

INSPECTION REPORT

WATERLOO PRIMARY SCHOOL

Blackpool

LEA area: Blackpool

Unique reference number: 119255

Headteacher: Mr P Rawcliffe

Lead inspector: Dr B Blundell

Dates of inspection: 22nd – 24th March 2004

Inspection number: 258317

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 – 11
Gender of pupils:	Mixed
Number on roll:	
School address:	Waterloo Road Blackpool Lancashire
Postcode:	FY4 3AG
Telephone number:	(01253) 315370
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Appropriate authority:	The governing body
Name of chair of governors:	Cllr E Collett
Date of previous inspection:	30 th March 1998

CHARACTERISTICS OF THE SCHOOL

Waterloo Primary School is a community school for boys and girls, aged three to 11, situated in Blackpool. There are more boys than girls overall, most notably in Reception. The pupils are mainly white British, with small minorities of white pupils with Irish backgrounds, white and black Caribbean, Asian or Asian–British Indian and mixed backgrounds. The school benefits from the provision of a hearing impairment unit. No pupils are at early stages in the acquisition of English. The proportion of pupils entering or leaving the school, other than at the normal times in the school year, is very high, amounting to 100 pupils in the last academic year. The proportion of pupils having special educational needs is above the national average. Pupils' special needs include specific learning difficulties, moderate, severe and multiple learning difficulties, social, emotional and behavioural problems and speech and physical difficulties. The proportion of pupils eligible for free school meals is higher than average. The school, which is situated in a socially deprived area, has received the Basic Skills Quality Mark, Healthy Schools Scheme Award and the Investors in People Award. Pupils' attainment on entry is well below average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23868	Dr B Blundell	Lead inspector	Mathematics Information and communication technology (ICT) Educational inclusion
19558	Mr M Hammond	Lay inspector	
29261	Mrs P Ward	Team inspector	Foundation Stage
30590	Mr G Longton	Team inspector	Science Art and design Design and technology Religious education
22740	Mrs M Leah	Team Inspector	English Geography History
30562	Mrs J Henshaw	Team Inspector	Special educational needs (SEN) English as an additional language (EAL) Music Physical education
32055	Mr W Davies	Team inspector	The hearing impaired unit

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **very good**; standards in English, mathematics and science match those expected nationally by the age of 11, despite very low pupil attainment on entry; the overall quality of teaching is very good and leadership and management are exemplary. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- The school is exceptionally well led, managed and governed.
- The overall quality of teaching is very good throughout the school.
- Pupils' attitudes are excellent; behaviour is very good.
- Standards of attainment for pupils currently aged 11 match national standards in English, mathematics and science, despite attainment on entry having been well below average overall and the school having a high level of pupil mobility; pupils achieve very well.
- The provision for pupils with hearing impairment and for pupils with special educational needs is excellent.
- The manner in which the school includes all its pupils is excellent.
- Provision for children in the Foundation Stage is very good.
- The school cares for its pupils very well.
- The school forges very good links with parents.

The effectiveness of the school has greatly improved since the last inspection, with pupils now making very good rather than generally satisfactory progress. There is now a clear approach to curriculum planning for children under five. Teachers' subject knowledge and understanding of the principles of education in the Foundation Stage have greatly improved. There is now much more efficient and effective use and deployment of educational support staff.

The systems for monitoring the quality of teaching have greatly improved. The expectations that teachers have of pupils of all prior attainments are first rate. The targets in the individual education plans of pupils with special educational needs have been greatly upgraded. A particular success has been the establishment of an on-site nursery in January, 2004, together with a state-of-the-art information and communication technology (ICT) suite.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	C	B
mathematics	D	D	C	B
science	D	E	C	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.*

Pupils' achievement is **very good**. In the Foundation Stage, infant phase and junior phase, pupils achieve very well. Children enter the Nursery with very low standards of attainment overall. Pupils learn very well throughout the Foundation Stage, but the majority are still below average when they leave it and do not achieve all the nationally expected standards known as the Early Learning Goals.

Pupils' learning is very good in the infant and junior phases. Pupils aged seven are meeting national expectations in reading, writing, mathematics, science and ICT. By the age of 11, pupils are meeting national expectations in English, mathematics, science and ICT. Standards in art and design and dance are above national expectations by the age of seven and in singing, religious education, history and art and design, standards are above expectations at the age of 11. In the other areas inspected, standards meet national expectations.

Pupils' personal qualities are **very good**. Their spiritual, moral, social and cultural development is very good. Pupils' attitudes are **excellent** and behaviour is very good overall. Although **pupils' attendance** has improved since the last inspection, it is still below the national average. However, punctuality is very good overall. The majority of families ensure that their children attend regularly and on time, but this could be improved still further if all families supported the school fully in its endeavours.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching is **very good** overall in all three sections of the school. Staff work very hard indeed on behalf of their pupils, who learn very well throughout the school.

The curriculum is **very good** overall and is greatly enriched by the activities the school provides, both inside and outside of normal school hours. The curriculum is designed to make pupils really want to come to school; the sporting activities, including circus skills, are especially popular. The school's partnership with parents is very good and is having an increasing impact on raising pupils' achievement. The school cares **very** well for its pupils and guides and supports them appropriately.

LEADERSHIP AND MANAGEMENT

Leadership and management are **excellent**. The headteacher is committed and caring, and has built up a very effective management team and equally efficient teams of year leaders. The governing body is very effective indeed and fulfils its statutory duties very well; the governors visit school regularly, the chair of governors every week.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are positive. They feel that teaching is good and that the school is well led and managed. Parents feel very comfortable when approaching the school with problems.

Pupils' views of the school are also very positive. Pupils feel that they really have to work hard at this school. They feel that teachers listen to their ideas and give them help when they are stuck.

IMPROVEMENTS NEEDED

No areas identified.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement throughout the school is very good. Girls and boys perform at a similar level overall. By the age of 11, standards in the core subjects of English, mathematics, science and ICT now match national expectations.

Main strengths and weaknesses

- Standards in English, mathematics, science and ICT by the age of 11 are in line, overall, with those expected nationally, despite the disruptive effect of pupils entering or leaving the school mid-term.
- By the age of seven, standards in reading, writing, mathematics and science meet expectations.
- Achievement throughout the school is very good; children have entered the school in Reception with well below average levels of attainment, yet they now meet national levels overall by the time they leave. Children's attainment on entry to the new Nursery is very low.
- Standards of attainment in art and design are above national expectations by the ages of seven and 11; in dance, standards are above expectations at the age of seven and in singing and religious education, they are above expectations by the age of 11.
- In other subject areas, standards meet national expectations by the ages of seven and 11.

Commentary

Table 1, below, shows that in the national tests in 2003 for pupils aged seven, standards matched national averages in reading, writing and mathematics. Compared with those from similar schools, pupils' performance was above average in reading and in writing and mathematics. Over the three years from 2001 to 2003 averaged together, pupils left the infant phase broadly in line with pupils nationally in reading, in writing and in mathematics. Boys performed a little better than girls.

Table 1 Standards in national tests at the end of Year 2 – average point scores* in 2003

Standards in:	School results	National results
reading	15.8 (16.4)	15.8 (15.7)
writing	14.5 (14.7)	14.4 (14.3)
mathematics	16.5 (17.7)	16.5 (16.2)

Figures in brackets are for the previous year.

** Please note that pupils are expected nationally to go up by one point every term.*

Table 2, below, shows that in the national tests in 2003 for pupils aged 11, standards were in line with the national averages in English, mathematics and science. Compared with those of schools of a similar type, standards were above average in English, in mathematics and in science. Over the years 2001 to 2003 taken together, pupils have left the school one term behind pupils nationally in English and just marginally behind pupils nationally in mathematics and science. Boys have performed better than girls.

Table 2. Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.6 (24.6)	27.0 (27.0)
mathematics	26.9 (25.8)	26.7 (26.6)
science	28.8 (26.8)	28.3 (28.3)

Figures in brackets are for the previous year.

