

# INSPECTION REPORT

**HOLY FAMILY CATHOLIC PRIMARY SCHOOL**

Blackpool

LEA area: Blackpool

Unique reference number: 119600

Headteacher: Mr S. M. Shellard

Reporting inspector: Mrs M. R. Shepherd  
11328

Dates of inspection: 22 - 25 May 2000

Inspection number: 189472

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Seacrest Avenue Blackpool Lancashire
Postcode:	FY1 2SD
Telephone number:	01253 354496
Fax number:	01253 595765
Appropriate authority:	The governing body
Name of chair of governors:	Father V. Farrell
Date of previous inspection:	September 1996

### INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M. R. Shepherd	Registered inspector	Science Information technology Design and technology Equal opportunities Pupils who speak English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
C. Herbert	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work with its parents? How efficient is the school? How good is the accommodation, staffing and resources?
T. Galvin	Team inspector	English Geography History Physical education Special educational needs	
S. Gatehouse	Team inspector	Mathematics Art Music Under fives	How good are curricular and other opportunities? How good is assessment?

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The Registrar  
Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Holy Family Catholic Primary School is an infants and junior school of average size. There are 221 pupils on roll with 108 boys and 113 girls. Two per cent of pupils speak English as an additional language. Sixteen per cent of pupils are eligible for free school meals, which is average. Nineteen per cent of pupils are on the special educational needs register and six have statements, which is average. Attainment on entry is average with a wide range of attainment both high and low.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of the school is unsatisfactory. Standards in Key Stage 1 are too low in English, mathematics and science. Standards of more able pupils throughout the school are too low. The quality of teaching in Key Stage 1 and in Year 3 is unsatisfactory. The leadership and management of the headteacher are unsatisfactory. The school provides unsatisfactory value for money.

#### **What the school does well**

- Standards are good in music throughout the school.
- Progress of pupils with special educational needs is good.
- Pupils' behaviour is good.
- The school provides good personal, social and health education.
- Provision for social and moral development is good.
- Homework is used well.
- Daily school administration by the office staff is good.
- Very good contributions are secured from the community and from grants for the school environment.

#### **What could be improved**

- Leadership of the headteacher.
- Quality of teaching in Key Stage 1 and Year 3.
- Standards in English, mathematics and science are too low in Key Stage 1.
- Standards of the more able pupils are too low.
- The standards in information technology are too low by the end of Key Stage 2.
- Quality of planning and assessment.
- Rates of attendance.
- Provision for spiritual development.
- Governors' understanding of the strengths and weaknesses of the school.
- Provision for the under fives.

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

This school has serious weaknesses due to the unsatisfactory leadership of the headteacher and the proportion of unsatisfactory teaching.

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school had a full inspection in September 1996. There was a follow up visit by Her Majesty's Inspectors in 1998 to judge the progress from the original inspection. The level of improvement since then has been poor. Three areas remained unsatisfactory in the second visit. They were: monitoring teaching and standards; sharing good teaching and lesson planning; and providing tasks in lessons for pupils across all abilities. None of these areas have improved. The headteacher still does not provide a clear overall direction for the school. He is still not sufficiently involved in whole-school issues and does not manage the curriculum effectively. Co-ordinators remain unable to fulfil their roles. Standards in Key Stage 1 have fallen over the past four years in reading, writing and mathematics. In Key Stage 2 standards of more able pupils and in information technology remain too low. Attainment in music has improved in both key stages. Provision for moral development has improved but provision for spiritual development remains unsatisfactory. Planning and assessment systems remain unsatisfactory. The proportion of unsatisfactory teaching has decreased but remains too high. Progress of pupils with special educational needs has improved. The external school environment has improved considerably due to the efforts of the science co-ordinator.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	C	C
Mathematics	A	C	B	B
Science	C	E	D	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The inspection judges standards in Key Stage 2 overall as average in English, mathematics and science. Less able pupils and pupils with special educational needs make good progress and attain higher than expected. More able pupils do not fulfil their potential and too few reach Level 5<sup>1</sup>. The trend over the past four years is broadly average.

Standards in Key Stage 1 are too low in English, mathematics and science. More able pupils do not reach their potential and other pupils reach expected levels. Overall attainment has been too low in this key stage for four years.

The school's targets for Key Stage 2 are appropriate.

Attainment in music is above expectations throughout the school.

Attainment in information technology is below expectations in Key Stage 2.

Average pupils' achievement is satisfactory. More able pupils' attainment is unsatisfactory. Less able pupils' attainment is good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to the school are satisfactory. Pupils are enthusiastic about school.
Behaviour, in and out of classrooms	Behaviour in lessons, around the school and in the playground is good. During the inspection there was an absence of oppressive behaviour, bullying, sexism and racism.
Personal development and relationships	Personal development and relationships are satisfactory.
Attendance	Attendance is unsatisfactory.

<sup>1</sup> Level 5 is the expected level reached by a proportion of more able pupils in the primary school.

## TEACHING AND LEARNING

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

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

One fifth of teaching is unsatisfactory and is all in Key Stage 1 and Year 3. Two fifths of teaching is good. One fifth is very good and is in both key stages. There is a small proportion of excellent teaching in Year 1.

The quality of teaching of English and mathematics in Key Stage 1 and Year 3 are unsatisfactory. In Years 4, 5 and 6 the quality of teaching in these subjects is good.

### Years 4, 5 and 6

Teachers' knowledge and understanding is good. Teaching of basic skills is good. Teachers have high expectations of less able pupils and pupils which ensures that these pupils acquire a good level of skills and knowledge. However, they have low expectations of more able pupil, which reduces the progress of these pupils. Teachers set a fast pace to lessons which leads to good rates of productivity from pupils. Pupils make good levels of intellectual, physical and creative effort. They have good levels of concentration. Homework is used well. The quality of marking is unsatisfactory and does not identify targets for pupils. Pupils are not aware of the progress of their own learning. The skills of literacy and numeracy are taught effectively.

### Key Stage 1 and Year 3

Teachers' knowledge and understanding is unsatisfactory. Planning is unsatisfactory particularly in literacy and numeracy. Teachers' expectations of more able pupils are too low which produces a slow acquisition of knowledge and skills. Teachers do not match tasks to different pupils' needs effectively. The quality of marking is unsatisfactory and does not identify targets for pupils. The skills of literacy and numeracy are not taught effectively to more able pupils. Teachers use homework well.

### Under fives

The quality of planning is poor.

The school meets the needs of average pupils and pupils with special educational needs and who speak English as an additional language. It does not meet the needs of the more able pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a balance across different subjects. Planning and assessment is unsatisfactory. The use of assessment is poor. Information technology does not fulfil statutory requirements.
Provision for pupils with special educational needs	Provision for these pupils is good.
Provision for pupils with English as an additional language	Provision for these pupils is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is good. Provision for cultural development is satisfactory. Provision for spiritual development is unsatisfactory.
How well the school cares for its pupils	Procedures for child protection are good. Procedures for monitoring and promoting good behaviour are good. Procedures for improving attendance are unsatisfactory.
How well the school works in partnership with parents.	The provision and carrying out of homework is good. The school has satisfactory links with parents. The quality of information for parents is satisfactory.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership of the headteacher is unsatisfactory. He does not provide a clear direction for the school or delegate effectively. Co-ordinators are unable to fulfil their roles in monitoring or sharing their expertise formally with teachers. The deputy headteacher supports the staff well.
How well the governors fulfil their responsibilities	Governors, particularly the chair, do not have a full understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Monitoring of teaching and the curriculum is unsatisfactory. The school improvement plan does not establish priorities effectively to raise standards. It is not supported effectively through financial planning.
The strategic use of resources	This is satisfactory except for the use of support staff who are not deployed efficiently.
Adequacy of staffing, accommodation and learning resources	Staffing levels are good. Accommodation is satisfactory. Overall the level of resources is unsatisfactory.
Principles of best value	These are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty per cent of parent returned the questionnaires. Fourteen parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Teaching is good.</li> <li>• Their children are expected to work hard and achieve their best.</li> <li>• Their children are helped to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The school is not well led or managed.</li> <li>• The school is not approachable for discussing problems.</li> <li>• They are not kept informed about their children's progress.</li> <li>• The school does not work closely with parents.</li> <li>• Their children do not get the right amount of homework.</li> <li>• There are not enough activities outside school.</li> </ul>

Inspectors do not agree with parents' views of the quality of teaching in Key Stage 1 or Year 3 as they judge this teaching as unsatisfactory. Inspectors agree with the other positive features. Inspectors agree that the school is not well led or managed and that the school is unapproachable for discussing problems. However, they disagree with the other areas for improvement. There is sufficient information about children's progress and the school does work with parents. Homework provision is good and there is a satisfactory amount of activities outside school.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. Attainment on entry to the school is broadly average. This includes a wide spread of attainment from well below average to well above. Progress of children under five is satisfactory<sup>2</sup> in literacy and language, mathematics and knowledge and understanding of the world. By the time children are five attainment is in line with the expected levels except for music in creative development where attainment is above. This is due to the very good quality teaching of the specialist part-time teacher. Children develop good social skills in working together, but their personal development is too slow as they have insufficient opportunities to make their own choices. They develop good skills in formal physical education but insufficient progress in handling large apparatus as there is no provision for regular outdoor play.
2. Attainment at the end of Key Stage 1 is too low in English, mathematics and science. The trend in the national tests over the past four years has been downwards although there was an improvement in English last year. Compared with similar schools attainment in 1999 was below average in reading and science and well below average in writing and mathematics. The inspection shows improvement in the proportion of pupils reaching the expected standard of Level 2 in reading, mathematics and science as the school has addressed these areas and have employed an extra part time teacher to raise standards in English and mathematics. However, the proportion of pupils reaching higher levels in reading, mathematics and science remains too small. In writing the proportion reaching this level is far too small. Teachers do not set sufficiently challenging work for the more able pupils. Standards are lower than the previous inspection, which also identified more able pupils not reaching their potential.
3. Standards in speaking and listening and reading in Year 2 are below average as few pupils reach the higher Level 3. Most pupils have a suitable vocabulary and express themselves clearly in conversations but more able pupils do not adapt their speech to meet the needs of the listener. Pupils read aloud confidently and accurately although less able pupils do not have sufficient skills to tackle unknown words. More able pupils are still using the reading scheme rather than reading a wider range of fiction. Standards in writing are well below average. Many pupils are beginning to use full stops and capital letters and sequence their writing correctly but not at the expected standard. Pupils do not join their independent handwriting and standards of presentation are unsatisfactory. The teacher's expectations of pupils' writing are too low. The large amount of worksheets used restricts the range of pupils' independent writing skills.
4. Standards in mathematics are below average. This is an improvement on last year's national tests as the school has concentrated on increasing the rate of progress of the average and less able pupils. However, there are too few pupils reaching Level 3 as the more able pupils receive similar work to the rest of the class with little additional challenge. Pupils have the expected level of mental mathematics. They understand place value to 100, add and subtract to 25 correctly and recognise two and three-dimensional shapes. Standards in science are below average. Pupils know about materials and physical processes at the expected level but more able pupils do not have a higher level of understanding as all pupils cover the same work.

