-of-date.

Commentary

29. The curriculum meets the statutory requirements to teach all subjects of the National Curriculum and religious education according to the Locally Agreed Syllabus. In the Foundation Stage, planning covers all areas of learning and includes some opportunities for exploration but there is scope to extend investigative and independent work. The curriculum for this age group is satisfactory. Useful schemes of planning are in place for all subjects, based on the latest national guidelines in Years 1 to 6. Good planning ensures that teachers are provided with a range of topics and clear guidance upon which to base their lesson plans. Parents commented very favourably about the out-of-school clubs and pupils said that they enjoyed the range of opportunities available over the year.
30. **In the unit for pupils with Statements of Special Educational Needs** there is a clear commitment to including all pupils in every aspect of school life. Considerable effort goes into ensuring that all pupils have access to all of the curriculum so that they have good opportunities to develop their academic, creative, aesthetic, personal and physical skills.
31. Pupils with special educational needs in the mainstream classes have detailed individual learning programmes that are regularly reviewed. When necessary, the curriculum is adapted to suit their needs or they receive support to complete their tasks.
32. Pupils, of all levels of ability, have a good range of learning opportunities to develop their skills in literacy and numeracy. The setting arrangements in numeracy in Years 4, 5 and 6 are proving particularly effective in matching work to prior learning and promoting good progress. Pupils are confident in using computers. There is a school focus on developing further the use of ICT when studying other subjects, and some success is seen.
33. There is a very good range of extra-curricular activities that enrich the curriculum and are much appreciated by parents and pupils. The sessions are well attended and this provision is a strength of the school. During the inspection, pupils were observed improving their physical education skills and working hard towards the National Gymnastics Awards. The special gymnastics lesson for gifted and talented pupils was very impressive and the pupils reached very high standards. Boys and girls enjoy football and netball training provided by staff and dedicated parents. The cross-country running club is very popular. Pupils attending several dance sessions reached high standards as they prepared to take part in a school drama production, with well over 100 pupils involved. There is a well-attended breakfast club, homework clubs, French club, and opportunities provided to learn the recorder. An annual residential visit is arranged for Year 6 pupils each year. Pupils said that they had thoroughly enjoyed the opportunity to get to know each other better as well as taking part in a whole series of challenging activities.
34. Provision for personal, social, health education and citizenship is satisfactory. The school supports a healthy eating life style, with fruit and water being available for all pupils. The Eco Committee, composed of elected members from each class, takes its responsibilities very seriously. During the inspection, committee members were very keen to explain how much they enjoyed their work. They firmly believed it helped them to be proud of their school and were delighted with the many improvements they had instigated, especially the garden areas

around the school and their focus on recycling materials. The school makes good provision for sex and relationships education and informs pupils well about the dangers of drugs misuse.

35. Under the new system of leadership of curriculum areas, there are teams of staff responsible for English, mathematics, ICT and physical and social education and performing and creative arts. They are driving through improvements, as identified through the whole-school evaluation process. Other, non-priority subjects are checked and overseen by the curriculum support team. They analyse the results of statutory and optional tests and teachers' evaluations to see if there are any areas of relative weakness or opportunities for potential improvement.
36. The school has an enthusiastic team of teachers and support staff who work well together. Adults are well deployed to meet the demands of the curriculum and to support pupils' learning. Lunch-time supervisors provide a good level of care at lunch-time and know their pupils well. Overall, the quality and adequacy of the accommodation for teaching the curriculum are now satisfactory. Many improvements have already taken place since the appointment of the new headteacher and many more are planned, when finance is available. The school is very clean, which reflects well on the caretaker and his staff. The newly resurfaced playground with its clear marking is now very good and enhances the quality of play as well as providing many places where pupils can sit with their friends and relax. The good surface is especially important for teaching games as the school has no dedicated field and pupils need to travel some distance to use the local authority's facilities. The library is not well organised and some books are old and worn. The school has already identified this as an area for improvement. Resources for learning have been improved recently and are mainly satisfactory. With the many improvements since the previous inspection, the resources for ICT are very good.

Care, guidance and support

The school makes good provision for the pupils' care, welfare and health and safety. There is good support and guidance for the pupils' personal development. The guidance given for pupils' academic development is good in English and mathematics but unsatisfactory, overall, in the other subjects.

Main strengths and weaknesses

- There are good procedures in place to meet the emotional needs of the individual pupil.
- The school has secure procedures to ensure that pupils work and play in a safe environment.
- There are good induction arrangements for children starting at the school.
- Pupils have clear learning targets in English and mathematics.
- At present, the school council is not fully active.

Commentary

37. The pupils have confidence in their teachers and know that they can turn to them for help. The very good relationships within the school help pupils to feel valued as individuals. Their personal development is monitored informally, and teachers share relevant information as pupils move through the school. Guidance for pupils' academic development is good for English and mathematics. It is variable in the other subjects but unsatisfactory, overall. Pupils have learning targets that are discussed and explained and generally help them to improve their literacy and numeracy skills. Learning in some other subjects is checked and records are kept. For some subjects, these systems are in the early stages of development and there is no consistent format for teachers to follow. Nevertheless, in lessons, pupils often receive informed and useful feedback on their progress and advice on how to improve.
38. The recently formed pupil welfare and physical and social development teams have developed an effective strategy for reviewing the school's policies and practice. Members have already produced a new attendance policy and improved the behaviour policy. Because staff on the teams represent all the different age groups in school, they are able to monitor practice and intervene quickly should difficulties arise.