1. **Pupils achieve very well** in all subject areas at this school by the time they leave at the age of 11. Until the establishment of an on-site nursery this year, children entered the school in Reception with well below average attainment overall; they now enter the school in the Nursery with very low standards overall. Despite very high numbers of pupils leaving the school and joining it at times other than the normal times (amounting to one hundred pupils in the last academic year), standards for current 11 year olds meet national expectations. This represents very good achievement. In the inspection, no difference in achievement between boys and girls was noticed.
2. **Standards of attainment in English** match those at the last inspection. Throughout the school, pupils make very good progress in the subject as a result of the very good teaching. Literacy skills are taught very well throughout the school and the school's attention to writing is paying dividends; all classes have two extra writing sessions every week. Additionally, the school makes good provision for readers, with 'reading mums' hearing those read who have no-one to do so at home and 'brighter readers' sessions for other pupils. Standards in Year 6 are also positively affected by the withdrawal of higher-attaining as well as lower-attaining pupils each day.
3. **In the Foundation Stage, children's literacy skills** are well developed as a result of very good teaching. The children who are currently in the Foundation Stage are not, however, on course to meet the Early Learning Goal in communication, language and literacy, despite making very good progress.
4. **In the infant phase and junior phase, reading, writing, speaking and listening** are consistently developed; pupils are given the opportunities to extend their oral skills through assemblies.
5. **Standards of attainment in mathematics** match those at the last inspection. The subject is very well taught overall and the work of the coordinator and leading mathematics teacher is making a positive impact on standards.
6. **In the Foundation Stage, children's number work** is well developed as a result of the very good quality provision and the teachers' high expectations.
7. **Through the infant phase and on into the juniors**, pupils make very good progress overall in the development of their mathematics, most especially in shape and space.
8. **Standards of attainment** in science match those at the last inspection. Pupils really enjoy their science; teachers have high expectations and the subject is particularly well led and managed.
9. **In other subject areas**, standards meet national expectations, except in art and design where they are above national expectations for pupils aged seven and 11 and in dance for seven year olds and religious education, history and singing for 11 year olds, where they are above expectations. In other areas, standards meet national expectations.

10. **Pupils with special educational needs** attain standards generally below those expected nationally but they achieve very well, because the provision overall is excellent. Often, the pupils entering school at times other than the usual admission time have some special needs and need to be included in the programmes for intervention. As a result of early identification and very well planned support, including that of an induction mentor, pupils learn very well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are excellent and this is a strength of the school. The pupils' relationships with each other and with adults, their behaviour, values and personal development are all very good. The spiritual, moral and social development of pupils is very good. However, attendance is unsatisfactory, even though the vast majority of pupils are eager to come to school. Punctuality is very good.

Main strengths and weaknesses

- Pupils' attitudes to learning and to each other are excellent.
- The caring ethos of the school permeates all activities and helps to promote pupils' very good relationships, attitudes and personal development.
- The very good role models of the staff and very good behaviour management ensure that pupils know the difference between right and wrong and behave well.
- All pupils are more than happy to accept responsibility whenever opportunities arise.
- The spiritual, moral and social development of pupils is very good.
- Attendance in school is below the national average, despite the school's best endeavours. Unauthorised absence is above the national average.

Commentary

11. Pupils' attitudes are excellent and their values and personal development are very good, an improvement on the last inspection. The pupils show exemplary friendliness and politeness, immediately holding doors open for adults and groups of other children. Pupils throughout the school are very well behaved and respond well to its caring and calming ethos. They enjoy school and take a real pride in their work, showing interest and involvement in the lessons and the out of school activities. Parents are very supportive and happy with the values the school promotes. Staff deal quickly and effectively with any incidents of inappropriate behaviour that occur. One pupil has been excluded from school for a fixed period of time. No incidents of bullying were seen during the inspection and there have been no instances of racism.
12. Pupils work independently, or in groups and their attitudes to learning are excellent. They work well together, sharing and valuing each other's ideas, concentrating on the set task. Pupils with special educational needs have the same attitudes and values as other pupils.
13. Pupils' relationships with adults and each other are very good, which makes a positive impact on their learning. They are supportive of each other; during break times, 'play pals' help by playing with the younger pupils. They are happy and secure and enjoy an atmosphere where all are valued. They are responsive to their teaching and like being rewarded for doing their best. Pupils of all ages mix well across the school. Pupils with special educational needs take a full and active part in lessons and activities at playtimes.
14. An example of how the school actively helps pupils to develop caring relationships with each other was demonstrated during a 'circle time', where the pupils were encouraged to say positive things about each other whilst everyone else was listening. Their positive attitude and the care with which they spoke showed just how much they empathised with each other.
15. Pupils' personal development is very good. It is fostered well by the very good overall provision for their spiritual, moral, social and cultural development. They have a very good understanding of right and wrong and benefit from the very good role models set by the adults

in school. The expectations of the school that pupils will be honest, trustworthy and well mannered are amply rewarded.

16. A characteristic of the school is the confidence with which pupils ask questions and are willing to express their opinions. This was amply demonstrated during an interview with a group of pupils where they enthused about the school, particularly about the way they were treated as equals by the headteacher. The school council said that their opinions were valued and listened to and that this had led to the refurbishment of some of the toilets and the provision of basketball equipment.
17. During a meeting of the school council, at which a number of items of importance to the pupils were discussed, every effort was made to ensure that everyone was able to join in the discussion. A very disciplined debate about litter and the provision of sports equipment was ably chaired by a pupil, with everyone present respecting his role, whilst another pupil took notes of the meeting.
18. Pupils are encouraged to accept many responsibilities around the school. Pupils collect and return registers, act as monitors, become 'play pals', act as response partners, help with the overhead projector and music for assemblies and serve on the school council. The school library is efficiently run by older pupils during school break times. They were able to show just how effectively the library was organised by demonstrating its database. As a result, the library was an oasis of calm, with many pupils happily reading or choosing books.
19. The curriculum promotes a good understanding of western and other cultures through all subjects, including music, art and dance. In religious education, pupils learn about the major world faiths. Displays around the school include depictions of a synagogue and the Blitz, Hindu designs and pupils' own impressions of famous artists including Gustav Klint and David Hockney. Pupils are taken on a variety of visits, to places such as the zoo, a local greengrocer, the Post Office, local rest homes and the local parish churches.
20. Attendance at the school is below the national average and is unsatisfactory. Unauthorised absence is above the national average. The school puts maximum effort into improving pupils' attendance, using well planned strategies that concentrate on a target group of poor attenders, and include liaison with the local education social worker. Attendance is beginning to improve, but the numbers of absences is a cause of great concern to the school because of its effect on the progress and achievement of a small number of pupils.
21. The great majority of pupils are keen to attend and arrive punctually for the start of school and for lessons. Attendance is below average, as shown in table 3, below, due to a relatively small number of families. Arrangements for registration and record keeping are efficient and fulfil legal requirements. There have been no recent exclusions, as shown in table 4 below.

Table 3 Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.6
National data	5.4	National data	0.5

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

Table 4 Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No. of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	619	0	0
White – Irish	1	0	0
Mixed- white and black Caribbean	2	0	0
Mixed-white and Asian	1	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British-Indian	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides is very good. Teaching and learning are very good and the curriculum is broad, balanced and well enriched. Pupils are very well cared for; the school works very well in partnership with its parents.

Teaching and learning

The overall quality of teaching is very good and as a result, learning is very good; teachers assess pupils' work well overall

Main strengths and weaknesses

- Teaching for children in the Foundation Stage, infant phase and junior phase is very good and the children learn very well; teachers question children very well to promote further understanding.
- The use of support staff is very good; every class has its own well-trained learning assistant.
- Every class has and makes effective use of, an interactive whiteboard.
- Assessment is good, most especially in the core subjects.
- Teaching of those pupils having special educational needs is very good.

Commentary

22. The school has a very good team of teachers and learning support assistants who are utterly committed to their pupils and work very hard indeed on their behalf. This is recognised by pupils and parents alike, who feel that teaching is very good. Pupils feel that teachers are particularly effective in showing them how to work better. The school has a superb atmosphere for learning!
23. Table 5 below, shows the quality of teaching observed during the inspection. In well over half the lessons seen, teaching was very good or better. Excellent or very good lessons were seen in every year in the school.
24. The greatest strengths in teaching include the use of the support staff, who work very well with teachers to maximise pupils' learning, the degree of challenge and the high expectations of very good behaviour throughout the school. Learning support staff are offered the same in-service training as teachers and this means that they are highly aware of pupils' needs and deliver thorough teaching to their groups.

25. All classrooms are equipped with state-of-the-art interactive whiteboards, which teachers use very effectively to promote learning and stimulate interest.

Table 5 Summary of teaching observed during the inspection in 94 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
9 (10%)	48 (51%)	29 (32%)	8 (7%)	0 (0%)	0 (0%)	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.