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<sup>2</sup> The curriculum for the under fives is personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development.

5. Attainment in the national tests in Key Stage 2 last year was average in English, above average in mathematics and below average in science. The trend over the past four years is broadly average, but is inconsistent across these subjects. Compared with similar schools attainment was above average in mathematics, in line in English and below in science. The inspection judges standards as average in English, mathematics and science. Standards are similar to the last inspection. The lack of effective assessment systems in mathematics leads to inconsistency in standards and insufficient targeting of individual pupils to raise standards. The improvement in science is due to the changes made in planning in Year 6 after an analysis of the previous year's national tests. Less able pupils and pupils with special educational needs make good progress and achieve better standards than expected. Teachers organise additional support well for these pupils. However, more able pupils do not fulfil their potential and too few pupils attain Level 5. Most work is set at an average level and does not challenge these pupils. Boys achieve equally well in English and science but girls' attainment is better than boys' in mathematics. Standards of literacy and numeracy are at the expected level. The school's targets are appropriate and take into account the movement of pupils in and out of the school during Key Stage 2.
6. Standards in Year 6 in speaking and listening, reading and writing are average. Pupils answer questions in detail and express their ideas at the expected level. Most pupils discuss their reading confidently and show understanding of the text. Pupils use non-fiction books confidently. The writing curriculum broadens in Key Stage 2 and pupils choose words to express their ideas well. Standards of handwriting, presentation and punctuation are good as the Year 6 teacher emphasises this aspect of their work.
7. In mathematics in Year 6 pupils convert fractions to decimals correctly, use calculators correctly and explore patterns in numbers at the expected level. They understand how to calculate perimeters and area and use compasses with accuracy. They have a simple understanding of probability and use information technology to produce simple graphs. In science pupils have the expected level of knowledge across the different aspects of the science curriculum. They lack confidence in explaining investigational science or in using appropriate technical terms for experiments.
8. Attainment in music is above expected levels across the school as the quality of the part-time music teacher is good. Attainment in information technology is below expectations for 11 year olds as the school does not have the software to fulfil the curriculum. Teachers do not cover the information technology curriculum systematically. Attainment in all other subjects is at the expected level across the school. This is an improvement in art and music since the last inspection but a deterioration in information technology in Key Stage 2.
9. Pupils with special education needs reach standards which are better than expected for their capability. This is an improvement on the previous inspection. They make good progress towards the targets in their individual education plans. This is because they benefit from their own programmes of work and the additional support they receive from teachers, classroom support assistants and specialist staff. Pupils who speak English as an additional language make satisfactory progress.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to school and to their learning are satisfactory overall and their behaviour in and around school is good. Standards have been maintained in this aspect of school life since the last inspection. Pupils enjoy coming to school and they settle well into their lessons. They respond well to teachers when they are presented with interesting tasks. For example, in Year 1 pupils carried out a range of investigations into different plants

and carried out the tasks sensibly and enthusiastically. When teachers present mundane activities pupils persevere until they are completed. Behaviour in lessons is good with most pupils listening carefully to teachers and responding to their instructions. For example, in a Year 5 numeracy lesson pupils covered a great deal of work as they concentrated on their tasks as they got harder. When pupils are in the dining hall or playground, or moving around school, their behaviour is good. In their response to the questionnaire parents strongly agreed that good standards of behaviour are achieved in school.

11. Relationships between pupils and one another and between pupils and adults are satisfactory overall. Relationships between teachers and their pupils ranged from very good to poor and in the latter cases were due to an inconsistent and sometimes inappropriate application of the discipline policy during the inspection. In those classes where relationships were consistently good or better pupils enjoyed their learning. For example, in a Year 6 history lesson on Victorian schools pupils collaborated well with each other and enjoyed their role-play. When they are given the opportunity they listen well to each other and respect each other's views. In a Year 4 literacy lesson pupils applauded each other's efforts as they read out their own versions of the story "The Three Little Pigs". Pupils were observed playing sensibly together in the playground and there was no evidence of any unsociable behaviour or bullying. They are polite and well mannered towards visitors and are happy to engage in conversation about their favourite football club or their card collections.
12. Pupils respond appropriately to the opportunities to take responsibility and show initiative in school. For example, in a Year 4 literacy lesson pupils were monitoring their own noise levels during group work. In addition to acting as class monitors there are opportunities for older pupils to become house captains or to take responsibility for the school "Tuck Shop" at break time. Additionally, pupils were preparing to read their stories to children in reception class. A school council has recently been established and all these activities are providing a positive impact on the personal development of pupils. However, pupils do not have well developed skills of individual research as there are limited opportunities for pupils to carry them out.
13. Attendance rates are unsatisfactory and they have declined since the last inspection. They are now below the national average. There is now a higher level of pupils moving in and out of the school, which has adversely affected attendance levels. The level of unauthorised absence has risen and rates are above the national average. The punctuality of the vast majority of pupils is satisfactory. There have been no exclusions from school in the last academic year.

## **HOW WELL ARE PUPILS TAUGHT?**

14. Teaching is satisfactory. It is good in Years 4 to 6. It is unsatisfactory in Key Stage 1 and Year 3. It is satisfactory in the under fives. The unsatisfactory teaching in Key Stage 1 and Year 3 has a negative effect on standards. However, the good teaching from Years 4 to 6 compensates for the unsatisfactory teaching and the rate of pupils' progress increases in these year groups. Overall teaching varies between excellent and poor. In Key Stage 2 a quarter of teaching is very good and nearly a half is good. One fifth of teaching is unsatisfactory with a small proportion of poor features in mathematics in Year 3. In Key Stage 1 over a quarter of teaching is unsatisfactory. A quarter of teaching is good and a fifth is very good. There is a small proportion of excellent teaching in physical education in Year 1. The teaching of the part-time music teacher is consistently very good. The teaching of the part-time teachers in Years 2 and 4 is good. The proportion of unsatisfactory teaching has decreased since the last inspection and the proportion of very

good teaching has increased. However, the lack of effective monitoring has not allowed teachers to benefit sufficiently from each other's strengths.

15. Teacher's expectations of less able pupils are high. The majority of work is pitched at an average level and pupils working below this level are given additional support to ensure they complete the tasks. Pupils with special educational needs often have additional adults who ask supplementary questions and guide these pupils in carrying out the work. However, the more able pupils do not get regular opportunities to extend their learning above the average level. They are not expected to produce higher quality work as the tasks are the same and they are not encouraged to respond at a higher level. Consequently, these pupils do not fulfil or reach their potential by the time they leave the school. Much of the written work has the same outcome for every pupil with too much direction from the teacher. For example, in many science lessons pupils write out exactly the same information without using their own language to record their learning. Expectations of pupils' presentation vary between different classes. In Years 1, 3 and 6 pupils produce consistently neat work as these teachers emphasise the importance of this feature. In some classes an overuse of work sheets reduces pupils' experiences of considering the presentation of a complete piece of work.
16. In Years 4 to 6 teachers balance activities well across lessons. They use the introduction well to explain the new learning and give clear instructions for carrying out the tasks. They target different pupils well in the whole-class discussion, which maintains good levels of concentration. Tasks are interesting and varied and levels of productivity by pupils are good. For example, in Year 6 pupils designed and made some inventive pizzas on the theme of pirates. Plenary sessions are used effectively to celebrate work and to reinforce the learning from the lessons. For example, in Year 4 the careful drawings completed by the pupils with special educational needs were shared with the class and used to reinforce both the learning about minibeasts and the care taken in the observational drawings. In the rest of the school the quality of different parts of the lesson is inconsistent. The best teaching includes clear explanations of the new learning with interesting use of resources. For example, in Year 2 pupils were sent to the wildlife garden to collect dandelion seedheads as part of the introduction to life cycles of plants. In other sessions introductions are unclear and there is insufficient questioning to allow pupils to build on their understanding. Teachers move too quickly between different aspects of the new learning or concentrate on a few pupils rather than the whole-class.
17. In some classes group tasks are not organised efficiently. The daily organisation does not ensure that groups are working at different levels or are building on the previous day's learning. Teachers organise the use of the computer well with pupils working regularly on a range of programs. Individual pupils are taught how to use a program and they then explain to other pupils. However, there is insufficient teaching to groups or the whole-class and the computers are used to support different subjects rather than specifically teaching information technology skills or understanding.
18. Teaching of basic skills is good for average and less able pupils but does not extend the learning sufficiently for the more able pupils. Homework is used well throughout the school to reinforce these skills. Teachers set homework regularly and often provide homework books to provide continuity across different pieces of work. Pupils expect to take work home each night and take this work seriously. The quality of the homework makes a good contribution to the learning in lessons.
19. Teachers' subject knowledge of the curriculum is satisfactory from reception to Year 3. However, their knowledge of the format of the literacy and numeracy hours is inconsistent with some teachers unaware of the expectations of these strategies. In Years 4 to 6 teachers have good subject knowledge and use it well to extend learning through careful

questioning. For example, in Year 5 pupils learnt the scientific vocabulary associated with flowers' reproduction systems very effectively as the teacher used these terms confidently.