39. Pupils have a clear understanding of how they are expected to behave and, consequently, the vast majority are sensible, thoughtful and require very little prompting. They clearly enjoy the weekly awards assemblies where those who have done good work, tried hard or been kind, are presented with a badge. These are worn with great pride for the following week.
40. The school provides a secure environment for the pupils. There are good, established systems in place to ensure that all necessary records are kept and procedures followed. The site manager fully understands his responsibilities, and is particularly conscientious about site security. The school occupies a large site with many entrances. There are well-developed procedures for the closing of the outer gates, and these are followed meticulously. As part of the school's healthy living policy, the lunch-time menus have been amended and the pupils now have a good choice of healthy and nutritious meals. Pupils are also encouraged to eat fruit during the breaks and the majority do so.
41. **In the unit for pupils with Statements of Special Educational Needs** staff seek the advice of the relevant outside specialist agencies to ensure that provision is maintained at a very good level. There are meetings and practical sessions with medical and educational specialists, a range of therapists and social services. Timetables are planned carefully through an annual inter-agency meeting to ensure a consistent and continuous approach to teaching. Assessment of progress ensures that pupils have very good guidance to help them achieve their targets.
42. There are good induction arrangements to help pupils settle in when they start at the school. Parents are given the opportunity to visit the school informally and through a programme of pre-school meetings. The individual needs of the children are taken into account when planning the first few days and this helps to ensure that their first experience of school is a happy one.
43. At present, there are few formal opportunities for pupils to be consulted about the general development of the school or for their ideas to be considered. There is a school council but this meets infrequently. The Eco Committee does meet regularly, but the pupils are specifically involved in environmental issues rather than the general day-to-day running of the school. School leaders are aware of the need for pupils to be given more opportunities to voice their opinions and have their suggestions considered.

Partnership with parents, other schools and the community

The partnership between the school and parents is good and result in good support for pupils' learning. There are good links with the community and other schools.

Main strengths and weaknesses

- The school provides the parents with a good amount of information.
- There are good links with the local community.
- Links with other schools enhance the curriculum.

Commentary

44. There was good support for the school from the parents who attended the pre-inspection meeting and who completed questionnaires. They said that their children were happy at the school, and that they were comfortable to talk to the headteacher and the class teachers. Some concerns were raised about the supervision during the lunch break, and the behaviour of some pupils during playtimes. During the inspection the supervision, both at lunch-time and playtime, was seen to be good. The pupils enjoyed their time out of the classroom and played well together.

45. The parents are supplied with good information about the work their children are doing. The annual reports clearly relate to the individual child and give targets for the coming year. The school provides termly class letters that keep parents well informed of the topics their children will be studying. There are a number of parents who help regularly in school and they make a good contribution to learning. There is good support for the Parent-Teacher Association; members support the work of the school well by organising social events and raising valuable funds for school projects.
46. The school makes good use of local facilities and the pupils benefit from their visits to places of interest, such as local churches and businesses. During a residential visit to an education centre pupils were encouraged to sketch some of their surroundings. One such drawing was subsequently used as the illustration on the front cover of the centre's art brochure, providing good publicity for the school. Visitors are welcomed into the school to take part in assemblies and to enrich pupils' experiences.
47. **In the unit for pupils who have Statements of Special Educational Needs** there are very effective links with parents. The teacher involves parents of children with special educational needs through the use of homework and through termly meetings, where pupil progress is reviewed and new targets and plans devised. In this way, parents are kept very well informed about their child's progress and are able to provide practical help at home.
48. The pupils transfer to a number of local secondary schools and there are good curriculum links with some of these, enhancing provision for subjects such as French, sports and science. Transfer arrangements are satisfactory; pupils have opportunities to meet their new teachers and to familiarise themselves with their new surroundings.
49. One group recently enjoyed a trip to London that was funded by one of the high schools. The trip provided a very exciting experience for pupils and helped to widen their horizons.

LEADERSHIP AND MANAGEMENT

Leadership is innovative, focused on self-review and strong team work, and is good. Day-to-day management is good and enables the school to run smoothly. However, there are weaknesses in target-setting for some year groups and there is no whole-school guidance for presenting work; overall, therefore, management is satisfactory. Governors fulfil their statutory duties and are supportive. Governance is satisfactory.

Main strengths and weaknesses

- The leadership of the headteacher, deputy headteacher and strategic leadership team is based on high aspirations.
- Information gathered from the school's self-evaluation programme is used effectively in school improvement planning.
- There is good team work.
- Day-to-day practice reflects the success of the school's commitment to ensuring that all pupils have full and equal access to all parts of school life.
- The target-setting system for pupils in Years 3, 4 and 5 is not directly linked to the goals in Year 6 and so does not provide enough information for senior managers to check whether enough progress is being made year on year.
- There is no whole-school policy on handwriting and presentation.

Commentary

Leadership

50. The school successfully lives out its mission statement by striving for high achievement and providing a caring environment where all pupils, regardless of any special need they may have, are fully integrated into all activities. The headteacher is new to the school and has instigated many changes. There is a very productive relationship between him, the deputy headteacher and the leadership team. Together, they have devised an innovative approach to leadership and management that is aimed at developing strong team work and at managing the workload more efficiently.
51. Although it is early days, some successes can already be seen:
- The thorough evaluation of the school's work, which has been carried out, has led to the identification of clear priorities for the year.
 - The development teams are driving these priorities forward throughout the school. This is facilitated because team members work across the full range of ages and so are able to monitor the effectiveness of the initiatives at first hand.
 - The new year group leaders keep a watchful eye on the day-to-day work of staff and pupils in their charge and are able to spot problems at an early stage.
 - The strategic leadership team gathers constant feedback from the development teams and year group leaders to maintain an informed overview of provision in this large school.
52. The system also allows teachers within each year group to take some initiative and try out new ideas. For example, the Year 5 staff have developed a carousel of specialist teaching sessions on one afternoon each week. This means that the teachers' skills in music, ICT and physical education can be used for the benefit of all pupils and this enhances learning. Such initiatives are monitored by the leadership team who help, advise or intervene where required.
53. Under the new organisation at the school, there is a strong sense of shared purpose and a clear vision for future development. All teachers share in the leadership role to some extent. They have shown a willingness, and a good capability, to manage and accept change. At the same time, leadership has remained very successful in promoting an all-round education where creative, aesthetic and physical and personal skills are well promoted. This leads to very good attitudes, an enjoyment of lessons and a pleasant working environment.

The unit for pupils with Statements of Special Educational Needs

54. The provision for special educational needs is very well led by a knowledgeable and experienced practitioner. Through her role in the strategic leadership team, she has a good overview of the achievement and provision for all the pupils with special educational needs, as well as those in the special unit, and is able to represent their needs in the decision-making process. Management is also very good. Assessments procedures are thorough and ensure that the programmes of learning are specifically targeted to needs. The integration of pupils into lessons in the main school is smooth because this is very well organised and monitored.