26. The quality of teaching for pupils with special educational needs is very good. The special needs co-ordinator, teacher of the deaf and special needs support teacher all work exclusively with small, withdrawn groups, which enables pupils to take risks in a very supportive and positive environment. Relationships between the staff and pupils are very good and often excellent. This results in purposeful and very productive learning. Pupils' work is planned in conjunction with their class teacher and matches the work within the classrooms, so pupils join their whole-class lessons with confidence. There is very good assessment of pupils' work. The school provides a large number of well-trained learning support staff, who provide very good support to all pupils but specifically to identified pupils within class lessons. There has been very good improvement in this area of learning since the previous inspection. Pupils' individual targets are detailed, involve parents and pupils where appropriate and meet the needs of the pupils.
27. In an excellent mathematics lesson for pupils in the junior phase, the teacher used well-differentiated questioning to assess pupils' knowledge and understanding of division. The pupils were focused on the interactive whiteboard and the class management strategies displayed were very good indeed.
28. Children learned very well indeed in a lesson on communication, language and literacy in the Nursery. The learning environment really stimulated children's learning, the teacher was very well organised, used sign language effectively and successfully got her children to imitate 'The wide-mouthed frog'.
29. Teachers assess pupils' work well, most especially in the core subjects of English, mathematics, science and ICT. They use the assessments well to plan future work and track pupils' progress.

The curriculum

How well does the curriculum meet pupils' needs?

The curriculum provided at the school is **very good**. It is wide-ranging and innovative, giving pupils many varied opportunities to develop their interests and achieve their potential. The provision for pupils with special educational needs is **excellent**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is excellent.
- There is excellent provision of support staff.
- There is very good and innovative curriculum development.
- There is a very wide range of extra-curricular activities.
- Pupils are very well prepared for each stage of their education.
- Accommodation and resources are very good overall.

Commentary

30. The curriculum offered to pupils in Years 1 to 6 is very good. Their varied needs have been carefully considered and there are many opportunities for pupils to extend interests, develop their understanding and fulfil their potential in all areas. Pupils achieve very well because they are interested and work is very well planned, as exemplified by the parallel work done by withdrawal groups, already cited.

Example of outstanding practice

Provision for pupils with special educational needs is excellent. This is because the school has used funding very wisely to secure the best possible provision. The very good special educational needs co-ordinator is part of the management team, but she is also part of the inclusion team, with responsibility also for pupils with medical needs and gifted and talented pupils. The school recognises that many pupils may have particular needs at different times and has the accommodation, facilities and expertise to cater for a variety of social, academic, physical, behavioural and emotional difficulties. Any special needs are identified as early as possible. Relationships with a wide range of outside agencies are very good. Each member of the inclusion team has specific responsibilities and works with different age groups, but is in constant contact with all the team. Very secure assessment procedures and very good teaching enable staff to vary grouping and cater for specific needs, as when different age groups work together to help each other with language games. This provision has resulted in increased confidence and very good achievement of pupils' individual targets.

A further excellent feature of the provision is the number and range of very well trained and well qualified support staff within the classrooms. All classes have support, which enables the school to target any vulnerable pupils within the class setting and to include them in all activities. This has led to pupils' increased self-esteem because the support staff know when to support and when to allow independence. Inclusion is excellent.

31. The school has thought carefully about how to develop the curriculum for the best possible coverage and use of time. They have developed a successful new timetable, which provides for a broad, balanced and very interesting curriculum with some flexibility. This has resulted in opportunities to develop successful initiatives such as setting for mathematics and English, a writing focus and activities such as circus skills and the Samba music club. Curriculum provision is regularly checked and the school makes very good links between subjects, which are enriched by visits or visitors. For example, in religious education, pupils used a digital camera during a visit to a synagogue and transferred the photographs to the interactive whiteboard. Planning for personal, social and health education is included in the policies and schemes for all subjects and a very good example of team building and collaboration was shown in a Year 6 games lesson.
32. The range of extra-curricular activities is very wide and caters for the interests of all pupils. The school is rightly proud of its varied sports, cultural and academic clubs. Pupils in Year 6 are offered a residential camping trip to the south of France, which has a considerable impact on pupils' personal development. The curriculum is also enriched by specific academic initiatives during the year, or for particular Year groups.
33. Pupils are very well prepared for each stage of their education. The shared outdoor play area eases the transition from Nursery to Reception, and small groups of pupils visit their new classroom when moving through to Year 1. There are very good relationships between the key stages, resulting in the smooth transition between Years 2 and 3. Following the identification of some weaknesses in learning at this point, the school has devised formal bridging units of work when pupils move into Year 3. This has resulted in an early detection of difficulties and the consolidation of learning from Year 2.
34. Year 5 and Year 6 pupils have many opportunities to visit the local secondary school to use specialist facilities, or to join in activities such as maths challenges. Bridging units of work have

been devised for Years 6 to 7, to ensure that pupils are settled and confident in their new setting, with great success. The process by which Year 6 write letters to themselves, which are followed up later in Year 7 as replies to their primary school headteacher, reveals the very good relationships between the junior and secondary schools and very good planning.

35. The accommodation is very good and includes a very light and comfortable library, a new Nursery and very good soundproofed facilities for the hearing impaired. There is a very large outside playground, a safe and interesting play area for the children in the nursery and reception, and a very well used all-weather playing pitch. Resources are very good, although they need further development in the new nursery.

Care, guidance and support

The school's provisions for the care, welfare and health and safety for pupils are very good. The guidance and support for pupils is very good and their involvement, through teachers' seeking and valuing their views, is very good. This is a real strength of the school and an improvement on the last inspection.

Main strengths and weaknesses

- The school is a safe and secure environment where pupils are very well cared for and where they receive very good pastoral support.
- There is a strong emphasis on pupils' personal development and each one is clearly valued.
- The inclusion programme ensures that every new pupil is quickly integrated into the school.
- Each pupil has a good and trusting relationship with one or more adult in the school.
- Pupils with special educational needs are very well supported.

Commentary

36. The school's procedures for ensuring the safety and well-being of pupils are very good. Members of staff are well aware of the welfare and medical needs of each of the pupils. Health and safety procedures fully comply with local authority and statutory requirements and members of the school management and governors have a very high level of awareness of this issue.
37. The school has a very good child protection policy and its procedures meet the requirements of the local area committee; the school exercises its responsibilities with vigilance and care.
38. Part of the Healthy School Initiative involves the distribution of fruit and milk to younger pupils. Play projects are organized which encourage a healthy life style and knowledge of safety. The school also utilizes a number of outside agencies well to promote good health and well-being.
39. Extra-curricular opportunities for pupils are very good and range from circus skills and a Samba music club to study support, science club and sporting clubs. There is also a well-run 'after school' club.
40. Induction arrangements are excellent. Transfer arrangements to the local secondary schools are very good.

Example of outstanding practice

There is a very good induction programme for foundation children, but the school also operates an excellent induction process for older children entering the school. The highly dedicated induction team ensures that new parents and children are made welcome and showed about the school. Each child is immediately befriended by one of the team, assessed, given a diary to record their experiences in school and then taken and carefully integrated into the appropriate class. No effort is spared to ensure that each child knows that he/she is now part of the school and individually valued. At the end of the first four weeks, the new pupil is publicly welcomed and presented with a certificate. The beaming smiles on the faces of two girls receiving their certificates during assembly showed just how appreciated and successful the programme is.

41. The friendliness and courtesy of the staff and pupils is a strong characteristic of the school. The very good and trusting relationships between all members of staff and the pupils contribute to the quality of the pupils' experiences and to the calm atmosphere felt in the school during the inspection.
42. In their questionnaires, the vast majority of pupils indicated that they have the confidence to seek support and guidance about concerns about their work, or a personal problem. Members of staff do provide good responses to such requests and, with their good knowledge of pupils as individuals and monitoring of pupils' personal development, provide well-informed support, advice and guidance. Pupils with special educational needs are supported very well.
43. Pupils are encouraged to ask questions and to express their opinions. This was evident at the school council meeting, at which they expressed their very positive opinions about the school with great confidence and said that their ideas had helped to improve the school. As a result of their efforts, which included writing to the school governors and headteacher, a number of the school toilets were completely redesigned and refurbished. Within circle time, pupils are encouraged to discuss social issues, behaviour, attitudes and matters of importance to them and to spend time listening to each other.
44. The systems in place for monitoring pupils' academic development are very effective and play a crucial role in the development of pupils' achievement and attainment.