20. Pupils are managed well in most classes, which leads to good behaviour. Teachers are firm and explain their expectations sensitively. Teachers regularly reinforce good behaviour. For example, at the end of a rainy day the deputy headteacher commended her class on their good behaviour and concentration in lessons. However, in Year 3 the discipline is too extreme with pupils given insufficient praise for their efforts. Teachers use support staff effectively to manage groups and individuals. The support staff have a clear understanding of the content of the lessons and give well focused support to pupils. For example, the nursery nurse had a very good understanding of the reading development of the pupils in reception and developed their phonic skills effectively. However, the support staff are not allocated efficiently across the school and in some lessons teachers are left to manage large classes with no additional help. In these contexts teachers spend a higher proportion of their time managing behaviour rather than supporting pupils' learning.
21. In the best lessons teachers set the pace of lessons very sensitively. They move quickly through the aspects of the lessons that are reinforcing previous learning. They engender a sense of urgency when pupils are carrying out tasks by giving pupils time limits for their work and reminding them of the amount of completed work expected by the end of the lesson. For example, in Year 5 in science pupils all completed their different tasks and cleared their many resources away due to the regular reminders of the time from the teacher. These teachers combine their fast pace with a slower rate when pupils are acquiring new knowledge and skills. They combine this reduced pace with careful questioning to support pupils' understanding. In the excellent lesson the teaching proceeds at a very brisk pace. Pupils carry out a large number of tasks, both developing new skills and consolidating old ones. This has a significant impact on their attainment, which is higher than expected for their age. In the unsatisfactory lessons teachers do not set an appropriate pace. At times teachers proceed too fast and are not aware that pupils have lost concentration as they do not understand. In other lessons the pace is too slow, particularly in group tasks when pupils are given too long to complete work which is not well matched to their needs. For example, in reception some more able pupils were given colouring tasks without any writing, which they took a long time to complete as the task lacked challenge and they were not expected to finish it quickly.
22. Planning is inconsistent throughout the school. There is some poor planning with very little detail even for the literacy and numeracy hours. For example, teachers merely write spelling with no indication of the words to be covered for the different groups. Teachers do not identify the National Curriculum programmes of study or levels and do not relate the weekly planning to the termly planning effectively. Assessment opportunities are not identified and the assessment carried out is not used to inform future planning. In some classes there is some good quality planning. For example, in Year 4 the learning objectives are written on the board and are explained to the pupils. This improves the quality of their learning as they are clear about what they will cover during the lesson.
23. Teachers give pupils feedback during lessons on their rate of work but do not set individual targets to raise the standards of their work. Opportunities are also missed in marking with few comments related to how the content of work can be improved. Pupils have little idea of the rate of their own learning either within lessons or over the week or term. Daily assessment is not used consistently to modify future planning with the exception of Year 1 where details are recorded after lessons of individual rates of progress. This information is then used effectively in subsequent lessons.

24. Teaching of the under fives is satisfactory. Organisation of the under fives is good in language and literacy and mathematics. The teacher knows her children well and they are organised effectively in these subjects to work with older pupils to extend their learning. However, there is too little time for play for the under fives and too few opportunities for them to make choices. There are no opportunities for outdoor play for the under fives during lessons despite the appropriate hard area directly outside the classroom. Planning for the under fives is poor. There is very little detail of these children's particular curriculum or how it is combined with the National Curriculum.
25. Teaching of pupils with special educational needs is good. Class teachers work well with part-time teachers, support assistants and specialist teachers. Most staff have high expectations and sensitively help pupils to take part in lessons as fully as possible. For instance, in a very good Year 4 literacy lesson on reference skills the teacher used praise and encouragement to raise pupils' confidence. Interesting activities gained their interest and promoted learning effectively. Pupils with statements make good progress towards their individual targets. The majority of planning matches pupils' individual education plans well. However, in a group of Key Stage 2 pupils planning and teaching were not sufficiently matched to these individual needs, which led to pupils making insufficient progress. Teaching of pupils who speak English as an additional language is satisfactory and these pupils make satisfactory progress.
26. Features of the excellent teaching include very clear explanation of the tasks, a very interesting variety of different activities building on previous learning and a furious pace. The teacher works very effectively with the classroom assistant, often splitting the class into two different directions with each adult monitoring each half. There are high expectations of every pupil with individual targets set sensitivity. For example, a pupil with special educational needs was given a target of throwing a beanbag five times which he exceeded by eight as he gained so much confidence from the teacher's support.
27. Features of the unsatisfactory teaching include inadequate planning that does not include sufficient detail, inappropriate organisation of pupils in group work with insufficient challenge to more able pupils and work that is too difficult for less able pupils. It also has too slow a pace to the lesson and tasks that are uninteresting or do not require sufficient development of skills. In some unsatisfactory teaching the discipline is too strict and reduces pupils' confidence in completing the work.

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

28. The quality and range of learning opportunities are satisfactory across most subjects. However, the range of writing in Key Stage 1 is too narrow and the lack of resources in information technology do not allow statutory requirements to be met as pupils are unable to develop monitoring skills. The school is planning to improve its provision for this subject with the arrangement of a computer room. Provision for health education is good and includes sex and drugs education, with a particular focus in the summer term.
29. The previous inspection identified the need for schemes of work and these are now in place although they vary in quality and some final drafts have yet to be shared with the staff. For example, the art co-ordinator has produced a good quality scheme that has not yet been presented to teachers. Provision for physical education and music were unsatisfactory in the previous inspection but they now fulfil the programmes of study and are well balanced.
30. Curriculum provision for the children under five is unsatisfactory. This reduces their rate of progress in some aspects of personal, social and physical development. Children

receive appropriate time to work with older pupils and make satisfactory progress in this work. For example, they work at appropriate levels during literacy and numeracy sessions. However, there are insufficient opportunities for children to learn through play. They are not required to make sufficient choices in their activities during the school day and do not spend enough time learning through play. Children do not work on large outdoor play equipment as the space outside of the classroom is not used for this purpose. However, physical education lessons supplement their physical development. Music development is good as children learn well within the whole-class teaching. The teacher uses the nursery nurse effectively when she is available to support the development of children under five. Planning for the under fives is poor. There is very little detail and no written planning for independent activities.

31. A key issue in the previous inspection was the quality of planning. This is still a major weakness in the school despite the work carried out to improve the quality. The school has a clear policy for planning and has introduced a common format for weekly planning. However, the unsatisfactory monitoring of both weekly and termly planning has produced great inconsistencies across the school. In some cases teachers produce very little detail within their planning and complete sections incorrectly. For example, a teacher completed the section evaluating the lesson before the lesson began. Teachers do not plan specifically for more able pupils and this has a significant impact on their underachievement. The links between termly planning and weekly planning are weak and references to the National Curriculum are missing. There is little planning for assessment and any assessment carried out is not used to inform future planning. The government initiatives in literacy and numeracy now provide a more detailed format for planning but a few teachers do not complete it in sufficient detail, giving overall categories such as spelling rather than identifying the spelling to be carried out during the week. Links between subject areas are identified effectively in planning across the curriculum. For example, in Year 1 the teacher used different musical instruments to support pupils' understanding of tens and units.
32. The school has implemented the literacy and numeracy strategies but they have not been fully monitored and are not consistent throughout the school. In some cases the full hour for literacy is not covered which reduces the impact of the different parts of the lesson. The balance of the school day is inappropriate in some classes with the first half hour in sessions used for group or individual activities which reduces the impact of the beginning of the day for new learning.
33. There is good provision for pupils who have special educational needs. The school fully meets the requirements of the national Code of Practice<sup>3</sup>. Pupils receive additional support within the classroom and they are sometimes withdrawn for additional tuition in small groups by the special educational needs co-ordinator. They are withdrawn for additional help in literacy and numeracy in Years 2 and 4. The timetable for groups withdrawn from the classroom and the curriculum provided for them are planned to ensure that they are receiving a similar curriculum to pupils in the same year group. Provision for pupils who speak English as an additional language is satisfactory as pupils are given appropriate support in lessons.
34. The school offers a satisfactory range of extra-curricular activities including musical keyboards, recorders, chess and sports. The school makes good provision for homework activities for pupils to consolidate or enrich their learning. The school nurse makes a valuable contribution to the curriculum during "Health Week" when the school has a focus on personal, social and health education and the headteacher promotes citizenship issues effectively in assemblies for Key Stage 2.

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<sup>3</sup> The Code of Practice is a series of procedures for pupils with special educational needs as outlined by the government.



35. The community makes a very good contribution to pupils' learning. This includes support provided by regional firms. Year 6 pupils benefit from visits to these establishments, which are linked into the science project on "Energy." Additionally, the school makes good use of local places of interest such as Bolton museum, the Illuminations workshop and Williamson Park. Again, visits are linked into the curriculum and pupils both enjoy them and benefit from them. Pupils in Year 5 visit St Mary's High School as part of their science studies and this helps them prepare for their later move into secondary education.
36. Major environmental initiatives have been completed in the school grounds after the science co-ordinator successfully secured funding from a variety of businesses and organisations. Work carried out in grounds has had a positive impact in that pupils are now more environmentally aware.
37. Provision for moral and social development is good. Provision for cultural development is satisfactory and provision for spiritual development is unsatisfactory. This is an improvement in the provision of moral and cultural development from the previous inspection but the provision for spiritual development remains the same.
38. The school makes good arrangements for pupils' moral and social development. Pupils are taught the difference between right and wrong and they receive encouragement from the headteacher in organising fund-raising events such as for the Marie Curie Cancer charity. Provision for social development is good. Pupils have regular opportunities to work together to develop these skills. For example, pupils are organised to work in pairs or threes at the computer and learn to support each other in solving problems. The science co-ordinator has made a major contribution to pupils' social development at playtimes by improving the environment, for example by means of living willow structures. Pupils appreciate and respect these improvements.
39. Cultural development is satisfactorily fostered through music lessons and in art as pupils are introduced to the work of artists or composers from different times and countries, or in assembly in Key Stage 1 when they learn about Buddha. However, opportunities are being missed to use resources to raise pupils' awareness of the richness of the world around them.
40. Pupils are given insufficient opportunities within lessons for spiritual development and this is unsatisfactory. There are some occasions when provision is poor. In assemblies pupils are not given appropriate and meaningful opportunities to reflect upon the values and qualities which underpin their lives. Prayer in assemblies and in class is inconsistent. Pupils are not being given enough "thinking" time as there is often an inappropriate pace at these times resulting in a lack of sensitivity and little sense of occasion. A suitable ethos is not usually established on these occasions and opportunities in assemblies to enrich pupils' spiritual development through art, music and literature are being missed. However, the school's specialist music teacher makes good provision for spiritual development in her hymn practice in Key Stage 1 and in her music lessons.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. The school continues to care well for its pupils. There are a number of effective procedures in place for both child protection and health and safety which result in a safe and secure and environment for children to learn in. For example, during the inspection the school acted quickly to remove a potential hazard from a resource storeroom. However, the governing body must now ensure that the procedures for health and safety are rigorously underpinned by more formal inspections and monitoring.