Management

55. Management at the school is satisfactory; there are strengths and two weaknesses to address. There is an effective cycle of self-evaluation at the school, which includes a planned programme of classroom observations by the headteacher, the strategic leadership team, development teams and year group leaders. Data from national and optional tests are analysed to see if there are any areas requiring further development. There is clear guidance for staff and policies are followed on a day-to-day basis. These aspects of management are strengths. The target-setting system allows the headteacher and senior staff to check that individuals and year groups have made the expected progress from Year 2 to Year 6 but not for the years in between. This means that a shortfall in progress for an individual may not be

spotted quickly enough to make a worthwhile intervention to learning. There is no policy on handwriting and presentation, which means that teachers have no consistent guidance to follow. These aspects of management are weaknesses.

56. The school makes very good use of ICT for planning, management and administration. Computer systems for planning are efficient in terms of cost and time. Staff guidance and policies are accessed electronically and this means that updates can be incorporated quickly and communicated easily. The quality of printed material sent out to parents and the community is very good and supports the school's image and reputation well. This is especially important in a town where roll numbers are falling rapidly and schools are competing for pupils. The success of the policy is seen in the fact that Linaker has maintained numbers for the current academic year. Administrative support is very good. The bursar and clerks are knowledgeable and experienced. They extend a warm welcome to visitors and parents and discharge a wide range of duties. As a result, the headteacher is free to devote his time to educational matters.
57. The staff, including teaching assistants, are included in regular performance reviews where a programme of training and development needs is established. Support staff and teachers are deployed intelligently to meet the specific needs of individual pupils. The accommodation has been upgraded to a satisfactory level and the headteacher has spent money wisely to improve resources that are now satisfactory, overall. Best value is routinely sought and the headteacher seeks out grant funding to enhance provision. Taking into account the good quality of education, the good achievement, the good leadership and costs that are around average, the school provides good value for money.

Governance

58. Between them, the governors have a good range of expertise and experience that they use for the ultimate benefit of the pupils. They have an informed view of the school's strengths and are committed to improvement. The Chair is a very frequent visitor to school and knows staff, pupils and families well. Parent governors act as good communicators but the governing body as a whole has no routine system for collecting and considering parents' and pupils' opinions. Governors are in the process of establishing links with the development teams with the aim of gathering information efficiently and maintaining a continuous overview of improvement. At present, they have a basic overview of attainment trends and the curriculum through links with the year groups. There are well-established links in place for aspects such as special educational needs, health and safety and finance. Governors have been instrumental in the recent refurbishment and resourcing programme and recognise the benefits to teaching, learning and the reputation of the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,218,457	Balance from previous year	76,195
Total expenditure	1,251,442	Balance carried forward to the next	43,310
Expenditure per pupil	2,028		

The expenditure per pupil is worked out using the number of pupils on roll for 2002, which was 617.

59. Some difficult decisions have been made in order to maintain provision at the school in the face of falling numbers of pupils prior to the start of 2003. The reserve is sensibly kept at a minimum (around 3 per cent) in order to cope with unforeseen circumstances, now that numbers are stabilised.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is satisfactory. It is not as good as at the last inspection for two reasons. Firstly, some experienced staff have moved on and the level of expertise in this phase of education is lower. Secondly, some resources and parts of the accommodation require upgrading. All teachers are dedicated and work hard but some have recently moved to these classes and have little experience of working with this age group. Teaching is satisfactory, overall, but the activities planned do not consistently provide opportunities for independent exploration or for children to follow their own line of enquiry. Some resources are worn and uninspiring. There are some strengths, for example, in the way that teachers work with small groups and the teaching of computer skills. Homework is well planned and closely linked to themes studied at school. For instance, children were asked to 'draw four things made from plastic' when looking at materials. Parent helpers make a good contribution to learning and are a great asset to the provision. Both nursery and reception classes have good access to large outdoor learning areas and a covered area for when it rains. The headteacher fully recognises the need for further training and a refurbishment and resourcing of the nursery building is planned. A key issue of this inspection is to improve the provision in the Foundation Stage to the good standard seen in the rest of the school.

The procedures to help children settle in are good. Children join the nursery on a part-time basis in the term after they are three years old. Staff visit children in their home to gain as much information about the children and their families as is practical before they start school. Parents receive full information both in letters and at meetings. Children are introduced to school sensitively and parents are welcome to stay with them until they are settled.

Assessment procedures are good. The nursery staff assess children after a settling-in period and this information is used soundly to plan activities and learning. Teachers and support staff in all classes are involved in finding out what children know and can do. Children with special educational needs receive good support in one-to-one situations.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Snack time in the nursery is very well organised and is a good way of encouraging social interaction.
- Children show independence in caring for themselves and organising resources.
- Children are not encouraged to follow their own lines of enquiry and activities tend to be directed rather than allowing children to pursue their interests.

Commentary

60. From a low starting point on entry to the nursery, children learn the routines of school, increase concentration and learn how to behave. Achievement is satisfactory. Children leave their carers willingly, particularly in the nursery where activities are available for them to start playing, and learning, immediately. Classroom routines are soundly established, though some rooms are noisier than others. Nursery children show good consideration for others as they clean palettes and brushes after their painting work. Teachers encourage positive attitudes by using praise well; for instance, awards are regularly given during assemblies. Most children concentrate satisfactorily for their age, but a few find it difficult to sit still for longer than ten minutes and teachers do not change their teaching style to accommodate this.

61. The nursery snack time is an example of one of the few opportunities that children have to make informed choices. Children select their name card – encouraging recognition of their name – and register that they have had snack. They are then free to choose from a selection of food and drink and find a friend to sit with. This is a good way of promoting independence and social skills. Children learn to take care of themselves, for example, before movement lessons children change into kit, with few requiring help. By Year 1 attainment in this area is often below expectations. This is partly because children’s attainment on entry is lower than it used to be and also because children do not have enough opportunities to initiate activities or to persist for extended periods on tasks that interest them. The timetable is blocked into specific areas rather than offering continuous access to a range of learning experiences.

COMMUNICATIONS, LANGUAGE AND LITERACY

Provision in communications, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Reading activities are encouraged and supported well.
- Children’s communications skills are promoted well.
- Opportunities to encourage writing are sometimes missed.