Partnership with parents, other schools and the community

The overwhelming majority of parents are very happy with the school and the education it provides. The partnerships between school and home, other schools, colleges and the community are very constructive and play a positive role in supporting pupils' learning at school and at home.

Main strengths and weaknesses

- Parents are very happy with what the school provides for their children.
- The school operates an open door policy.
- The quality of information provided for parents is good.
- Parents are welcomed as volunteers in the school.
- The school makes effective links with the community.

Commentary

45. The vast majority of parents see this as a very good school, where the staff are committed and care deeply for their children. There are three parents' meetings each year and a well-written annual report that includes details of progress and achievement and provides an opportunity for both parents and pupils to comment on the report.

46. Parents appreciate the open door policy of the school and the accessibility and approachability of the staff if they have any concerns or suggestions.
47. The general information provided for parents is very good. Termly newsletters tell parents what their children will be studying and how they may support the learning. Information evenings are organised for parents where the staff explain what the school does and how parents can help. Subjects include the standard attainment tests, maths, reading and DfHS strategies. There is a comprehensive school prospectus and an informative annual governors report to parents.
48. Parents regularly support school functions and celebrations. A small but significant number of parents help with fund-raising, work in the school as volunteers or help on educational visits.
49. Links with the community are very good, including not only the local churches, secondary schools and businesses, but also local clubs/societies, road safety officers, RSPCA, Post Office, zoo, circus school, a speaker on the Chinese New Year and a local chef. Such links with the community provide very good levels of enrichment of the curriculum and support pupils' personal and social development
50. Good links exist with the local high schools. In preparation for the transfer to secondary education, Years 5 and 6 visit these schools annually. The local high schools also provide access to specialist facilities for science and food technology and specialist teaching for modern foreign languages. The school provides mentoring, support and placements for trainee teachers, as well as work experience placements for local secondary school students.

Leadership and management

The leadership, management and governance of the school are exemplary.

Main strengths and weaknesses

- The headteacher is a charismatic figure, who positively embodies the motto, 'Here to learn'.
- Leadership and management by the headteacher, deputy headteacher and year leaders teams are efficient; the headteacher is well aware of the strengths and weaknesses of the school.
- The governing body is fully involved in the school's initiatives and fulfils its statutory duties very well.
- The management of special educational needs is excellent.

Commentary

51. The headteacher is always around school, providing encouragement, enthusiasm and drive for staff and pupils alike. He is an excellent role model who firmly believes that whatever the background of his pupils may be, they deserve the best. Whether pupils are at the school for a short time or are 'permanent fixtures', they know that they are at school to learn. The headteacher sets the tone for his school and expects politeness to be shown both by and to the pupils. His assemblies inspire the school for the day ahead; he is adept at sleight of hand, producing a five pound note from nowhere and getting the 12 coins central to a religious story to become 11, in full view of hundreds of searching eyes. Staff and pupils were spellbound on the first day of the inspection when he savagely cut an inspector's tie into several pieces, whilst it was still around the inspector's neck, to support a story about morality. Horror followed when they realised that he *had* actually shredded the tie!
52. Seven year-leaders form a key part of the management team. The headteacher believes, appropriately, that it is important that the ear of management should be as close as possible to the teacher-pupil interface throughout the school.

53. The headteacher meets with the chair of the governing body every week to plan necessary strategies. There are two full meetings of the governing body every term. All governors meet productively with coordinators on a regular basis. As part of performance management, all coordinators produce a report and an action plan annually, all of which feed into a report called 'The state of the nation'. This reports comprehensively on the curriculum team, the team of year leaders, the enhanced learning support team and the teaching and learning team. The governors and the headteacher are thus thoroughly informed to decide on key initiatives, which are written into the school's improvement and development plans, along with maintenance and specific focus on a selected foundation subject. The headteacher manages the school's budget very efficiently.
54. The leadership and management of special educational needs are excellent. The team consists of an inclusion manager, the special educational needs co-ordinator and a behaviour co-ordinator. The team works closely together and is also at the heart of whole school management. The large numbers of support assistants are very well trained; they often have particular skills and roles and are very well deployed. The school has an inclusion register as well as a special educational needs register, as it recognises that pupils' needs are varied and some can require extra support for social or emotional difficulties from time to time. This team approach has enabled the school to identify the benefit of employing a speech and language therapist and initiating a playleader's scheme and training in behaviour management for lunchtime staff.

Table 6 Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,465,848	Balance from previous year	87,318
Total expenditure	1,432,882	Balance carried forward to the next	4,014
Expenditure per pupil	2,278		

THE HEARING IMPAIRED RESOURCE BASE

The provision for pupils in the hearing impaired resource base is excellent. The provision for hearing impaired pupils adds to the ethos of the school. There is good quality teaching and learning in a caring, secure and happy environment.

Main strengths and weaknesses

- There is very good teaching that is planned to meet the needs of the individual pupils.
- The planning of the inclusion policy is very good.
- The use of total communication, where necessary, to develop pupils' language is effective.
- Very good use is made of sophisticated auditory equipment to make maximum use of pupils' residual hearing.
- The SERF base for the hearing impaired is well managed and the teacher promotes liaison with outside professionals very well.
- Very good relationships exist between the staff of the base and the pupils.
- The teacher of the deaf gives regular guidance and support to mainstream staff.

Commentary

55. The local education authority has a well-established provision in the school for pupils with hearing impairment. At present there are four on roll, but in the near future, two more nursery age pupils will be admitted. The base is appropriately staffed with one full-time teacher with support assistants to work with the pupils in the inclusion lessons, as well as two deaf communicators for the hearing-impaired pupils who need total communication. Three of the

pupils have a statement of special educational needs and these are reviewed annually with all the interested professionals, the teacher and the parents taking a lead role in the process. There are good links with all the interested parties who are invited to attend the meeting or present a written report. This is good liaison and practice. From the statements and annual reviews, good individual plans are developed with appropriate targets for the coming year.

56. In relation to their degree of deafness and their abilities, pupils make very good progress. These very good gains in learning are a direct result of very good planning and full advantage is taken of opportunities in the whole curriculum to reinforce pupils' self-esteem and confidence. This is especially noticeable in pupils' ability to integrate with hearing pupils and they obviously enjoy these experiences.
57. The inclusion policy and its implementation are very good. The school gives high priority to the policy of inclusion and these pupils have access to all aspects of education provision. The pupils with hearing impairment are expected to obey the school rules and procedures. The school's staff has had appropriate training in deaf awareness. The staff and pupils in mainstream classes welcome the hearing-impaired pupils to their classes and work well with them. The base has modified the curriculum appropriately to meet the need of those hearing-impaired pupils with limited communication and all their work is methodically differentiated to meet individual needs. Assessment is very good and future programmes of learning as well as the individual inclusion of the pupils are planned as a result of their progress.
58. The quality of teaching in the base is excellent. Lessons are carefully planned and conducted at a brisk pace that makes the best use of time available. The lessons are characterised by a wide range of activities and by the very good relationships between the pupils and the teacher. Pupils contribute positively and all show an interest and an understanding of the main theme and aims of the lessons.
59. Links with parents and outside professionals are very good. The school has very good support from the speech and language therapist. The therapist also advises and guides the staff on the individual pupils' programmes and these are supplemented in the whole school curriculum. The school has very good contact with the local SERF Hearing Impaired Service. They work closely as a team to prepare the pupils for the next stage of their education. High priority is given to the involvement of parents in developing children's full potential and every effort is made to ensure involvement. Two-way communication and parental access to staff have been established to ensure that all pupils thrive through ongoing education, whether at home or school.
60. The teacher and the support assistants are well qualified. They have attended courses to enhance their skills, to make the best possible provision for the pupils in their care. Two of the support assistants and the teacher have national accreditation in sign language and the teacher also recognises the different audiological needs of any pupil who may have a cochlear implant in the future, having had appropriate training.
61. Accommodation is very good with a purpose-built classroom. Resources generally are very good, and the audiological resources are used well. They include the Sound Field System, Frequency Modulation FM radio hearing aids for use in the inclusion lessons and high-quality digital hearing aids that have been individually programmed.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

Since the last inspection, the three Reception classes have been successfully reorganised. A purpose-built Nursery was established in January, 2004. The improved curriculum provides a wide range of challenging and stimulating activities and there are increased resources to enable children to play. The quality of teaching is now very good overall and, at times, excellent. All the staff have attended appropriate training to upgrade their teaching skills. Planning, which is very detailed, follows the recommended areas of learning for the Foundation Stage and takes careful account of the varying learning needs of the children. The provision for children who have special educational needs is excellent, as is the teaching of children with hearing difficulties. Because all children are fully included in learning activities, they achieve very well. The teachers, nursery nurses and teaching assistants work together as an extremely effective team and the co-ordinator for the area provides very good leadership. There is a very carefully planned programme to help the children to settle into the Nursery and the Reception classes with ease. Assessments show that the great majority of children start in the Nursery with very low attainment. When children first entered the Reception classes, the great majority were achieving well below average, particularly in personal and social development and communication skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Very good provision is made in this area of learning.