42. The procedures to monitor and promote attendance are unsatisfactory. Attendance rates have declined since the last inspection and the school must take appropriate action to identify and react more quickly to emerging absence trends and not rely on historic data which is almost 12 months old. The procedures for promoting and monitoring behaviour are good. The school has high expectations for the behaviour of its pupils and there is a consistent application of rewards and sanctions by the majority of staff. This has a positive impact in that the majority of pupils have a good idea of right and wrong and respond accordingly. Satisfactory procedures are in place to ensure that pupils are well prepared to move into their secondary school. Effective links are made with the pre-school play groups.
43. The last inspection identified assessment as a weakness. The school has provided a detailed assessment policy with guidelines. However, these systems are not used effectively across the school. There is still no person with responsibility for assessment, recording and reporting. There has been no monitoring of the use of assessment systems. Consequently, pupils' individual progress and that of classes of pupils are not being tracked and targets are not being set for future planning and learning. There are no whole-school systems in place to help individual teachers with checking their pupils' progress. Likewise, subject co-ordinators are being denied the opportunity to monitor pupils' performance in their subject so that planning the next steps provide sufficient challenge. In Years 2 and 6 some analysis of pupils' attainment has been conducted, but these practices are not shared with other staff. The assessment systems in place are unsatisfactory and the way they are used is poor. The school has identified the need to improve this provision.
44. Progress of targets of individual education plans for pupils with special educational needs is monitored at regular intervals. Procedures for assessing their progress in lessons or tracking their progress across the school are not in place. The provision identified for pupils with statements is being met. Provision for pupils who speak English as an additional language is satisfactory.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

45. The school has a satisfactory partnership with its parents and carers and aspects of written communication to parents have improved since the last inspection. However, many parents reflected their dissatisfaction with aspects of school life through their responses to the questionnaire. Almost 50 per cent of parents responding to the questionnaire felt that they were not well informed about their children's progress and almost 40 per cent felt that the school did not work closely with them. At their meeting a number of parents also expressed concern at the unapproachability of some members of staff. During the inspection the team examined examples of correspondence to parents and found them to be satisfactory. However, important information about the residential visit was delayed unreasonably and the team agrees with the views of some parents that it was not provided to them in sufficient time. The school has only secured the signatures of 20 per cent of its parents to the home-school agreement and this level of response is unsatisfactory.
46. A group of parents help out in school on a regular basis by hearing readers. They work with groups of pupils in their classroom and their contribution is valued by the school. Additionally, a small, hard working group of parents and teachers organise fund-raising activities. As a result of their work the large school hall has been refurbished and decorated to a high standard.
47. Parents of children with special educational needs support their children well and are involved in regular reviews of their children's progress. The school provides sufficient

information for all parents about its provision for pupils with special educational needs in the school brochure. It needs to provide more information in the annual governors' report to parents about how funds have been used and the success of the policy during the year.

48. The support provided by parents to reading and other homework is good. The partnership between the school and home in reinforcing basic skills contributes well to pupils' learning.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The leadership and management of the headteacher are unsatisfactory. Many areas for improvement from the previous inspection have not been tackled effectively and many remain as weaknesses after four years. For example, planning was a key issue in the previous report and is still a major weakness. The headteacher does not set a sufficiently clear direction for the work of the school or focus mainly on raising standards. He does not identify key areas of weakness effectively to target for improvement. For example, the low standards of attainment in the national tests in Key Stage 1 over the past have not been analysed effectively in order to raise standards. The headteacher ensures that the aims of the school to provide a happy and secure environment are met. However, the aim to develop the potential of all pupils is not fulfilled by the more able pupils.
50. The headteacher has managed his responsibilities for the budget effectively. Variations in the admission numbers to the school have produced changing financial contexts and the school has been prudent in conserving their resources. The priority of maintaining staffing levels has ensured that pupils are not taught in mixed age classes. The headteacher often has a high commitment to teaching. This supports the staffing levels well but reduces his effectiveness in managing the school.
51. Systems to allow the co-ordinators to monitor either teaching or the curriculum are ineffective. There are no formal opportunities for co-ordinators to monitor the planning of their subjects across the school. They are unaware of the considerable variations in the quality of planning in different classes. They are unable to track the development of pupils' work throughout the school as they do not scrutinise pupils' work. This considerably reduces their effectiveness as they do not have an understanding of the strengths and weaknesses in their subjects and cannot use their expertise to raise standards. Co-ordinators work independently to improve provision. For example, the science co-ordinator has been very successful in winning additional grants for improving the outside environment. This has improved the provision very well and provided a rich context for pupils to learn about living things. Her efforts are much appreciated by parents. There is little monitoring of teaching. When it is carried out the areas identified for improvement are not sufficiently related to improving the quality of teaching. Teachers are not monitored systematically across the school.
52. There is insufficient delegation to key members of staff. The deputy headteacher does not have sufficient responsibilities outside of her role as co-ordinator. She supports the staff informally but does not have formal structures to share her expertise in order to raise standards. The recent appointment of the senior teacher in Key Stage 1 is appropriate as the teachers in this key stage appreciate her expertise. She plays an important role in setting standards in Key Stage 1. For example, in her good quality assembly she reinforced key moral issues well for the pupils and maintained good standards of behaviour.
53. The governing body has had several changes of personnel over the past two years. This has reduced its effectiveness as new members have required time to understand their

role. The leadership of the chair is unsatisfactory. He has not been able to spend sufficient time working with the school to take an active part in supporting developments. He has identified this difficulty to the governing body but has been unable to relinquish his role. Several governors have a good understanding of their areas of responsibility. For example, the governor for special educational needs works regularly in the school and the health and safety governor was closely involved in organising emergency cover for residential visits. However, the governing body does not have a sufficiently clear understanding of the strengths and weaknesses of the school. For example, they were unaware of the seriousness of the outcome of the follow-up visit of the initial inspection from Her Majesty's Inspectors despite the information provided by the headteacher.

54. The level of detail in the school development plan has improved since the last inspection. Costs of each category are identified and there are some clear criteria to identify completion of targets. Governors and staff have been involved in producing drafts in earlier years but this is not carried out on a sufficiently regular basis. For example, the last formal consultation was in 1998. However, priorities are inappropriate and in some cases details included reduce the clarity of the planning. For example, much of the content for improving planning is more suited to a policy statement. Raising standards in English, mathematics and science do not have a sufficiently high profile in the current plan or contain sufficiently focused targets for action. The action taken to meet the school's targets is often not followed through effectively and does not have sufficient impact across whole-school systems. Responsibilities for achieving improvements are often not specific. For example, the entry on "Attendance" fails to state a target and then gives responsibility for improvement and monitoring to teachers, headteacher and governors. This lack of preciseness makes accountability for the monitoring and evaluation of progress against a target more difficult.
55. The day-to-day financial administration and support provided by the office staff to senior managers and governors are good. Quotations are obtained for all major items of expenditure and the school is developing a good understanding of the principles of best value. The use of new technology within the school is satisfactory overall and used effectively by the office staff. However, in Key Stage 2 pupils do not receive their full entitlement as there is no access to resources for developing monitoring skills in information technology.
56. The level of staffing is good as the governors have made this a priority for spending. The additional support of teachers in Years 2 and 4 is having a positive impact on standards as they ensure a smaller pupil-teacher ratio and provide good quality teaching. The support provided by the midday supervisors and caretaker is of good quality and they make an effective contribution to school life. There is good provision of classroom assistants. However, their deployment is often not efficient. The balance of time in different classes has not been considered sufficiently well, leaving some teachers with large numbers of pupils without support at times. The procedures for the induction of new staff and development of existing staff are satisfactory. Development needs emerge from formal interviews and staff make good use of opportunities that are provided by the local education authority. However, the process now needs to be extended further in order to provide support to ensure a consistent quality of teaching across the whole school.
57. The accommodation is satisfactory overall. There are number of good features such as the size of the playing fields and the provision of the environmental areas, the two halls and the music and design and technology areas. The governing body makes an effective effort to ensure that the building is well maintained on a rolling programme and that classrooms and other areas are well decorated. The provision of learning resources is unsatisfactory in English, mathematics, information technology and art. The school is aware of its deficiencies and has made staffing a priority. However, there are plans to

increase the level of resourcing and to carry out an audit before it commences to build up its stocks.

58. Pupils enter the school with average attainment. By the time they leave the school less able pupils and pupils with special educational needs have made good progress. Pupils with average attainment make satisfactory progress and reach expected levels. However, more able pupils make unsatisfactory progress. Attainment by the end of Key Stage 1 is below average. Pupils behaviour is good. Teaching is good in Years 4 to 6 but unsatisfactory in the Key Stage 1 and Year 3. The leadership of the headteacher is unsatisfactory. The cost per pupil is high. Taking all this into account the school gives unsatisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to raise the level of the school's provision the governors, headteacher and staff should:
- (1) improve the leadership and management of the headteacher by:
    - providing a clearer educational direction;
    - setting more appropriate priorities and supporting them more effectively through financial planning;
    - increasing the level of delegation to staff;
    - monitoring the curriculum more effectively and taking effective action;
    - implementing systems to allow co-ordinators to fulfil their roles;
    - organising the support staff more efficiently;(paragraphs 45, 49, 51-56, 58, 82-83, 88, 94, 103, 113-114, 125, 134 and 139)
  - (2) improve the quality of teaching in Key Stage 1 and in Year 3 by:
    - monitoring teaching to identify weaknesses;
    - providing training to improve the weaknesses;
    - sharing the strengths of the good teachers;(paragraphs 14, 16-17, 19-21, 25, 27, 31, 78, 80-81, 86, 89, 93, 96 and 137)
  - (3) raise standards in English, mathematics and science in Key Stage 1 by:
    - analysing pupils' individual needs more effectively;
    - grouping pupils who work at different rates more effectively in lessons;
    - providing different tasks for pupils to match their needs more effectively in group work;(paragraphs 2-4, 28, 69, 71-72, 75, 84 and 96)
  - (4) raise standards of more able pupils throughout the school by:
    - providing more challenging tasks in lessons specifically for these pupils;
    - setting higher targets and sharing them with these pupils;
    - raising teachers' expectations;(paragraphs 5, 15, 68-69, 73, 75-76, 84-85, 95, 98-100 and 118)
  - (5) raise standards in information technology by:
    - planning consistently for the development of information technology skills;
    - teaching these skills regularly on a weekly basis;
    - covering the full information technology curriculum;
    - purchasing the software to cover the full curriculum and fulfil statutory requirements;
    - implementing the training programme for teachers.(paragraphs 8, 28, 118, 120, 122 and 124-125)