Commentary

62. By the start of Year 1, children’s attainment is below the national guidelines for the age group. Children start school with varying levels of attainment. Whilst some speak well, the majority have poor speech patterns and vocabulary. Through sound teaching children make satisfactory progress.
63. Teachers model correct sentences and responses to questions but do not always insist that children follow the examples. Some discussions, often on the carpet, are too long for those children who have a short attention span. In role-play and other free choice activities children have satisfactory opportunities to expand their vocabulary and interaction skills but too little adult contact to make a marked improvement on their spoken language. This is because adults tend to work with specified focus groups rather than exploiting the learning opportunities that come from children’s play.
64. Children are encouraged and praised during reading sessions with adults. They are keen to take their books home to share with their parents, who support them well. Teachers use puppets and other visual aids to make stories interesting. Children enjoy retelling a story or creating one but sometimes the adult interventions do not allow sufficiently for free expression.
65. Higher-attaining children manage to write a short sentence or two under their pictures but other children find this difficult and need considerable support. Higher-attaining children are able to write their name legibly but some others have difficulty holding the pencil and making recognisable letter shapes. Teachers do not always encourage children’s writing in other activities, such as the role-play area, and so too few children are emerging as writers or realising that this is an important way of communicating.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children have a good awareness of number.
- The use of mathematical vocabulary is weak.

Commentary

66. Standards are below those anticipated by the time children enter Year 1. Children start school with weak mathematical skills and very weak mathematical language. Sound teaching leads to children's achievement being satisfactory. During a game, children were working on the numbers 1 to 4. They needed considerable help in matching the number on the dice to the number of moves because their counting with one-to-one matching was not accurate. Higher-attaining children count beyond 20 and are starting to write the numbers 1 to 5. Other children count to 10 but are unable to write the numerals correctly. Children's mathematical vocabulary is broadened through discussion but, in many cases, it is weak.
67. Attainment in this area of learning is lower than at the last inspection partly because children's attainment on entry is lower. The other reason is that children have few opportunities to apply their understanding of concepts practically, such as early measuring or shapes, or to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children are accomplished at using computers.
- Lively role-play areas stimulate children's interest in living things.
- Insufficient time is set aside for this area of learning in the reception classes.

Commentary

68. Attainment is around that expected by the start of Year 1 and children's achievement is satisfactory. Children handle electrical equipment safely and use tape recorders and computers with ease. They use on-screen prompts to click on the games they want to use. These games consolidate their learning effectively, for instance, as they work on numbers and rhyming words. Children learn about living things by planting and caring for plants in the 'garden centre'. They used the microscope well to identify shoots but the session did not allow the children to explore the developing seeds for themselves.
69. Teaching is satisfactory. Teachers provide children with frequent opportunities to use the computers and tape recorders. Teaching of skills in the computer suite is good because teachers get the children to explain what they have learned. This also improves their use of English and their confidence. Teachers often ask good questions which encourage children to talk about what they know and understand. However, activities that promote children's understanding of the world around them are often too directed by adults. This restricts the development of children's investigative skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Movement lessons are linked well to weekly themes.
- Small tools are handled with improving accuracy.
- Outdoor play activities are not fully integrated in the children's day.

Commentary

70. Children's achievement is satisfactory, although attainment is below that expected nationally by the start of Year 1. Children learn to control their movements with improving skill and accuracy. Teachers use the classroom themes well, for example, children move creatively when pretending to be the animals from the 'Gingerbread Man' story. However, some have difficulty with co-ordination and the awareness of space and occasionally bump into one another. There is almost continuous use of the good outdoor learning area but sessions are too directed in some classes. This does not allow children to initiate activities or use their imagination and, consequently, dampens their inquisitive nature.
71. Most children join in enthusiastically with action songs and in the nursery they are confident to demonstrate their actions to the whole class. Children handle small tools, like rolling pins, with accuracy. Pencil skills are not as well developed for their age as might be expected. Many children in the reception class do not form letters or numbers accurately and have difficulty positioning them in sequence.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children use paint and colour creatively.
- Adults do not intervene in the role-play often enough to improve children's language.

Commentary

72. Children's achievement is satisfactory, although attainment is generally below that expected by Year 1. Many children have few creative skills on arrival to the nursery. They experience a sound range of activities, which promote their learning. Teaching is satisfactory, overall, and is good where teachers help children make choices, for instance, about which materials to use for their model. Painting is usually available as a free choice activity and many children enjoy the chance to explore this medium. They use bold strokes and are able to mix colours. Singing is encouraged and children gleefully join in with action rhymes like the 'Caterpillar Song'. Musical instruments are often available and children enjoy creating different sounds. Role-play areas are popular with the children and they act out plays or scenarios. However, adults do not pick up on this play often enough to extend children's language, imagination and improvisation.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**, there are many strengths and some areas for development.

Main strengths and weaknesses

- Achievement in speaking and listening, reading and writing is good throughout school.
- Teaching is good.
- Pupils have clear targets that show them how to improve.
- The targets in Years 3, 4 and 5 are not directly linked to the goal at the end of Year 6.
- Pupils who have special educational needs and those who speak English as an additional language are well supported and achieve well, relative to their starting points.
- The standard of handwriting and presentation varies from very good to unsatisfactory.
- The library stock is old and some books are out of date.

Commentary

73. Standards seen in lessons and completed work in Years 2 and 6 are broadly average. This represents good achievement. Standards are not as high as at the last inspection but, in view of the low starting point for many pupils, progress has improved from satisfactory to good. The assessment of skills in reading and writing is good and the information is used well to plan the next steps and to provide good guidance for the pupils who each have clear targets for improvement.
74. Standards seen in Years 2 and 6 are average in speaking and listening. Pupils have achieved well in these two areas from the low starting point on entry to the nursery. Teachers pay good attention to developing listening and oral skills, both in literacy lessons and when teaching other subjects. They explain new terminology very well and check that complex phrases are fully understood. There is a good emphasis on distinguishing between formal and informal language and pupils recognise traditional language used, for example, in fables or old tales. Teachers use drama techniques effectively to enhance learning across the curriculum.
75. There is a good emphasis in Years 1 and 2 on teaching pupils to blend and segment letter sounds within words; this promotes good progress in reading. In shared reading sessions, teachers promote skills effectively. For example, in a Year 2 lesson, pupils explored and discussed the plot, vocabulary and characters of a story by looking at a detailed picture before reading the book. This is an effective way of helping them to tackle new text, to improve their understanding of the story and to create interest. By Year 6, pupils investigate different genres. In one lesson, they looked at a mystery story and identified the author's use of detail and punctuation to create effect. They successfully identified the introduction of red herrings and the developing web of intrigue. This type of work is extending their reading skills as well as providing ideas for their own writing. There is a good balance between working on fiction and non-fiction texts. Most of the Year 1 pupils are already able to recognise and use the contents, index and glossary pages and by Year 6 pupils are adept at scanning for key words to find the required information.
76. The development of writing skills has been a focus of school improvement over the last year and has led to a better standard of work. When writing their stories, Year 2 pupils are developing their settings well and introducing some interesting characters. Capital letters and full stops are evident in most pupils' writing by Year 2. Some very good standards were seen in Year 1 where several pupils are already working at above-average levels. For this age group, the writing is easy to read and the higher-attaining pupils use their knowledge of letter sounds very effectively when attempting harder words. However, spelling in the older age groups is often careless and pupils do not use their knowledge of spelling patterns and