Main strengths and weaknesses

- The great majority of children are likely to achieve the Early Learning Goals.
- A small minority of reception aged children still find it difficult to work or play without adult support.
- Teaching and learning is very good.

Commentary

62. When children first entered the Nursery, they found it difficult to take turns and share equipment. In the short time they have been in school, children's confidence and independence have been developed. Children now show very good understanding of the simple rules of the classroom and the daily routines. They find resources for themselves, share equipment, tidy up after activities and wash their hands following painting activities. In the Reception classes, children have responsibilities, such as tray monitors. They show consideration for each other and work cooperatively. When changing for physical education, nearly all undress unaided. Those children who had particularly low levels of development when they first entered the Reception classes still have difficulty participating in unsupervised activities for a sustained period of time. Children are almost always very well behaved and have a good understanding of the difference between right and wrong.
63. Personal and social development is given high priority. Relationships between adults and children are excellent. Staff are friendly and act as positive role models. The clear expectation that children will grow in independence and behave well enables the children to make very good progress in their personal and social skills. Activities are devised to promote self-esteem and encourage children to form good relationships. There is very good support for children with particular physical and learning difficulties, to enable them to function independently.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area is **very good**.

- Few children are likely to achieve the Early Learning Goals by the end of the summer term.
- The quality of teaching and learning is very good.
- The quality of nursery nurse support and non-teaching assistance enables children to learn well.

Commentary

64. When children begin Nursery, many can only give one or two word answers and find it difficult to express their thoughts or to talk about what they are doing. With support, children make marks on paper and practise writing patterns in the sand tray. They listen to their teacher and repeat the 'wide mouthed frog' rhyme. Reception children are more confident in speaking, although many have poor diction and speak in short phrases. They listen well and show increasing knowledge of letter sounds and simple words. A small number of higher attaining children are confident in initiating conversation and are able to read simple stories. When asked about the content, they show very good understanding of characters and are able to recount the order of the story. Average attaining children take good notice of the pictures to assist them in their reading and to answer questions about the story. Children successfully write over and under the teacher's script, but the great majority have difficulty in writing sentences about their work and their experiences. Although many play activities give children the opportunity to engage in writing independently, a considerable number of children are reluctant to do so. A small number of higher attaining children are able to write short stories, such as an account of the 'Three Little Pigs' and can complete speech bubbles. These children use letter sounds well and are beginning to use capital letters and full stops in their work.
65. Teaching is very good. In both settings, the varied activities encourage children to communicate their thoughts and feelings. Very good opportunities are provided for imaginative play. In all lessons, staff develop children's listening and speaking skills with excellent skill. They constantly chat with children, asking them to explain what they are doing and what they will do next. When the whole class is involved, discussion is used well to increase children's vocabulary, their knowledge of letter sounds and simple rhyming words. Skilful questioning is so directed as to ensure that all children, including those with special educational needs, are fully involved. Teachers demonstrate how to write sentences leaving finger spaces. For those children who are not at this level, they guide their hands sensitively to enable them to form letters correctly. There is very good support from nursery nurses and non-teaching assistants, who reinforce and extend children's listening, speaking, reading and writing skills. Marking is of a high standard and aids children's learning.

MATHEMATICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- The great majority of children are unlikely to achieve the Early Learning Goals by the end of the summer term.
- Teaching methods are challenging and exciting.
- Very good use is made of information and communication technology to increase children's numerical skills.

Commentary

66. Whilst in the Nursery, children make good progress in their mathematical development. They show interest in numbers, as when threading beads and counting the candles to celebrate a

child's birthday. In Reception, children show confidence in counting on from a given number. Their homework includes the identification of cylinders, cubes and spheres. A high number of lower attaining children require adult intervention to complete tasks. Because their communication skills are poor, they find it difficult to discuss and record their mathematical tasks. The higher and average attaining children are able to complete simple addition and subtraction sums independently, demonstrate a growing awareness of symmetry and are able to solve simple mathematical problems.

67. This area is particularly well taught. All members of staff make learning fun. Children are encouraged to learn about mathematics through a very good range of activities, including excellent use of the interactive whiteboard to increase counting, number matching and sequencing skills. Every opportunity is taken to develop children's mental agility and mathematical language. In an excellent lesson where there was high challenge for children to work out answers in their heads, when their teacher said 'I bet you can't do this!' the children responded excitedly by saying, 'Make it harder!' Excellent preparation by the information and communication technology technician enables children to be provided with programmes to match individual needs and to extend their mathematical skills further

KNOWLEDGE AND UNDERSTANDING

Provision is **very good**.

Main strengths and weaknesses

- Children make very good progress in the Nursery and in the Reception classes.
- A wide range of exciting and interesting activities are provided to develop children's knowledge.
- Progress in this aspect of learning is hampered by children's low level of language and communication skills. Because of this, children are unlikely to achieve the Early Learning Goals.

Commentary

68. Because children are introduced to a wide range of experiences, they learn very well. In the Nursery, children plant flowers in the garden. They have identified farm animals and learnt all about what the gardener, doctor and lollipop lady do. They are growing in confidence in using the listening centre. When using the computer, they are able to control the mouse and drag pictures to various parts of the screen. In Reception, children investigate and explore to find the answers to questions about the seasons, how different fruits taste and smell and what various materials are used for. Earlier work shows children are growing in the knowledge of the differences between the past and the present and also of the cultures and beliefs of others.
69. Teaching is very good. In all classes, the challenging, interesting and exciting activities stimulate children's curiosity, enable them to make decisions, solve problems and find things out for themselves.

PHYSICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Children make very good progress in their physical development and the great majority are already achieving the Early Learning Goals.
- Teachers pay very good attention to safety during physical and practical activities.

Commentary

70. In the nursery, children ride their bikes and push and pull toys with increasing control. In the Reception classes, children move confidently around the hall in different ways, avoiding others and making good use of the space. They know the difference between marching and skipping. They participate in breathing exercises, demonstrating understanding that they need to warm up before exercise and cool down following activities. Children use a good range of small construction materials and handle tools and objects such as modelling tools and sticky tape with increasing control.
71. Teaching in this area is very good. The teachers, nursery nurses and classroom assistants encourage children to try new experiences. The staff develop children's dancing skills well by participating in dancing with them. Inspiring resources are used, such as the sound track of a spaceship blasting off. Skills such as throwing and catching and how to use equipment safely are all taught very well indeed. Very well planned opportunities are provided for children to learn to have consideration for others. Arrangements are in hand for the play area to be reorganised to create more space and a soft surface area beneath the climbing equipment.

CREATIVE DEVELOPMENT

Provision in this area of learning is **very good**.

Main strengths and weaknesses

- Nursery aged children make very good progress in their creative skills.
- Reception aged children are likely to achieve the Early Learning Goals in this area.
- Teaching and learning are very good and children achieve very well.

Commentary

72. Nursery children achieve very well. They are learning their colours, and experiment successfully with yellow and blue paint to make green hand prints. In reception, children investigate the sounds made when playing percussion instruments. As part of their investigation into different kinds of paper, they see how many different ways they can use newspaper to make musical sounds. In assembly, they sing in satisfactory tune keeping good time and joining in the chorus when appropriate. Their earlier work includes some impressive observational drawings of fruit, as well as paintings and collage of spring flowers and sheep. They decorate the pots they have made with great care. When listening to the samba band, they demonstrate great pleasure moving in time to the rhythms they hear.
73. Teaching is very good. A wide variety of activities are provided for children to develop their imaginative skills. Teachers and support staff intervene as the children experiment, to extend vocabulary, art skills and the quality of the work very effectively.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Achievement is very good.
- Standards in Year 2 and Year 6 compare favourably with those of similar schools.