- (6) improve the quality of planning and assessment by:
- ensuring planning systems are used consistently throughout the school;
  - basing the planning explicitly on the National Curriculum;
  - including details of assessment in planning;
  - using the literacy and numeracy strategy planning formats more effectively;
  - devising consistent assessment systems and using them to inform planning;

(paragraphs 22-23, 31, 42-44, 67, 73, 92, 97, 101, 108 and 124)

In addition to these issues the governors should include the following weaknesses in their action plan:

- improving the rate of attendance; (paragraph 13)
- improving the provision for spiritual development; (paragraphs 37 and 40)
- increasing the governors' understanding of the strengths and weaknesses of the school; (paragraph 53)
- improving the provision for the under fives. (paragraphs 1, 24, 30, 61 and 66)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	20	39	17	20	2	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	221
Number of full-time pupils eligible for free school meals	36
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	43
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	4
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	6.07
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.33
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	14	14	14
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	88 (76)	88 (73)	88 (81)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	14	14	14
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	88 (73)	88 (91)	88 (91)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	15	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	14	15	13
	Total	32	34	32
Percentage of pupils at NC level 4 or above	School	82 (71)	89 (63)	84 (60)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	18	17
	Girls	13	14	13
	Total	29	32	30
Percentage of pupils at NC level 4 or above	School	76 (71)	84 (74)	79 (71)
	National	68 (65)	69 (65)	75 (72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	98
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	25.4
Average class size	31.6

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	108

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	1998-1999
	£
Total income	356,607
Total expenditure	378,632
Expenditure per pupil	1,795
Balance brought forward from previous year	32,000
Balance carried forward to next year	9,975

## Results of the survey of parents and carers

Questionnaire return rate 40%

Number of questionnaires sent out	221
Number of questionnaires returned	89

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	52	2	0	2
My child is making good progress in school.	41	46	8	2	3
Behaviour in the school is good.	33	55	9	1	2
My child gets the right amount of work to do at home.	36	37	19	3	5
The teaching is good.	40	53	3	0	4
I am kept well informed about how my child is getting on.	22	29	37	11	1
I would feel comfortable about approaching the school with questions or a problem.	41	41	13	3	2
The school expects my child to work hard and achieve his or her best.	51	41	4	2	2
The school works closely with parents.	27	31	32	7	3
The school is well led and managed.	25	49	20	4	2
The school is helping my child become mature and responsible.	41	48	8	1	2
The school provides an interesting range of activities outside lessons	16	32	39	7	6

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

60. On entry to the reception class attainment is broadly average. This includes a wide spread of attainment from well below average to well above. All pupils attend full-time. Children settle well into their routines and make sound progress across most areas of learning. They work well at their tasks. They achieve standards which are in line with expected levels across the under-fives curriculum. Attainment is above the expected level in music in creative development.

#### **Personal and social development**

61. Teaching and support staff work well together to provide a supportive and encouraging ethos. The adults provide good role models. They listen carefully to children, show interest in their conversations and speak to them with courtesy. These everyday routines encourage the children to work together well, showing concern for each other and helping each other as they play and work at their tasks. Children co-operate well in small groups, sharing and taking turns. Children settle happily and swiftly to their tasks and activities. They are well used to their routines such as registration, assemblies, dinner-times and changing for physical education lessons. They have developed a strong sense of right and wrong and are learning to care about the world around them. For instance, they take an interest in their class pet. However, children have insufficient skills of making choices because there are too few opportunities for this during the school day and it is not built into the timetable. The proportion of formal work is too high with insufficient opportunities for learning through play. This reduces the rate of children's personal development.

#### **Language and literacy**

62. Children are beginning to learn the basic skills in literacy such as listening and speaking, reading and writing. They listen attentively in story-times such as sharing a "big book" in class and in assembly when being told the story of Buddha. In lessons and in assemblies they develop confidence in speaking, articulating their thinking and telling others their news and opinions in large groups. However, there are insufficient opportunities for children to develop speaking and listening skills within small groups in a role play context as the planning does not allow sufficient time for this activity. Children are provided with good role models in reading as teachers and other staff use books every day and show them how books "work" and children are beginning to connect the printed word with meaning. Most pupils write their names legibly and can read others' names and record their findings of investigative work in science neatly and carefully.

#### **Mathematics**

63. In numeracy lessons children count forwards and backwards in steps of ones and twos to 20 and begin to distinguish odd numbers from even numbers. Most write numerals correctly and match numbers up to 10 with an appropriate number of items collected from a tray. They transfer their counting skills easily in music lessons, for instance holding up three fingers when counting the three bears, and in physical education lessons they realise that one of their team will have to run twice as their team is smaller than the others. In class they enjoy forming themselves into a human number line, learning the mathematical vocabulary of "before", "after", "next", "smaller than" and "larger than". In conversation they know the days of the week and when their birthdays are and who is older and younger than they are. They do not have confidence in investigating mathematical problems independently as this is not built into the planning.

#### **Knowledge and understanding of the world**

64. Children reach standards at the expected level overall but have good skills of investigating when they are supervised by adults. For example, in studying how and why things move they used large apparatus in the hall such as tricycles, ramps and toy cars. By careful questioning they are led to an understanding of why the wheels turn. They are beginning to gain an understanding of forces by experiencing the pushes and pulls they are exerting. In class they record their findings inserting the correct word against pictures of moving objects. In assembly they listen to the story of Buddha and gain a glimpse of his life in a time long ago, in a country far away.

### **Creative development**

65. Very good teaching in music promotes very good standards. Children have very good experiences in learning a large number of songs and singing games of different moods which are sad, happy, fast and slow. They are adept at matching the pulse of the music with strong clapping and enjoy employing a complicated range of movements to illustrate the words of their songs. Many of the songs involve movement around the hall and children work together well in pairs and groups, co-operating and taking turns. Strong links with other areas of the curriculum are developed. For example, literacy is promoted through learning new words of songs and beginning to understand the real meaning of “tip-toe” and “stride”. They learn comparative adjectives such as “huge”, “small” and “tiny”. In dancing boys and girls alike show a strong and uncommon accuracy in skipping in perfect time to the music as they invite each other, singing “Oh won’t you come a-dancing?” Children enjoy their singing and are enthusiastic, showing interest and concentration. Other creative development is satisfactory as children receive opportunities in painting and drawing using a range of media such as paint, crayon and pencils. Opportunities for drama are fewer as children are not given sufficient time in role play activities.

### **Physical development**

66. Children reach the expected level in physical development. They move well on their toes and practise moving with knees high in front or kicking up their heels behind. They practise bouncing and catching a ball with increasing accuracy, estimating how hard to bounce the ball and how high it will go. In pairs they concentrate for sustained periods bouncing one ball between them gaining in accuracy, taking delight in their increasing control. Listening skills are developed well as children have to listen hard to instructions and demonstrate their powers of recall. Opportunities to develop their physical skills more independently are missed, however, as the school lacks a suitable outdoor play area with appropriate large apparatus for these children.
67. The teacher works well with the good quality nursery nurse who makes a valuable contribution to supporting children under five. There is close liaison between the reception teacher and her colleagues in Key Stage 1, which ensures smooth progress between classes. Planning for the under fives is poor. There is very little detail of activities specifically provided for these children. There are insufficient opportunities provided for children to learn through independent play or for choosing activities from a range of structured tasks.

## **ENGLISH**

68. Standards in Year 6 are average overall. Average pupils make satisfactory progress. Less able pupils and pupils with special educational needs make good progress as they receive well targeted support. However, more able pupils make unsatisfactory progress as they are not sufficiently challenged. Lessons are often taught at the average level of understanding of the pupils with no different tasks for the more able pupils. More pupils than average reach the expected Level 4 but too few pupils reach the higher Level 5. Results in the national tests for 11 year olds declined from well above the national

average to average in 1998 but have remained at the same level since then. Attainment in last year's national tests is average when compared with similar schools. Girls and boys do equally well. Progress of pupils who speak English as an additional language make satisfactory progress.

69. By the end of Year 2 pupils make unsatisfactory progress and the standard of work in lessons is below that in other schools. The proportion of pupils reaching the required standard in speaking and listening, reading and writing is at the expected level. The proportion of more able pupils reaching the higher level is below that in other schools in speaking and listening and reading and well below in writing. Results in the national tests for seven year olds improved from well below average to below average last year, with boys doing less well than girls. Compared with similar schools attainment was below in reading and well below in writing in last year's national tests. At both key stages pupils with special educational needs are making good progress. This is because of the well targeted support they receive from classroom and specialist staff.
70. In both key stages pupils listen intently in the whole-text sessions of the literacy hour, to teacher explanations and instructions and to the views of others. By the age of 11 pupils use the continually extending range of new words they learn, for instance to answer teachers' questions in detail and express their ideas well. By the age of seven most pupils have a suitable vocabulary and express themselves clearly in conversations and in answering teacher's questions. Teachers place a strong emphasis on the use of the correct vocabulary in all aspects of English and encourage pupils to use it. This leads to them making good progress in this area; for example, Key Stage 1 pupils use the terms *rhyme* and *index*, Key Stage 2 pupils *preposition* and *blurb*.
71. There has been a decline in standards in speaking and listening in Key Stage 1 since the last inspection when standards were judged to be good. This is because the literacy hour places greater emphasis on reading and writing than speaking and listening skills. There are now fewer opportunities for pupils to develop these skills, for instance through extended discussions, role play and drama. In Key Stage 2 the satisfactory standards identified in the last inspection have been maintained. At this key stage some teachers occasionally provide opportunities for drama or debate, for instance in a history lesson in Year 6 and a geography lesson in Year 5. At both key stages pupils participate in an annual production for parents.
72. By the age of 11 most pupils discuss what they read, showing that they understand it well. By the age of seven average pupils read aloud confidently and accurately and more able pupils read with fluency and expression from a limited range of texts, predominantly the reading scheme. Less able pupils do not use a range of reading strategies with sufficient independence to read the new words they encounter such as letter sounds and picture cues. There is good teaching of basic skills such as phonics and rhyme in Key Stage 1 and reading for meaning and reference skills in Key Stage 2.
73. Reading interviews with pupils and lesson observations show that in both key stages pupils enjoy reading. The learning of more able pupils is affected because they are not always sufficiently challenged in their reading. In Years 2 and 3 pupils capable of reading appropriate fiction are still using the reading scheme. In group reading in a Year 6 lesson the more able pupils were reading the same book and covering the same work as the average pupils. In Key Stage 2 a lack of monitoring of pupils' free choice books means that some pupils are reading books which are unsuitable for their ability or stage of development, for example in Years 5 and 6. These factors adversely affect pupils' progress, particularly the more able. Across the school additional strategies to support and enhance individual reading are not in place such as home-school reading diaries or book reviews