understanding of pre-fixes and suffixes consistently when attempting longer words. In Years 3 to 6 pupils learn about a range of writing techniques and know the features of different styles of writing. There are some good examples of good links between reading and writing and pupils are often taught elements of writing well but they do not have sufficient time to orchestrate their skills through extended pieces of writing or to edit and refine their work. There is scope to exploit the use of ICT further in this respect. In the Year 6 tests for 2003 many pupils gained a higher level for reading than for writing. Teachers are now looking at providing more opportunities for consolidation and practice of writing skills, especially when recording work in other subjects, in order to improve attainment. The school does not have a consistent approach to the teaching of handwriting and, as a result, standards vary widely. As late as Year 6, some pupils are mixing joined writing with printed script and this is unsatisfactory.

77. Teachers, throughout the school, choose interesting books and topics to study that interest both boys and girls. In lessons seen, progress was similar for both groups. Pupils who have special educational needs are supported well in lessons and make equal progress to that of their peers. Those who speak English as an additional language benefit from the school's emphasis on oral skills and are able to take full advantage of lessons through the support they receive. Provision in the Year 6 'booster' class is very good and is successful in promoting confidence as well as oral, reading and writing skills. During the inspection, this group produced some discursive work of a good standard because they had very good teaching and support.
78. Teaching assistants make a good contribution to learning, especially in guiding and supporting group activities. One has received the recommended training and runs successful support programmes for pupils who need extra help in Year 1. The other intervention programmes are not used at present but the literacy team has plans to put the necessary training in place so that pupils in Years 3 and 4 can benefit. The system of paired reading provides some benefits for pupils but requires further evaluation to gauge the advantages of extra practice reading time against the disadvantages of missing some parts of the literacy hour where the full range of reading skills is being taught. Some volunteer parents make a good contribution to learning and their efforts are highly valued by staff.
79. The quality of marking varies across the classes. In Years 1 and 2, much evaluation is completed orally as pupils consider whether they have met their target for the lesson. This is a good way of encouraging younger pupils to take responsibility for their own learning. Some good examples of marking were seen in Years 3 to 6 but there were also occasions where comments were too general such as 'try to be neater' without explaining exactly how this should be done. Homework is used satisfactorily to extend work done in the classroom and is usually completed conscientiously.
80. Leadership is firmly focused on improvement and the development team makes good use of expertise within the local authority to help them steer the school forward. They currently have a list of priorities, following the evaluations carried out at the end of last year. This shows good, intelligent management. The target-setting guidance for teachers in Years 3, 4 and 5 is not derived from the overall goal at the end of Year 6. Year-end targets are set according to pupils' attainment over the previous year and there is no mechanism in place for teachers and managers to check whether each pupil is on line to achieve what is expected by the end of Year 6 or to address any shortfalls.
81. The library has a satisfactory amount of books but some are old and worn. Stocks are not catalogued clearly and it is difficult to find the correct sub-section. The headteacher and development team are aware of this and an action plan to develop a new learning resource centre, combining library and ICT facilities is scheduled to move forward, following the award of funding.

Language and literacy across the curriculum

82. Reading skills are well applied across the curriculum and teachers gather a satisfactory selection of non-fiction books to serve the topics being studied. Speaking and listening skills are constantly extended during whole-class introductions or discussions. As a result, pupils are confident in expressing their views and in providing evidence to justify their opinions. Writing skills are not exploited fully when recording work in other subjects. The development team is currently considering the best way to incorporate writing assignments into topic plans to promote a good range of non-fiction work across each year group.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- Teaching is effective in helping pupils to make good progress.
- The National Numeracy Strategy has been well implemented, especially the oral and mental starter to lessons.
- The subject is well led by the numeracy development team.

Commentary

83. The good teaching across the school enables pupils to achieve well. When children enter the nursery, their prior learning and understanding of mathematics are below expectations. Teachers set challenging targets and inspection evidence indicates that Year 6 pupils are on track to reach the national average.
84. The National Numeracy Strategy has been well integrated into the school's programmes of work. Particularly strong is the focus on teaching basic skills, especially during the oral and mental sessions. Teachers skilfully employ a wide range of resources, such as small whiteboards, individual number fans, and counting sticks, to aid pupils' learning and to include all pupils in the lesson. In one Year 2 class, pupils enjoyed counting forwards and backwards in tens with the aid of the teacher's counting stick. These enjoyable, challenging, quick-fire sessions help to increase the pupils' motivation. In fact, pupils in some classes eagerly request the tests, so keen are they to see if they can beat the previous target time.
85. There are opportunities for pupils to develop skills in all areas of mathematics, with particular strengths in number and work on shape, space and measures. In the Year 6 booster group, pupils are reminded that learning is purposeful through a huge poster stating 'Maths is for life'. They apply the skills that they learn in practical situations. For example, one problem was to make a pond safe for children and involved the calculation of the length of the fence needed. This helped pupils understand why it was important to know how to work out a perimeter. Pupils enjoy using programmable toys and instructing them to move in different directions. This helps consolidate their knowledge of measures and angles. Pupils often use data to aid their calculations. For example, Year 6 pupils used graphs to convert pounds to euros and pints to litres. They are adept at displaying the results of science experiments using hand-written or electronic graphs and charts.
86. In almost all lessons seen, the teaching was good. The school benefits from the expertise of two leading mathematics teachers on the staff. One lesson was unsatisfactory due to lack of pace and challenge for all the groups and insufficient time being allowed for pupils to complete their work, but this is not typical of provision.