- The thorough whole school focus on writing is beginning to raise standards.
- Teachers use a wide range of strategies, which motivate pupils and promote excellent attitudes to learning.
- The subject is very well led and managed.
- The use of literacy in other subjects is a strength of the curriculum.

Commentary

74. Pupils achieve very well in all areas of English because of the very good teaching and the particularly well organised and resourced curriculum, which takes account of the needs of all pupils. Pupils with special educational needs receive very high quality support in small groups each day. They make very good progress towards their personal targets. Teachers plan work specifically to meet the needs of different ability groups in class. Teaching assistants provide clearly focused daily support for small groups of lower attaining pupils and special arrangements are made to challenge potentially higher attaining pupils in Year 6. The daily teaching of these pupils by the curriculum co-ordinator in the literacy hour contributes significantly to their very good achievement. Resources, which include ranges of books and information technology programs, have been carefully chosen to interest both boys and girls, so that all have very positive attitudes to the subject that spur them on to do their best. Because of the transitory nature of the population in the locality, there are large numbers of pupils who enter and leave the school at times other than those expected. This is a barrier to learning for some pupils.
75. Standards in **speaking and listening** are average. Throughout the school and across the curriculum, teachers use questions effectively to encourage pupils to express their own ideas confidently. In clearly focused class discussions and in well organised paired and small groups, pupils talk purposefully and listen attentively to each other and to adults. Pupils in Year 6 choose words carefully to present a particular point of view in debate and respond with consideration to the arguments of others.
76. Standards in **reading** in Year 2 and Year 6 are average and are similar to those reached in national tests in 2003. Pupils of all ages have very positive attitudes to books and literature, because of the enthusiasm shown by the teachers. Pupils become increasingly competent in library skills and enjoy their weekly visits to the attractive and well-stocked school library. Very good support from a group of “reading mums” and from the learning mentor is organised efficiently, providing good opportunities for pupils to read regularly on a one-to-one basis, or in small groups. This contributes significantly to the progress of some pupils. In the infant department, the teaching of letters and their sounds is very good, so pupils learn very well. In Year 2, pupils use their good phonic skills, together with picture and context clues, to sound out new words in a range of simple texts with confidence. They are beginning to use their reading skills to find information for topic work in other subjects. Many pupils in Year 6 are independent readers, keen to discuss their favourite authors or genre. All are familiar with the work of famous writers like Shakespeare and Dickens and recall their study of the three witches in ‘Macbeth’ with relish. Pupils retrieve information competently from books, CD-ROMs and the Internet.
77. Overall standards in **writing** are average and are similar to those reached in national tests in 2003. The percentage of pupils working at the higher level in Year 2 is still below average. In the light of its performance in national tests over time, the school has increased its emphasis on the teaching of writing. Twice weekly lessons that focus clearly on writing skills have been introduced in all classes. This is beginning to raise standards, especially in the junior phase. Standards of handwriting are good, because pupils are taught joined script from the start. Pupils in Year 2 write one or two sentences using capital letters and full stops when writing a party invitation. They use their knowledge of letter sounds to make reasonable attempts at spelling. Pupils in Year 6 write persuasively to present an argument, choosing words carefully for their own purpose.

78. Teaching and learning are very good. Pupils enjoy the subject and do their best because teachers use a wide range of interesting methods, which involve pupils actively, such as hot seating, role play and brainstorming sessions. Assessments procedures are good and the information gained is generally used effectively to set group targets and plan new tasks. In the junior phase, marking is used consistently and to very good effect to show pupils how to improve their work. Teachers' high expectations are usually communicated clearly, but occasionally, in the infant phase, pupils are not challenged sufficiently and the pace of lessons is too slow. Teaching assistants invariably provide very good support and make a significant contribution to learning. Homework consolidates work in class effectively. In all year groups, relationships are very good. Teachers listen to pupils' ideas and provide sensitive feedback, which promotes confidence and self-esteem.
79. The curriculum co-ordinator has a very good overview of the school's performance through careful analysis and tracking of pupils' progress and monitoring of teachers' plans. She has led the staff successfully in adjusting the curriculum.

Language and literacy across the curriculum

80. English skills are used very effectively in other subjects. Pupils are encouraged to discuss issues and to ask and answer questions purposefully. Opportunities to write in a specific genre are carefully planned. Pupils write letters in history, when considering how evacuees might feel in World War 2, or write instructions in a design and technology project. In all subjects, pupils use their reading and writing skills to retrieve information from books and computers with some independence.

MATHEMATICS

Provision in mathematics **is very good**.

Main strengths and weaknesses

- Pupils achieve very well overall by the age of 11 and broadly match national expectations.
- Learning is very good overall throughout the school.
- Lower attaining pupils are helped by the fact that the school teaches them a 'main formal method' for tackling standard arithmetic.
- The subject is particularly well led and managed.

Commentary

81. Children currently enter the school with standards in mathematics well below average, but leave with standards that broadly match those of pupils nationally, despite having a large number of pupils who come and go. Over the years from 2001 to 2003 taken together, pupils have left the school with attainment just fractionally behind national standards.
82. An analysis of pupils' results in 2003 shows that those pupils who remained at Waterloo throughout the junior phase attained better than those who did not. The school's 'added value' from age seven to 11 was better than that of similar schools. This represents very good achievement. Boys have achieved a little higher than girls, but no gender difference in performance was noted during the inspection.
83. Pupils' learning is very good, as a result of the very good quality teaching. In the lessons seen during the inspection, teaching was very good. No differences were observed between the learning of boys and girls.
84. In the best lessons, the pace was very brisk, with pupils given very short, but appropriate, time slots to complete each task; to facilitate this, all classes are equipped with a giant egg-timer!

Expectations are high and the pupils are very well managed. For example, in a very good lesson for Year 6 pupils on predicting whether large numbers were multiples of given smaller numbers, pupils were given short spells complete each sum. Pupils rose to the challenge, remained focused on the task and worked both speedily and accurately. No time was wasted and pupils' learning was greatly maximised by the use of the interactive whiteboard.

85. It is very helpful that, at Waterloo, pupils who find mathematics difficult are generally given a standard method of tackling their sums, rather than being confronted with a bewildering array of methods. For example, lower attaining pupils add tens and units formally in vertical columns, rather than haphazardly horizontally. This is a practice that the school might consider spreading even further.
86. Assessment in mathematics is good and informs teachers' planning well. The subject is led and managed very effectively and also benefits from the services of a leading mathematics teacher. ICT is used well to support learning. Standards have been maintained since the last inspection.

Mathematics across the curriculum

87. Mathematics is developed appropriately across the curriculum in subjects such as ICT, science, geography and design and technology.

SCIENCE

Provision for science is **good**.

Main strengths and weaknesses

- Achievement in science is good across the school.
- Pupils' excellent attitudes have a positive effect upon achievement.
- The school very effectively develops pupils' skills of scientific investigation and understanding of scientific method.
- ICT is well used to support learning.
- Very good leadership and management have a strong effect on achievement.

Commentary

88. Pupils develop a good understanding of science as they move through the school. In Years 1 and 2, they acquire a sound understanding of a wide range of topics and standards of attainment are average by the end of Year 2. The school has set very challenging targets for Year 6 classes this year and, in spite of the fact that there are a significant number of pupils with special educational needs, pupils are working hard to reach the targets set.
89. Very good teaching and learning ensure that pupils are enthusiastic about their work and learn well. Teachers plan lessons well together in year groups. They are careful to meet the needs of pupils with differing attainment levels and pupils with special educational needs are very well supported by teachers and all support staff. Teachers explain things carefully so that pupils can begin experiments with confidence. Pupils enjoy the subject and work hard because teachers make lessons interesting and exciting. They respond well to the challenging activities presented to them and the majority achieve well in lessons.
90. Teachers give good attention to developing learning through investigation. Pupils work very well together with a partner or in small groups. They carry out experiments carefully and discuss their results with developing understanding. In all science lessons, teachers give pupils many opportunities for discussion, making sure that pupils with special educational needs are given opportunities to contribute. During the inspection, the three parallel Year 6 classes were

all observed investigating the effect of varying the temperature when dissolving jelly or different types of sugar. In all three classes, the discussions showed that pupils have a good understanding of scientific method. Teachers are developing the use of scientific vocabulary well and making effective use of literacy and mathematical skills to support learning. For example, pupils in Year 1 used dictionaries to find the meaning of scientific vocabulary associated with forces, as they carried out a series of experiments to discover that water and wind made objects move. Pupils often present their results in charts, tables and graphs, linking effectively with their mathematical skills. However, a few pupils do not take enough care in the way they present their work.