74. At both key stages pupils read non-fiction frequently and use the contents and index competently to find information from books. There is a good stock of books in the attractive library but in Key Stage 2 it is underused to develop pupils' independent study skills. Additionally, the organisation of the library limits pupils' skills in finding information for themselves. The text of the library classification chart is small and it is not displayed so that pupils can read it easily. Bookshelves are not labelled clearly to ensure easy access to information.
75. By the age of 11 some of the more able pupils choose words to express their ideas well and make their writing more interesting; for instance, one pupil wrote "Quietly and cautiously, I climbed out of bed and fumbled for my bedroom doorknob". Less able pupils need and receive more help and most reach the required standard. Most Year 2 pupils are beginning to use full stops and capital letters and sequence their writing correctly. In Key Stage 1 teacher expectations of what pupils should achieve in their writing are not high enough and by the age of seven this leads to underachievement, particularly for the more able pupils. Insufficient emphasis is placed on punctuation, providing a broad writing curriculum and enriching pupils' vocabulary. Pupils do not join their independent writing and the standard of presentation is unsatisfactory. Worksheets are used too frequently and are often not dated.
76. In Key Stage 2 the Years 4 and 5 teachers provide a broader writing curriculum than in Key Stage 1. In Year 6 teacher expectations of punctuation, presentation and handwriting are high, pupils respond very well and reach high standards in these areas. Pupils undertake many formal exercises. Less emphasis is given to developing their original writing such as extending their vocabulary and writing in a variety of styles, particularly in the more formal styles such as persuasive writing. Pupils' books show that they all cover the same work regardless of ability. Lesson observations show that the less able pupils are supported so that they achieve well. The more able pupils are underachieving because the work is not at the appropriate level for them. Pupils of all abilities are not set targets to achieve in their original writing. Teachers mark pupils' work and tell them in lessons how well they are doing but written marking does not point out to pupils ways in which they can improve their work. These factors affect pupils' achievement in original writing, particularly the more able.
77. Pupils with special educational needs make good progress towards the targets in their individual education plans. This is because they benefit from their own programmes of work and the additional support they receive from teachers and special support assistants. Most teachers have high expectations that pupils can be successful and sensitively help them to take part in lessons as fully as possible. For instance, in a very good Year 4 literacy lesson on reference skills and present and past tense the teacher used praise and encouragement to raise pupils' confidence. Interesting activities gained their interest and promoted learning effectively. The pupils in Key Stage 2 who speak English as an additional language make satisfactory progress.
78. The school's strategies for teaching literacy are satisfactory overall. However, staff expertise varies from good to unsatisfactory and this affects pupils' learning. Most teachers plan and teach the literacy hour in accordance with national guidance and this promotes pupils' learning well. Teachers in reception, Year 1 and Year 3 have a weak knowledge of the literacy hour and this is reflected in their planning and teaching. In both key stages literacy skills are not promoted sufficiently through other subjects such as geography and history. Pupils have few opportunities for independent research or original writing. Information technology is not used sufficiently to support pupils' learning.

79. Pupils' attitudes are good and often they are very good. This is the result of the high expectations that most teachers have of pupils' behaviour. Most pupils listen courteously and attentively when other pupils and teachers are talking and are keen to learn. They get on well together when working in pairs or groups. Most pupils with special educational needs have equally good attitudes and try their best.
80. The quality of teaching is unsatisfactory in Key Stage 1. Two out of three teachers have a weak understanding of the literacy hour and one out of three lessons is unsatisfactory. This has an adverse effect on pupils' learning. In Key Stage 2 the quality of teaching is good overall. It is good in Years 4 to 6 but unsatisfactory in Year 3. The proportion of unsatisfactory teaching is similar to the last inspection. In the most effective lessons the teachers' good subject knowledge is shown in the way they explain the work clearly. This means that pupils are clear about what they are to do and their learning is promoted. Time for the different parts of the literacy hour and organisation of the group work are managed well. This means that pupils cover a good deal of work during the lesson. The lack of sufficient good quality resources for the literacy hour limits pupils' learning. In a Year 2 lesson the book for the shared work was too small for the class to see the text clearly. This meant that some pupils were unable to answer the teacher's questions and participate fully in the lesson. The one overhead projector which could be used to enlarge text is currently not working.
81. In the unsatisfactory lessons in reception and Year 3 planning is poor. The weak organisation of the work and groups leads to time being wasted in dealing with problems, the pace of the lesson slows down and pupils' learning is adversely affected. In the unsatisfactory lesson for a group of Year 4 pupils with special educational needs the planning and teaching were not sufficiently matched to pupils' individual targets. This led to them making insufficient progress. In the majority of lessons support staff are used effectively. Occasionally, they are not efficiently deployed; for example, in a Year 2 lesson the special educational needs teacher, a classroom support teacher and a classroom assistant observed the introduction by the class teacher.
82. A significant factor in the underachievement in English is the unsatisfactory leadership and management of the subject by the co-ordinator who is the headteacher. The lack of monitoring of teachers' lesson planning, teaching and pupils' work by the co-ordinator means that weaknesses in teaching and curriculum provision have not been identified. The National Literacy Strategy has been given appropriate priority in the school development plan but other necessary developments such as raising the achievement of Key Stage 1 pupils has not been included. Teachers undertake thorough analysis of some assessments in Years 2 and 6 but this needs to be used to target any areas of weakness identified and to track pupils' achievements across the school. There is no whole-school system for assessing pupils' achievements in lessons.
83. Improvement since the last inspection is unsatisfactory. Handwriting has improved in Key Stage 2. Less able pupils and pupils with special educational needs are now supported more effectively. However, standards have declined in Key Stage 1. Many of the weaknesses identified in the last inspection have not improved, for instance assessment, monitoring, planning, provision for the more able pupils, marking and the use of literacy skills across the curriculum.

## **MATHEMATICS**

84. By the end of the Key Stage 1 standards are too low. Less able and average pupils attain expected levels but more able pupils do not all fulfil their potential. Teachers do not plan more challenging tasks for these pupils and do not extend their learning through more searching questioning. There has been an improvement in standards since last year as



the school has worked hard to improve the work of the less able and average pupils. The lack of effective monitoring of planning, pupils' work or teaching has resulted in standards remaining too low for several years. National tests show attainment as well below average for the past three years and well below average compared with similar schools. Monitoring of planning by the co-ordinator in the current year has identified shortfalls in provision and has produced a rise in standards this year.

85. In Key Stage 2 standards are average overall. More pupils reach the expected Level 4 than usual as the less able pupils and those with special educational needs are given good support and make good progress. However, insufficient pupils reach the higher Level 5 as they do not receive challenging work to extend their attainment. They often work at the same task as the rest of the class. Pupils who speak English as an additional language make satisfactory progress. Attainment in the national tests has been inconsistent over the past four years. In last year's tests attainment was above average. It was also above average compared with similar schools. The lack of effective assessment systems restricts the analysis of individual development of pupils and leads to a lack of focus on consistently raising standards. The co-ordinator does not monitor planning in this key stage.
86. In Key Stage 1 teaching is unsatisfactory. Teachers do not organise group work effectively to support pupils of different attainment levels. They do not assess pupils sufficiently well or pitch the work at a level to extend every individual's potential. Consequently the more able pupils do not receive regular opportunities to learn at a higher level from the average pupils. Sound standards in mental mathematics are achieved because the daily sessions move at a steady pace consolidating previous learning. For example, younger pupils as a group all count up to 20 in steps of ones and twos. However, time is being wasted while individual pupils struggle to explain their reasoning, resulting in some pupils who are not involved losing concentration. This slows the pace of this initial session and diminishes its impact. Different strategies are used to maintain interest and ensure a higher level of concentration as pupils strive to meet the fresh demands. For example, in Year 2 pupils move into the hall to play a whole-class game involving addition and subtraction of tens challenged by their teacher. Where teaching is good the lesson objectives are made very clear to the class. Teachers do not all plan work that meets the needs of their pupils. They are often given the same work as each other. Weaknesses in the school's leadership and management mean that there has been no supportive monitoring of teaching and learning in Key Stage 1.
87. Pupils in Key Stage 1 work with concentration in numeracy lessons. Their mental skills are being addressed at the beginning of lessons by a variety of teaching strategies. When these are dynamic and well paced pupils' attention is tightly focused and they are well motivated. For instance, when counting in tens up to 100 the whole class enjoys a card game in the hall where they pit their wits against their teacher. However, on occasion the initial sessions for younger pupils are not sufficiently crisp and questioning is directed at individual pupils so the rest of the class is not fully engaged. Some pupils lose interest as their attention wavers. In Year 1 pupils record their findings on worksheets such as counting how many tens and ones are needed to make a two-digit number. The more able pupils understand how to add tens and units together and add 10 to any number below 100 accurately. The class enjoys recapitulating their learning in an interesting activity using musical instruments; this captures their attention and consolidates their previous learning about tens and units in an unusual way. In Year 2 pupils consolidate their previous knowledge of tens in addition and subtraction up to 100 before settling to record their knowledge in various ways, using different worksheets to meet their needs. The more able pupils work with a programmable robot, setting out routes which become increasingly more complex and programming the robot to travel accordingly. Their activity is well supported as the teacher revises and demonstrates how

to program the robot to ensure full understanding before they begin their tasks. In previous lessons they have conducted an interesting survey into the differences between two bags of liquorice all-sorts from the same manufacturer. At the end of numeracy lessons teachers are developing the skills of summing up what has been previously learnt to check for understanding and to provide their pupils with a sense of achievement. For instance, in Year 2 the whole class joined the group in the hall to observe the programmable toy moving along its routes. This was of benefit to all pupils as they listened carefully to their classmates explain their task and watched the robot doing what it was told. This provides the pupils with an opportunity to wonder and marvel as the robot obeys its instructions – “It’s fantastic, isn’t it?” says one to another.