87. The strengths of teaching include:
- Carefully planned lessons with clear learning aims.
 - Teaching which captures pupils' interest and enthusiasm, encouraging pupils to feel secure, and contribute with no fear of failure.
 - Clear explanations ensure that all pupils understand what they have to do.
 - Very good emphasis on the development of mathematical language.
88. Support for pupils with special educational needs, or those with lower levels of prior learning in mathematics, is good. Teachers recognise that some pupils need an easier starting point for independent work. Teaching assistants and a few parents provide good support for these pupils. Work is marked conscientiously but sometimes the wording of the target-setting is vague and does not provide clear pointers for improvement.
89. The new system of leadership is beginning to help improve the teaching and learning in mathematics. Members of the numeracy development team have a good overview of the subject and support colleagues effectively. They have established extra provision in the form of 'booster groups' to help those pupils who are less confident. Assessment is good and is used well to influence future plans and to decide on the setting arrangements for mathematics. Resources are good for Years 1 and 2 and satisfactory for Years 3 to 6. Deficiencies have been identified and plans have been made to improve them later in the year.
90. The school is now making better use of ICT in mathematics lessons. For example, Year 6 pupils used laptop computers to help them study angles and Year 2 pupils used a programme designed to improve the speed of calculation. Teachers often use the interactive whiteboards to demonstrate new work. Because of the quality of leadership, the good teaching and the improving resources, the school is now well placed to improve standards further.

Mathematics across the curriculum

91. The pupils make satisfactory use of their mathematical skills in subjects such as science, geography and history, though this is an area that has been recognised as needing further development.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils cover a good amount of work, acquiring a broad base of knowledge and understanding.
- Planning and teaching for science are good.
- Investigative work extends scientific thinking successfully.

Commentary

92. Pupils achieve well because the curriculum is well covered and they are well taught. They complete a good amount of work in all areas of the programme of study. Standards are average by Year 6 and have been maintained since the previous inspection. In view of the fact that pupils now enter school with a lower level of prior learning in their knowledge and understanding of the world, this represents a good improvement in achievement. Planning for science has improved since the last inspection and there is now a good emphasis on investigative work.

93. The quality of teaching is good, overall, and leads to good learning. Teachers are enthusiastic and pupils respond well. They enjoy practical work and are keen to investigate. This was seen in a Year 6 lesson where pupils identified food chains from the information they were given. Throughout Years 1 to 6, pupils make informed predictions before an experiment is conducted. They know that it is important to eliminate variable factors during experiments in order to obtain reliable results and the need for accurate measurement. Pupils in all year groups have a good level of scientific knowledge, in relation to their age. They use their senses well when investigating. For example, some Year 5 pupils discovered that when sounds are made, vibrations can be seen and felt. Support staff are deployed wisely, for example, to provide additional help for pupils who work at a slower rate or for those who find it difficult to record their findings.
94. Pupils thoroughly enjoy their science work. They co-operate well with one another, share resources and collaborate in completing tasks. Staff especially in Years 1 and 2, promote speaking and listening skills well and check that pupils understand new terminology. By Year 6 pupils have lively discussions with each other and with staff when they explain their findings confidently and express their ideas. Pupils' work is generally neat and well presented in this subject. Marking of work is particularly helpful and constructive.
95. During the whole-school evaluation process, science was not identified as a priority area for improvement. Consequently, it comes under the direction of the curriculum development team for this year who provide satisfactory leadership and management. The scheme of planning ensures consistency in teaching as well as progression in learning. Pupils' attainment is assessed satisfactorily at the end of each unit of work and adequate records are kept but there is no detailed tracking of progress in place as in the other key subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication is now **very good**.

Main strengths and weaknesses

- Pupils have good access to computers through the two new ICT suites and a 'mobile suite' of laptop computers for use in classrooms.
- There is good subject leadership by the ICT development team.
- Teachers and teaching assistants are confident in their subject knowledge.
- Pupils work hard in lessons and help each other well.
- Assessment is in the early stages of development.
- The suite used by Years 1 and 2 lacks an interactive whiteboard.

Commentary

96. During the past two years there has been a very successful response to the key issue of the previous inspection. All Programmes of Study for ICT are well covered. Standards of attainment have improved rapidly and are now broadly in line with national expectations.
97. Since the previous inspection teachers have received training and now teach the subject with confidence; as a result, teaching is good. Lessons are well planned and teachers are increasingly using the interactive whiteboards to make their explanations clear, help them demonstrate new skills and incorporate resources from different media. Teachers achieve a good balance between formal instruction and time for pupils to practise skills. They make lessons interesting and tasks challenging, with the result that pupils enjoy their lessons. This was very well demonstrated in a Year 6 lesson taught by the headteacher. Pupils were learning how to prepare a 'PowerPoint' presentation, adding sound to their work. The headteacher's very good subject knowledge and his confident teaching enabled the pupils to make very good progress.

98. Pupils' enthusiasm for the subject is good and most pupils maintain a good level of concentration when working at a computer. They work very well in pairs and the more competent pupils readily offer help and advice to their friends. For example, pupils in a Year 5 class worked very well together to develop a spreadsheet. Those in Year 1 were highly motivated when using a program to develop their reading skills and worked very hard.
99. The leadership of the headteacher and the ICT development team is very good. They are very enthusiastic and have considerable expertise. Standards have risen well and are set to improve further. The team is working on the development of a whole-school system of assessment, since current practice is variable. The team and the teachers benefit from the enthusiasm and expertise of the ICT technician, who provides valuable practical help and advice.

Information and communication technology across the curriculum

100. As pupils become more confident, they are developing the use of computers in other subjects and this is a main priority of the development team for the year. Older pupils search the Internet successfully to obtain information. For example, those in Year 6 found information about the Tudors as part of their history project. Written work is often presented attractively, using different fonts and graphics facilities. There are some good links with mathematics and science, especially in the use of data and in calculation.