91. The curriculum is carefully planned to meet the requirements of the National Curriculum. The use of information and communication technology has improved since the previous inspection and is now very good. For example, teachers use the interactive whiteboards very effectively to help pupils plan their experiments according to the school's new system, which is helping to raise the level of attainment.
92. The subject is very well led and managed; the coordinators are very enthusiastic and knowledgeable about science. Good assessment systems are now in place to help teachers know how pupils are progressing. Resources in the subject are good and very well organised. The school is now in a very good position to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- The school benefits from a new, state-of-the-art ICT suite with interactive whiteboards in every classroom.
- All classes are timetabled for a full session in the ICT suite each week.
- Standards of attainment match national expectations; pupils' achievement is very good.

Commentary

93. Standards in all areas of ICT match national expectations. The ICT suite is having a most positive effect in raising standards further and they are further enhanced by the use of technology across the curriculum, with interactive whiteboards across the whole school.
94. Pupils take part in an ICT lesson each week in the suite, backed up by further work on the classroom computers. Teaching and learning are both very good. Pupils want to learn because they really enjoy their ICT lessons. In a very good Year 2 lesson, pupils worked diligently developing their word processing skills.
95. In a very well taught lesson in Year 3, pupils worked competently using a package to send and retrieve emails with attachments. Year 2 pupils searched the intranet efficiently to produce a booklet on Switzerland for their work in geography. Year 6 pupils use ICT routinely and to produce animations involving both text and images. They are aware of the needs of their audience, producing, for example, interesting presentations on the subject of 'mountains'. Year 6 pupils produced good quality storyboard presentations on chosen themes such as Basil Brush or Neil Armstrong, with appropriate attention to the needs of the audience.
96. ICT benefits from the services of a most competent technician who manages to keep the computers working, thus saving time and maximising pupils' learning. The subject is well led and managed. Assessment procedures are appropriate and are leading to the tracking of pupils' skills.

Information and communication technology across the curriculum

97. ICT is used well to support pupils' learning across the curriculum. For example, literacy and numeracy lessons regularly take place in the spacious suite, so that the pupils have immediate access to the machines, further enhancing their learning.

HUMANITIES

Geography

Provision in geography is **good**.

Main strengths and weaknesses

- Pupils achieve well due to good teaching.
- Good use is made of the local area for field studies.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.
- Leadership and management are good.
- Cross-curricular links, especially with English, are very good.

Commentary

98. Pupils achieve well because of good teaching and a well-organised curriculum. Pupils with special educational needs receive a high level of effectively directed support and make good progress. Teachers take care to interest and include boys and girls equally, especially in discussions, so that all pupils do as well as they can.
99. Standards in Year 2 and Year 6 are broadly average. In Year 2, pupils follow the travels of a toy bear to Dublin, to Brittany and to Switzerland. They are gaining sound basic knowledge of locations beyond their own. With help, they make relevant comparisons between Blackpool and a Scottish island. Pupils in Year 6 carry out research independently and have sound knowledge of the characteristics of mountain ranges. They compare and contrast, for example, the Lake District and the Alps, noting physical and climatic differences.
100. Teaching and learning are good. Very good relationships promote very positive attitudes to learning, so that pupils work hard and are confident. Older pupils present their work to the class with growing independence. Teachers communicate their high expectations and set challenging tasks, which promote learning well. Very good resources, including the interactive whiteboard, are well prepared and used effectively to bring the world into the classroom. Teachers make good use of the local area to provide suitable practical, first-hand experiences. For instance, pupils carry out detailed studies of the seaside location and survey traffic in the High Street in order to make comparisons with other places.
101. Consideration of issues such as vandalism and recycling promote personal development well. Many valuable opportunities are provided for individuals to collaborate in pairs or small groups.
102. Leadership and management are good. The curriculum co-ordinator monitors standards of work efficiently and leads staff in the development of the curriculum. National guidance has been implemented since the previous inspection and now provides a sound framework for the development of skills and knowledge as pupils move from class to class. Assessment procedures are satisfactory. Careful planning ensures that the geography curriculum successfully promotes learning in literacy, numeracy and information and communication technology, as pupils are encouraged to research topics in books and on computer; the use of graphs and tables promotes mathematical development well.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well due to good teaching.
- Standards in Year 6 are above average.
- There is good emphasis on the teaching of research skills.
- Very good quality resources, including educational visits, bring the curriculum to life.
- Good cross-curricular links with literacy and art promote learning well.

Commentary

103. Achievement is good overall. Pupils make good progress in skills and knowledge as they move through the school. Pupils with special needs make good progress, because they receive effective support in class. Topics are chosen to interest boys and girls so that all are well motivated and enthusiastic learners.
104. Standards are broadly average in Year 2, but there is a low volume of work in pupils' books. Nevertheless, pupils develop a sense of chronology and of change over time by comparing homes in the past with those of today. Their knowledge of London at the time of the Great Fire is sound. In Year 6, pupils evaluate different types of evidence and draw distinctions between primary and secondary sources. They use their deductive powers to draw sensible conclusions from artefacts. Their knowledge of the latest topics studied, World War Two and Britain since 1948, is good.
105. Due to the organisation of the curriculum, no teaching was seen in the infant phase. In the junior department, teaching and learning are good. Particular emphasis on independent research and the very good use of artefacts stimulate imaginative and thoughtful responses and lead to some high quality work. Teachers manage pupils effectively with praise and encouragement, so that pupils are very keen and confident to put forward their ideas. Group and paired work is efficiently organised, so that pupils learn to share ideas and to work together successfully. Occasionally, the teacher talks for too long and insufficient time is left for the completion of group tasks. In an excellent lesson in Year 6, imaginative teaching methods involving role play, in which pupils interviewed *Mary Quant* and *Neil Armstrong*, shed considerable light on the sixties. In most year groups, well-planned educational visits, such as those to Ribchester and to Turton Tower, enhance the curriculum. Cross-curricular links are thoughtfully organised to bring the subject to life. In Year 5, for example, the study of ancient Greece is extended in art, by drawing vases decorated with Greek gods and heroes and by making masks associated with Greek drama. In literacy, the study and retelling of Greek myths supported both knowledge in history and skills in English very successfully.
106. Leadership and management of the subject are good. Careful monitoring of plans leads to consistency of teaching and curriculum within year groups and good continuity from year to year. Assessment systems at the end of each unit of work are satisfactory.

Religious education

Provision for 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.
- Religious education supports pupils' spiritual, moral social and cultural education very well.

Commentary

107. The curriculum fully meets the requirements of the Locally Agreed Syllabus. The provision and quality of teaching have improved since the previous inspection. Pupils' attainment matches expectations; achievement is good and the subject supports pupils' spiritual, moral, social and cultural development very well.
108. The teaching observed during the inspection was very good. Teachers are skilled in leading class discussions where everyone has the opportunity to contribute. For example, pupils in the Year 2 classes discuss things that are precious to them with their "talking partners", after visiting the local synagogue and realising what things were precious to the Jewish people. One Year 2 class linked their discussion to circle time, when pupils passed a candle round the circle as they explained why something was precious to them. This lesson demonstrated pupils' appreciation of the non-tangible things in life, such as families and friends and illustrated a developing awareness of spirituality.
109. In a Year 5 lesson, when a visiting speaker explained to the pupils that the Bible is the word of God and is relevant to their lives today, pupils were keen to answer questions and the hearing impaired pupil was able to take a full part in the lesson due to the good use of the radio microphone and very good support from a classroom assistant.
110. Across the age groups, pupils have a sound understanding of Bible stories and older pupils understand that religious belief often influences peoples' way of life. There is a good emphasis on learning about world religions and pupils are knowledgeable about the leaders, festivals and important events in different faiths. Religious education lessons often include a good element of personal education, where moral and social issues are discussed.
111. Religious education provides pupils with many links to other subjects. For example, the school makes very good use of ICT on visits to places of worship; photographs are taken and shown very effectively on the interactive whiteboards when the classes return to school. Pupils use these photographs to help them write at length about their experiences, thus developing their literacy skills.
112. The subject is well led and managed. Resources for the subject are very good, well stored and carefully used by all staff and pupils, who treat them with respect.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision for art and design is **very good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6 and pupils achieve well.
- Teaching is good.
- Visits and visitors to school provide good enrichment in art.
- The leadership and management of art are very good.
- Links between art and other subjects are a particular strength.
- Pupils have very positive and enthusiastic attitudes to the subject.