88. Pupils with special educational needs make good progress as they receive good teaching which is characterised by good planning, clear lesson objectives and an appropriate pace. Weaknesses in the school’s leadership and management mean that this feature of the school has not been supported or monitored.
89. Teaching in Key Stage 2 is good in Years 4 to 6 and unsatisfactory in Year 3 with some poor features. Where teaching is good planning is thorough and pupils are given challenging tasks which meet their differing needs. These lessons are fast-paced with a strong sense of purpose and relationships between teacher and pupil are warm and supportive. At the end of the key stage good teaching is dynamic and based on good subject knowledge but planning does not include tasks to suit the varying abilities of the class. However, there is good deployment of non-teaching assistance to help the less able pupils. Most teachers create a positive and supportive atmosphere in their classrooms and there is mutual respect and courtesy between teacher and pupils. Poor teaching is characterised by a lack of planning and a stifling ethos caused by over-direction. This has a negative effect upon relationships, pupils’ attitudes and motivation. Weakness in the school’s management and leadership mean that teaching and learning have not been monitored and supported in Key Stage 2. Teachers are not all addressing the needs of the more able pupils in lessons. For example, all the pupils in a class are given the same work-sheet or task in spite of their abilities. This leads to under-achievement for the more able pupils.
90. Pupils in Key Stage 2 work well in their lessons. In Year 3 pupils do their best to complete tasks although they are often confused about what they have to do and are not motivated or interested in their tasks. In Year 4 pupils discuss their tasks together sensibly and work co-operatively, for instance when handling mirrors in work on symmetry. At the end of the lesson when the class works together they share the findings of groups effectively. Pupils are eager to contribute where teaching is dynamic and tasks are interesting and challenging. For example, in Year 5 pupils concentrated hard when converting fractions to decimals and percentages and enjoyed a fast-paced mental activity which becomes increasingly more difficult and demanding. There is good deployment of non-teaching assistants who support the less able pupils very well, enabling them to take part in the mental quick-fire session in spite of the fast pace. By Year 6 pupils revise their knowledge effectively. For example, they convert fractions to decimals and percentages. In their mental quick-fire session they enjoy constructing patterns such as “90, 45, 22.5, 11.25, 5.6, 2.8”. They explore the fascinating world of number patterns appropriately, firstly in their heads supported by their teacher as they reach increasingly more complex sequences. Pupils extend their knowledge and understanding by using calculators, discovering “recurring” numbers and using their past understanding of rounding and decimals to reach answers. This provides them with an opportunity to wonder at the infinity of number as they come to the realisation that numbers go on and on and on. Year 6 pupils calculate area and perimeters of shape correctly and understand rotational symmetry. They produce simple graphs to classify data at the expected level.

91. Pupils with special educational needs make good progress in numeracy lessons as they receive well directed support either in class or when withdrawn to another room. Pupils who speak English as an additional language make satisfactory progress.
92. Teachers' planning and assessment systems in mathematics are unsatisfactory. In Years 2, 4 and 5 planning is sufficiently detailed, including challenging work for pupils of different abilities. However, the school has not established an agreed common format for its planning. Arrangements for the assessment of pupils' progress and records of their achievement are poor across the school. Although some analysis of results in Year 6 and 2 has been conducted this has not been consistently used to draw up targets for individual pupils or classes of pupils. There is no shared system throughout the school. Weakness in the school's leadership and management has resulted in planning and assessment systems becoming disjointed and disparate. The lack of appropriate and efficient planning and assessment systems was identified at the time of the last inspection. The school's progress towards improving these areas is unsatisfactory.
93. Pupils' attitudes in mathematics lessons are good. Even where they receive poor or unsatisfactory teaching they remain well behaved if inattentive and lacking concentration. They endure the lesson rather than enjoy it. Where teaching is very good pupils are interested and enthusiastic, eager to complete their work or answer questions. They are lively and well motivated, concentrate and listen well and show respect and courtesy for each other and for their teachers and helpers. Most teachers manage their pupils well with care and respect, they speak to their pupils with courtesy and establish a warm and friendly classroom ethos where everyone is equally valued.
94. As the school has been working on implementing the numeracy strategy there has been a heavy emphasis on number. This is evident from a scrutiny of pupils' exercise books over the past year. Consequently less attention has been paid to the other parts of the mathematics curriculum. The co-ordinator is aware of this as she has looked at teachers' mathematics planning, although she has not yet observed all their numeracy lessons. The numeracy strategy is in urgent need of proper resources to support teachers as they implement the new lesson format, particularly the mental quick-fire initial sessions.

## SCIENCE

95. Standards in Year 6 are average. More pupils reach the expected Level 4 than average as the less able pupils and pupils with special educational needs make good progress because they receive good support. However, fewer pupils attain the higher Level 5 than usual. This is a result of most teaching in Key Stage 2 focusing on average standards with little differences between tasks set or expectations of written work. There is little difference in the performance of girls and boys. Pupils who speak English as an additional language make satisfactory progress. The trend in attainment in the national tests over the past four years has been down. Attainment in the 1999 the national tests was below average. It was also below average compared with similar schools. However, the Year 6 teacher analysed the results of the 1999 national tests with the science co-ordinator. This has improved the programme of work for her class. This has produced an improvement in standards since last year. However, the improvements were not shared with the rest of the teachers and this limited the effectiveness of the analysis.
96. Standards in Year 2 are too low as too few pupils reach higher levels of attainment. As in Key Stage 2 teachers do not extend the learning of the more able pupils either by giving more difficult tasks or by higher-level questioning. Progress of average and less able pupils in Year 1 is good but slows in Year 2. Pupils cover a well-balanced programme of work in Year 1 and the teacher provides interesting tasks that capture the pupils' interest.

For example, they examine the root balls of different plants through magnifying glasses. However, there are no systems to allow the co-ordinator to monitor the curriculum. She has introduced a detailed scheme of work but is unable to check that the weekly planning matches the scheme. This has a significant effect on learning in this key stage where there is some duplication of work. Investigational science is covered thoroughly in Year 1 but not followed through so well in Year 2.

97. The lack of effective assessment systems is affecting the standards in Key Stage 1 as teachers are unaware of the levels their pupils are achieving. Pupils are not targeted individually to increase their rate of progress. In Key Stage 2 the good teaching compensates for the lack of assessment and in Years 4 to 6 teachers offer pupils a stimulating curriculum, which increases their rate of progress.
98. Teaching is satisfactory in Key Stage 1. In Year 1 pupils develop good skills in recording their findings in different forms. The teacher balances this work throughout the year and across the different aspects of scientific knowledge. Pupils gain confidence in predicting and explaining as the teacher uses whole-class discussion to challenge individuals. Worksheets are varied in style and content and allow pupils opportunities to write about their own findings in their own words. Pupils use simple tables, graphs and charts to record their investigations confidently. They use magnifying glasses correctly. For example, they observe the growth of small hairs on the roots of plants. The teacher works very effectively with the nursery nurse who supports learning in groups very well. In Year 2 the coverage of investigational science is reduced. Despite the class being larger than Year 1 there is no additional support staff in science lessons. This greatly reduces the rate of learning in the group tasks. Whole-class discussions in Year 2 do not extend pupils' aural skills as they are not required to reply in extended sentences. Pupils have a satisfactory level of knowledge of materials including melting and evaporating. They explain the differences between stretchy and stiff materials correctly. They understand about the forces of pushing and pulling related to cars moving down a slope. They understand about simple electrical circuits. They understand simple features of living things. For example, pupils recognise different fruits but do not have a good understanding of the function of seeds. However, the more able pupils do not have a higher level of knowledge than the average pupils.
99. Teaching is good overall. It is satisfactory in Year 3 because the teacher covers the knowledge aspects of the subject well but the amount of investigative science is too small. The rate of progress increases in Years 4 to 6 as teaching is good. It is lively and carried out at a fast pace in these year groups. By Year 6 pupils have a satisfactory knowledge across the different aspects of the science curriculum. They have a satisfactory understanding of plants and animals and use keys to group living things correctly. However they do not have a secure knowledge of the different systems of the human body and confuse different body parts. They understand the factors relating to forces and friction and use examples of this well. For example, they explain why warmth is experienced when they rub their hands together. They have a reasonable understanding of materials using the correct scientific vocabulary but do not relate this well to different contexts. For example, they could not explain the role of evaporation in the rain cycle. Pupils are not confident in discussing investigational science as they receive too few opportunities to explain their work or to use the technical language. Resources are used well to stimulate pupils' interest. For example, in Year 5 pupils investigated a range of different flowers when learning about the reproductive aspects of plants. Teachers use scientific vocabulary well throughout lessons, which reinforces pupils' understanding well. Classroom assistants are used effectively to support individuals and groups. For example, in Year 4 a group of less able pupils made very good progress in observing minibeasts as the support assistant was clear about the focus for the learning.

100. In Key Stage 2 teachers have high expectations of the amount of written work average and less able pupils produce and these pupils all write regularly to outline their findings. However, too often this work is copied from texts and opportunities are missed for pupils to extend their literacy skills by using their own words. More able pupils are not expected to produce any writing at a higher level. The content of the science curriculum is not pitched at a higher level for these pupils. In Year 4 pupils have a good understanding of the learning for the lesson as the teacher writes the objectives on the board and refers to them during the lesson. Other teachers do not use this strategy and pupils have little understanding of their own rate of progress. Marking of pupils' work does not identify targets for raising standards. Pupils develop skills in using information technology as they use them to record their findings and to create simple databases. For example, pupils in Year 4 entered characteristics of minibeasts into a database and decided on the most appropriate graphical format. This work is not included in the scheme of work, which does not ensure the steady development of skills
101. Planning across the school is inconsistent. In Year 1 the evaluation is detailed and includes the progress made by individuals. In other classes teachers do not use the evaluation section appropriately. There is no provision for the more able pupils either in the weekly or termly planning. In some classes the planning is inadequate. Teachers' expectations of presentation are good in Years 1, 3 and 6 and pupils in these classes take a pride in their work.
102. Pupils have positive attitudes to their work in Years 1, 4, 5 and 6 as the teachers are enthusiastic and use praise effectively. These pupils make considerable efforts to complete their work and are keen to share their learning with each other.
103. The co-ordinator has been very effective in gaining additional funding to improve the school's grounds. There is a good quality wildlife garden which teachers use incidentally to enrich their lessons. For example, pupils in Year 1 visited the area as part of their investigations about roots of plants. However, the effectiveness of the co-ordinator's efforts is greatly reduced by the lack of formal systems for her to carry out her role.