HUMANITIES

101. Only two **geography** lessons were observed. It is therefore not possible to make a firm judgement about teaching and overall provision. Work seen was from the current year.
102. Work that was seen demonstrated satisfactory levels of attainment. Also, pupil workbooks and displays show that coverage of National Curriculum requirements is satisfactory. In the younger classes pupils have been developing their knowledge and understanding of how places compare with other places through the study of life on an island. In the lessons seen in Year 2, the teachers made very good links with other areas of the curriculum, especially literacy. Subject vocabulary, such as 'population' or 'croft' was explained clearly and tasks were well designed to build on prior learning. Older pupils have been studying mountain localities and demonstrate a good understanding of conservation issues. The subject makes a good contribution to pupils' social development as they study the effect of human influence on environments. Those in Year 6 have been examining the advantages and disadvantages of tourism in the Lake District, showing a sound understanding of the effects of man's activities on the delicate balance of nature. Pupils have many opportunities to engage in fieldwork studies from Years 1 to 6 and make good use of maps, aerial photographs and plans to find information.

History

Provision in history is **good**.

Main strengths and weaknesses

- Teachers have a good level of subject knowledge.
- Pupils are enthusiastic about the subject.
- Attractive displays around the school encourage interest.

Commentary

103. Standards are in line with national expectations in Year 2. Pupils are able to place events in chronological order. They have learnt about famous people of the past and how they

influenced events. Pupils have completed some good work about Guy Fawkes and the Gunpowder Plot.

104. Standards in Year 6 are in line with national expectations. Pupils are knowledgeable when talking or writing about the Vikings and the Tudors. Lessons, which are mostly good, are characterised by the teachers' enthusiasm and good classroom management. Work is planned well to stimulate interest, curiosity and debate. Consequently, pupils are keen to learn and are actively engaged in finding things out for themselves. They are able to compare societies of the past and the present. In one class, for example, pupils contrasted life in Tudor times with conditions today, showing a sound understanding of economic and social circumstances.
105. Assessment procedures are in the early stages of development and do not provide a clear picture of pupils' progress across all programmes of study. Presentation and handwriting are generally satisfactory, but are variable, and work is sometimes untidy. Literacy skills are developed well in this subject and some good use of ICT was observed.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Planning covers all elements of the subject and includes a good emphasis on world religions.
- Lessons pay good attention to supporting pupils' personal development.
- Teachers are skilled in making links with pupils' everyday lives and in explaining difficult concepts.

Commentary

106. The curriculum meets fully the requirements of the Locally Agreed Syllabus. The provision and the quality of teaching have improved since the previous inspection. Pupils' attainment matches expectations, achievement is good and the subject supports pupils' cultural and spiritual development well.
107. The teaching seen during the inspection was good. Teachers are skilled in leading class discussions where everyone has the opportunity to contribute. Some Year 1 pupils talked in detail about their special photographs or objects. The other pupils listened with good concentration, showing sensitivity and great respect for the speaker's feelings. This lesson demonstrated pupils' appreciation of aspects of life, such as families and friends, and illustrated a developing awareness of spirituality.
108. Teachers are skilled at explaining difficult concepts. In a good lesson for Year 3 pupils the teacher used drama effectively to help them understand the idea of 'faith'. One pupil took on the role of Abraham and answered some searching questions from his classmates such as 'How do you think Sarah will feel if you kill Isaac?' The lesson concluded with some improvised short plays by groups of pupils that showed they had successfully reached the objectives set. In Year 4, the teacher illustrated the excitement of the first Palm Sunday well by using video clips of the Oscars ceremony. Through the analogy, the pupils were enabled to understand the feelings of the crowd on receiving this very important person and why they threw palm leaves to carpet his steps.
109. Across the age groups, pupils have a sound understanding of Bible stories and older pupils understand that religious belief often influences people's ways of life. There is a good emphasis on learning about world religions and pupils are knowledgeable about the main leaders, festivals and important events in different faiths. Lessons include a good element of personal education where moral and social issues are often discussed. There is good provision for pupils who are withdrawn from lessons or worship on parental request. They

have work tailored to their beliefs and parents commented on the sensitivity of staff who check which activities will be suitable to meet their needs.

110. There is a satisfactory range of resources, including artefacts, but the stock of books in the main library is not sufficient and some are old and worn. The assessment of pupils' skills, knowledge and understanding is in the early stages of development and is not consistent across the classes. There are good links with several local churches and ministers regularly come into school to lead worship. Some interesting visits are planned alongside the curriculum, for example, Year 6 pupils investigated church furniture and artefacts during the inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils learn to create the effects they want because they are taught a good range of techniques.
- Most teachers are confident when teaching art and design.
- Good quality displays of pupils' work enhance the school environment.
- There are no systematic assessment procedures.

Commentary

111. Standards in Year 2 are above those expected nationally. Pupils use different kinds of pencil well to create effects with thick and thin lines. This principle is taken into three dimensions. A volunteer helper and some pupils made a tree using wool for the bark, producing a particularly effective and fine example of how this can be done. Pupils paint pictures in the style of Van Gogh, showing that they have good observation skills and can use bold brush strokes well.
112. Standards in Year 6 are above those found nationally. Pupils use their skills well in history to draw well-proportioned portraits of Henry VIII and his wives. They explore the use of pen when drawing landscapes in the style of Wainwright, producing pictures that show depth, light and shade well.
113. Achievement is good. Pupils build on their skills over the years. They really enjoy art and learn to evaluate their work from Year 1. Pupils' work on 'sunflowers' in Year 2 is good. Some similar work in Year 4 in the style of William Morris shows improved observation for these older pupils and a much wider experience of media, including the use of a 'paint' program on the computer. Another example of the good progress is the improvement in quality of portraits in Year 2 and Year 6.
114. Teaching is good. Most teachers have good subject knowledge, which helps them to pass on techniques and observational skills to their pupils. A good example of this is seen in the Year 6 landscapes, where the pupils had been taught, and had used, shading and cross-hatching techniques well for effect. Teachers also use the work of great artists to illustrate styles of painting, with which the pupils then experiment imaginatively. Individual pupils receive good feedback on their efforts and pointers to improve during the lesson. Pupils' self-esteem is raised because teachers display their work around classrooms and corridors.
115. Management is satisfactory and leadership is good for the subject. The development team for performing and creative arts is responsible for overseeing teaching and learning and for making improvements where necessary. The school has adapted the national guidelines so that the curriculum for art and design fully covers the National Curriculum requirements. Currently, there are no systematic assessment procedures in place. Resources are adequate for the curriculum and used well by the teachers. Displays around the school and in most

classrooms reflect the high quality of the pupils' artwork. Pupils use their skills in many subjects. Displays show good links with, for instance, religious education and history. The recent 'Arts week' was very successful in lifting the profile of the subject and firing pupils' interests. Pupils extended their understanding of art forms and enjoyed the week immensely. The school has done well to maintain the high standards from the last inspection.