Commentary

113. Art has a high profile in the school. This is evident in pupils' work on display, which makes a very significant contribution to the pupils' spiritual and cultural development. Pupils use a wide range of techniques with a good level of expertise. The high quality of pupils' work in Year 6 shows that observational skills are well developed. Standards are above those expected nationally. This is an improvement since the previous inspection.
114. Throughout the school there are many displays of pupils' work that indicate that art is very well taught. Pupils achieve well in art and their work is highly valued. Drawings, prints and collages are attractively framed and displayed around the school, where they serve to inspire others and fire the imagination.
115. Visits play an important part in enriching the curriculum and pupils often use the knowledge gained on visits to help their work in the classroom. For example, Year 6 produced very good work in the style of Lowry after visiting the art gallery in Salford. Their paintings of seascapes and landscapes, based on the work of Claude Monet and John Constable, for which pupils had used a viewfinder to enlarge a selected area, were particularly impressive.
116. Throughout the school, pupils are very knowledgeable about creating art in the style of famous artists. Year 5 produce work in the style of Gustav Klimt, while Year 4 pupils follow the style of David Hockney with work on swimming pools. Pupils use ICT very well to support the subject, using paint programs and accessing the Internet as a source of information about famous artists. Teachers make very good use of their interactive whiteboards to link art to other subjects, displaying photographs taken of pupils at work in various locations, such as churches and art galleries. Pupils say they like art work, especially when they create art in the style of famous artists or use their skills to enhance work in other subjects.
117. The leadership and management of the subject are very good. Resources are very good, well stored and readily available.

Design and technology

Provision for design and technology is **good**.

Main strengths and weaknesses

- Teachers provide pupils with a wide range of experiences to develop their skills.
- The pupils' enthusiasm and interest in design and technology produces good achievement.
- The design, make, evaluate and modify process is well established and understood by pupils.
- There is a good range of resources to support the curriculum.

Commentary

118. From the observation of lessons, an analysis of work on display around the school and discussions with pupils, it is evident that by Year 2 and Year 6, most pupils reach the standard expected nationally. All pupils, including those with special educational needs, achieve well. This is a similar result to that found in the previous inspection.
119. During the inspection, Year 6 pupils were observed at various stages of designing and making a box to hold the biscuits that they were due to make themselves later in the term. After lengthy discussion, pupils prepared detailed plans and worked very carefully to create a design on squared paper before transferring it to card.

120. Pupils are expected to take great care with their work and produce well-finished articles, each of which incorporates experience with a range of different materials. Design and technology is used well to support other subjects. For example, Year 5 pupils make clay pots and add designs in the style seen on Greek vases, which linked well to their study of the ancient Greeks. As part of a carousel of activities, pupils in the Year 1 classes enjoyed weaving with a variety of materials, while others experimented with machinery, finding out how water and air could be used to move objects, as part of their science topic about forces.
121. Pupils are enthusiastic about the subject. In every lesson observed, pupils behaved very well, cooperated with their teachers and tried very hard to produce work of a high standard. Relationships in all classes are very good. Pupils often break out into spontaneous applause when their friends show their finished products to the class at the end of the lessons.
122. Teaching is never less than good and, in over half of the lessons observed, it was very good. Teachers' planning follows national guidelines closely and shows that they make provision for all pupils to succeed. Teachers capture their pupils' interest by planning exciting tasks and they have very good subject knowledge.
123. There is very good leadership of the subject. The two coordinators work closely together and support their colleagues very well. At present, they are analysing the latest government guidelines in the document, "Excellence and enjoyment in the classroom," with a view to incorporating some of the ideas into the school's design and technology curriculum. Inspection evidence indicates that the school is already doing this most successfully.

Music

Provision in music is **good**.

124. Standards of attainment in music are generally in line with national expectations at the end of Year 2 and the end of Year 6. However, singing has improved considerably and is now above expectations. Achievement has been very good. Pupils who have instrumental tuition also play very well; their standard is well above expectations. The strings group played during assembly and demonstrated very good timing and very good awareness of others. They played very tunefully and showed that they had practised consistently.
125. Singing is well taught throughout the school and pupils demonstrated the impact of this in assemblies. The quality of teaching at the end of Year 6 is good. Pupils played musical patterns based on the cyclic patterns of Gamelan, the music of Indonesia and Java, very successfully. Good relationships in the lesson resulted in very good listening and increased control of tempo in playing. It was not possible to judge the teaching of music in Years 1 and 2 or in Years 3 to 5. However, the examples of instrumental playing, some taped music and the quality of singing all indicate that teaching is generally good. Pupils' attitudes to music are very good and the school is very aware of the needs of pupils with hearing impairment, those with special educational needs and gifted and talented pupils. Consequently, there has been good achievement.
126. The new scheme of work has ensured that musical skills are developed consistently across the school and pupils show good learning. The school is well resourced and pupils are given many opportunities to perform and to appreciate live music. As well as the weekly Samba club with the local secondary school, there are opportunities to hear bands and orchestras in school and opportunities to perform locally. Younger pupils can learn to play the recorder. Leadership of the subject is good and the subject co-ordinator has been able to support staff in their teaching and to improve knowledge and confidence.

Physical education

Provision in Physical Education is **good**.

Main strengths and weakness

- The quality of teaching and learning is good overall.
- Standards of attainment in dance and swimming are above expectations.
- Standards of attainment are generally in line with expectations.
- There are good opportunities for extra-curricular activities.

Commentary

127. There has been a very good improvement in the quality of teaching and learning since the previous report, when it was judged to be unsatisfactory overall. The subject has been a focus for development and this has had a positive impact on teaching and learning. Good planning and relationships result in well ordered lessons. Personal, social and health education is incorporated within planning and is supported by the Healthy Schools Initiative. Pupils learn about the benefits of exercise and working as a team. In a good lesson in Year 5, pupils learnt well because the teacher had good subject knowledge, used appropriate vocabulary and had high expectations of efforts and teamwork. From an early age, pupils move equipment safely and learn about safe practice in their lessons, with the result that they are confident but aware of others. In almost all lessons, teachers ensured that pupils were actively involved and evaluated their own and other pupils' work. As a result of this good teaching, standards have improved and pupils have achieved well. Pupils with special educational needs are very well supported through extra staffing and appropriate resources. They have equal access to all lessons.
128. Standards of attainment in dance are generally above expectations. This is because teaching of dance is generally very good. There has been focused training on dance and this is planned to continue. In a very good Year 1 lesson, pupils showed very good awareness of space and used a variety of imaginative movements with very good control. They began to use facial expressions and expressive movements in their sequences. Year 4 pupils combined movements successfully, moving on alternate beats and working very well in groups to develop interesting dance combinations. They met all lesson targets very well because the lesson was brisk, with high expectations and excellent relationships throughout.
129. Standards of swimming are above expectations because pupils are given opportunities to swim from Year 4 or Year 5 and to improve their skills in Year 6. As a consequence, virtually all pupils are successful and reach the nationally expected standard.
130. Standards overall for physical education are in line with expectations. Pupils have achieved well because of the good teaching and because extra-curricular activities are available to develop a variety of skills further, for different games such as basketball and badminton and skills for gymnastics such as balancing and landing.
131. There are good opportunities for extra-curricular activities such as dance, football and netball. The dance club worked hard and performed successfully for a large audience on the themes of rock and roll and Indian culture. The school has received coaching sessions for football and badminton and rugby coaching is planned. The 'Play at Lunchtime Leaders' encourages younger pupils to engage in physical activities during recreation. All lessons and out of school clubs have greatly benefited from the all weather pitch and the improvement in resources.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

132. The school makes good provision for teaching citizenship and for personal, social and health education. It gives appropriate attention to sex education and to warning its pupils about the dangers of drugs misuse. The planned provision for pupils' personal development is very good. Pupils are encouraged to share opinions during circle time, and in religious education. Each class elects representatives to the school council. The class discuss what they would like to put on the agenda and their representative reports back to them on the results.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	1
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	1

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