116. Only two **design and technology** lessons were seen during the inspection so no judgement about teaching or provision, overall, can be made. From a review of teachers' planning, the lessons observed and pupils' work, it is clear that National Curriculum requirements are met. Pupils learn the skills and techniques from a sound range of topics, drawn mainly from the nationally recommended guidelines. There are currently no systematic assessment procedures to provide a record of pupils' achievement year on year.
117. The process of designing, making and evaluating is well established, For instance, in Year 2, pupils design and create vehicles, which have a good finish to them. They draw simple plans and evaluate which materials to use for which purpose. In Year 5, pupils examined musical instruments carefully before attempting to design and make their own. They gathered and used a good range of ideas to inspire their work. Year 6 pupils designed and made hats to a sound standard, again after examining some commercially made products. Pupils plan their work effectively, choose materials with care and used a satisfactory range of joining techniques.
118. Pupils' evaluation skills are developing well and many plans show where original intentions have been modified for the better.
119. **Music** was sampled during the inspection because it was not possible to see lessons in Years 1 and 2. The school has adopted a new scheme, which fully covers the requirements of the National Curriculum. It is a very new purchase and teachers have yet to become fully familiar with it.
120. Singing in Years 5 and 6 is of a high standard. Pupils clearly enjoy singing and it is a very positive spiritual experience for them. They are tuneful and hold on to sustained notes well. They sing with good control whether the tempo is quick or slow. School choirs sing at local festivals and in productions, which is a good way of extending their experience and confidence.
121. Good use is made of teacher expertise in Year 5 and pupils are confident in using correct technical terminology. They compose a piece of music based on 'a journey into space'. The high quality of the teaching inspired them to work hard and to dig deep into their imaginations. In Year 3, pupils enjoyed a well-planned lesson in which they showed their ability to maintain a rhythm. One or two pupils acted as conductor for this activity and did well. In all lessons pupils were keen to 'have a go' because teachers find lots of positive things to say as well as showing pupils how to improve.
122. The management of the subject is satisfactory. The curriculum has been reviewed and a new published scheme, which will support non-specialist staff, has been put in place. Assessment of what pupils know and can do is not yet fully in place. The school has ample percussion instruments for a class lesson, though few of them are from non-Western cultures. Some of the tuned percussion is in a poor state of repair. At present, there is no software for pupils to use when composing. These issues have been fully recognised by the school and are planned to be addressed as the newly-developed performing arts studio is resourced and brought into use.
123. The school actively encourages pupils to take up instrumental tuition and a good proportion do so, thereby enhancing their skills. The good links with the Southport schools' orchestra bring benefits and help to inspire the budding musicians.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well because of good teaching across a good range of activities.
- There is excellent provision for teaching gymnastics.
- There is very good enrichment, with a wide variety of sports clubs.
- Leadership is good and there is a drive for excellence.
- The good resources are well organised and managed.
- Pupils are enthusiastic and keen to join in all activities.
- The school receives good support from parents.
- Assessment is in the early stages of development.

Commentary

124. By the time they leave the school pupils' attainment in gymnastics is above that typical of pupils of the same age. This is because of the good level of teaching throughout the school and very good teaching by a highly qualified instructor in gymnastics, who is improving attainment in lessons and especially in the extra-curricular sessions, which are very well organised. Teachers provide very good opportunities for pupils in Years 3 to 6, with special coaching for those pupils who are gifted and talented. Pupils perform with poise, control and creativity in their floor work and on the apparatus. They are challenged to reach high standards which are judged against national criteria. Standards in physical education have been maintained at the good level seen at the previous inspection.
125. Pupils enjoy physical education lessons. They recognise the importance of the warm-up and cool-down routines at the beginning and end of each lesson. Dance lessons are very popular. A Year 3 class worked in small groups and discussed what movements should be included in response to the music. This helped develop their speaking and listening skills as well as providing opportunities to work collaboratively on this creative task.
126. Extra-curricular activities are very well organised. As well as several sessions each week for gymnastics, there is regular training in netball, football, and cross-country running. Dance sessions figure prominently. They are linked effectively to drama and the work reaches a high standard. Pupils have many opportunities to engage in competitive sport, taking a full part in tournaments against local schools. Teachers receive good support from parents, whose help with coaching and transport is highly valued.
127. Swimming instruction is now provided each year for pupils in Years 3 to 6. Year 3 pupils were observed enjoying their second lesson, which showed that they were already becoming confident in the water. The school had made very good provision for pupils with special educational needs who were very well supported by the deputy headteacher during the lesson.
128. The leadership and management of the subject are good. Teachers are given the freedom to be innovative. For example, the Year 5 group have arranged a timetable that makes very good use of teachers' expertise in physical education. Arrangements are now being made to improve the storage of the good resources available and to create easy access for pupils. Assessment is in the early stages of development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health education and citizenship is promoted through some dedicated lessons, such as circle time and also through links with other subjects, such as religious education or science. Provision is **satisfactory**.

Main strengths and weaknesses

- Pupils have a sound understanding of environmental issues as a result of their work to become an 'eco-school'.
- Circle time provides a good opportunity for pupils to express their feelings and explore issues that interest them.
- Pupils learn about a healthy life style through science and physical education lessons.

Commentary

129. As part of their religious education lessons, pupils study different religions and cultures to help them prepare for life in a multicultural society. They are encouraged to make sense of their experiences through some interesting discussions. They consider dilemmas, know the effects of their actions on others and know that bullying is not tolerated in school.
130. In science, pupils learn about the importance of hygiene, especially concerning food preparation and consumption. Most have a sound idea of what constitutes a healthy life style. They study diets and are encouraged to be physically active through lessons and a good range of extra-curricular opportunities. The eco-school activities promote good citizenship. Through the programme of work, pupils consider the benefits of recycling and look at ways of saving precious resources such as power and water. By Year 6 they have a clear understanding of the delicate balance of nature and of interdependency.
131. There are satisfactory opportunities for pupils of all ages to take responsibility, to act as monitors and to look after younger children. The residential experience for the older pupils extends their social skills successfully and presents them with new challenges.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).