## **ART**

104. Standards in art are in line with national expectations in both key stages. This is an improvement in Key Stage 2 from the previous inspection. It was not possible to inspect lessons in both key stages. Judgements are made on the scrutiny of display and teacher's planning together with discussions with teachers and pupils and one lesson.
105. In Key Stage 1 pupils experience of a range of media including paint, collage and pencil crayon. In Year 2 they draw delicately with pencils and wax. For example, they produce representations of daffodils from close observation. They construct interesting displays linked to history as when they used family photographs of the past identifying family likenesses. The teacher uses display well to link art with literacy. For example, she labelled photographs with the pupil's comment, "This is a picture of my mum on her first day at school". Innovative ideas are used to stimulate pupils' creative work. For example, every member of the class contributed to a complex web by adding a personal "strip" listing their special things. The strips were then woven together, in an out of their classmates' strips, to form one large web. This provided good social development as pupils learnt that although they are individuals, they all belong to one "family", the family of mankind.
106. In Key Stage 2 pupils use computers very well in Year 3 to draw their own pictures of animals and houses and to create tessellations. Older pupils study Escher and attempt to

emulate his style in using pencil to draw portraits of each other. Good links with literacy are encouraged as posters about safety on the railways are drawn after reading books. For example, pupils illustrated "The Railway Children". Pupils develop skills in three-dimensional work. For example, in Year 5 pupils produced exciting and unusual sculptures in metal. Pupils also develop skills in using clay including both rolling and coiling techniques. Complementing a study of Delftware pupils have designed their own Delft plate. By the end of the key stage pupils are using tools such as craft knives effectively under supervision as they work with thick cardboard and cardboard tubes to construct hills. This is linked well to their studies in geography of contours. Very good deployment of non-teaching assistance ensures that small groups of pupils gain experience of sewing and papier mache modelling as they make puppets. Pupils with special educational needs make good progress in both key stages. Pupils who speak English as an additional language make satisfactory progress.

107. Display across the school is satisfactory but there are too many examples of pupils doing the same activity and little evidence of individuality and independence. The study of artists of other times and cultures is not adequately addressed.
108. The art co-ordinator has drawn up a good curriculum plan for the whole school but this has not been shared and agreed by the staff. Resources for art are unsatisfactory. The co-ordinator has no budget and no overview of the resources in the school. Teachers buy resources as they wish which is an inefficient system. The school's leadership and management has not empowered her to monitor or promote art in the school in a formal way although she readily provides support to colleagues on request.

## **DESIGN AND TECHNOLOGY**

109. Standards in design and technology are at the expected level at the end of both key stages. These standards are the same as the previous inspection. Teaching is satisfactory and there is a balanced programme of work throughout the school that ensures the steady development of skills and understanding.
110. In Key Stage 1 pupils understand the importance of designing and making within the constraints of a design brief. They explain this importance confidently. Teachers provide interesting activities that motivate pupils to complete their tasks. For example, in Year 2 pupils constructed puppet theatres in order to present a performance of a play for the rest of their key stage. Pupils develop skills of choosing interesting combinations of materials to achieve interesting effects. For example, a group of pupils in Year 2 combined string, feathers, fabric and ribbon to finish the backdrop of their puppet theatre. Pupils develop skills in building as they use construction apparatus well. Teachers celebrate the diversity of pupils' responses, which ensures a good level of creative effort. For example, a display of pupils' buildings in Year 1 showed different sized, shaped and coloured buildings. Joining and fastening skills are developed effectively as pupils have regular opportunities to produce finished articles. In reception pupils begin these skills effectively when they make different shaped objects from recycled materials. For example, they made different shaped and sized vehicles as part of a topic. Pupils gain appropriate skills of finishing their objects as teachers emphasise the importance of the final appearance of objects. This engenders a sense of pride in pupils. Teachers celebrate this aspect of work well at the end of lessons.
111. In Key Stage 2 pupils extend their skills of designing and making at the expected rate. They understand the importance of planning before they begin their practical work in order to produce a good quality product. For example, in Year 6 pupils included a good level of detail when designing their pirate pizzas or sandwiches. This ensured interesting designs in the finished dish. Pupils develop confidence in home technology in this key

stage as they have opportunities to extend these skills. In Year 3 pupils work co-operatively in pairs, which increases the level of creativity. For example, they mixed pickle with cheese in their baked potatoes. The microwave oven is used well in this year group as it operates within the classroom. However, it is not used efficiently across the key stage as it remains in this classroom throughout the year. Pupils continue to build on their understanding and skills of construction as teachers provide opportunities to work with more complicated apparatus. For example, in Year 6 pupils are required to write their own instructions of producing models with *lego technic*. Pupils develop effective skills of joining materials across varying materials of wood, metal or cardboard as teachers provide different tasks to extend these skills. For example, in Year 5 pupils make picture frames of different sizes using different types of joints. Pupils use different materials to solve problems effectively. In Year 4 pupils combine string, paper fasteners or cardboard confidently when constructing bridges.

112. Literacy development is supported well in design and technology across the school. For example, in Year 2 the teacher used an extended poem as a basis for pupils' work. However, opportunities were missed to extend this development as pupils did not understand how their verse fitted in with the whole poem. In Key Stage 2 pupils develop writing skills effectively as they are required to produce outlines of the work they have carried out. Pupils with special educational needs and who speak English as an additional language make good progress in this written work. However, opportunities are missed to extend the more able pupils as they are not expected to produce written work of a higher standard. Numeracy is developed well in some classes but it is not consistent. For example, in Year 5 pupils were required to produce a picture frame using a specified length of wood, which produced careful measuring from the pupils. Information technology is used well in some classes, particularly Years 2 and 6. For example, in Year 2 pupils produced banners for their puppet theatres on the computer and in Year 6 pupils used word processing to outline the process of the making. Teachers use design and technology well across the school to develop social skills as pupils are expected to work together to solve problems and share ideas. Pupils with special educational needs make good progress as they are given appropriate support. Pupils who speak English as an additional language make satisfactory progress.
113. The co-ordinator is knowledgeable and provides a good balance of work across the year. She ensures that each pupil in her class covers the work. However, she has little understanding of the work throughout the school as there are no systems for her to monitor other teachers' work. Teachers value her informal advice but she is unable to use her expertise to the full. The expertise of different teachers is not shared in order to raise standards. Accommodation is good as there is a dedicated room in Key Stage 2 for this subject. However, there is no consistency in the way teachers use this facility.

## **GEOGRAPHY AND HISTORY**

114. The organisation of the curriculum meant that it was possible to observe lessons at Key Stage 2 only and only one lesson of geography was being taught during the inspection week. Further evidence was gained from the work in pupils' books and on display and discussions with pupils and teachers. Most pupils are making steady progress and their work is similar to that expected for their age. In the past two years the time given to both subjects has been reduced in accordance with national guidance. Teachers in some year groups enhance the curriculum by visits into the locality and visitors into the classroom. In geography Year 4 visited Fleetwood Dock and a farmer from Wyre came to talk to Year 2 pupils about his work. However, there are inconsistencies in provision between classes because of the lack of monitoring of teachers' lesson planning, teaching and pupils' work by the co-ordinator who is the headteacher. Additionally, the good practice of individual teachers is not being shared. A system for assessing and tracking pupils' achievements

across the school is not in place. Leadership and management of the subjects are unsatisfactory.

115. In geography and history in Key Stage 1 pupils' work is mainly recorded through worksheets. Teachers give pupils few opportunities to develop their literacy skills through original writing. This occurs occasionally through work for displays such as in the work on the "Great Fire of London" in Year 2. In geography pupils confidently compare living in Blackpool with farming in Wyre, which is to the north of Blackpool. Year 1 pupils make route maps of their journey to school at the appropriate level.
116. Most pupils build upon their knowledge steadily in Key Stage 2. In a Year 3 lesson pupils showed a good understanding of schools in Saxon times. In geography Year 4 pupils extend their knowledge of Blackpool through visits to local industries and compare the locality with one in Holland. Year 6 pupils show good recall of previous learning about the Victorians and compare the way of life with that of today. In Key Stage 2 most teachers continue to provide few opportunities to extend pupils' literacy skills, for example through independent research or writing. Teachers' lesson planning and the work in pupils' books show that there is a strong emphasis on teaching facts through comprehension exercises and worksheets. Pupils of all abilities are given few opportunities to produce original writing except in Years 4 and 5. In both key stages pupils with special educational needs are enabled to succeed through the additional support they receive from class teachers and support assistants. This leads to them making good progress towards their individual learning targets. Pupils with English as an additional language make satisfactory progress.
117. Overall the quality of teaching is satisfactory in history and in one lesson it was good. In the one lesson seen in geography teaching was good. In the most effective lessons teachers use interesting methods to gain pupils' interest and this promotes pupils' concentration and learning well. For example, the Year 6 lesson was introduced through a video on the Victorians and a group of pupils practised a short scene from a lesson in a Victorian classroom and later performed it for the class. The work is matched well to the different abilities within the class. For instance, in the Year 4 lesson the more able pupils used a CD ROM to research information about mummification in ancient Egypt. In the Year 5 geography lesson the teacher's good subject knowledge was shown in the clear explanations and assessment of pupils' understanding through questioning such as 'What does it mean by mineral resources?' Literacy skills are promoted very well through discussion, followed by the writing of the argument for and against the destruction of the rain forests. Teachers have high expectations of pupils' behaviour and this is based upon established rules and classroom routines such as listening carefully to the contribution of others. Pupils respond well and their behaviour is good.
118. In both subjects the work in pupils' books over time does not reflect the good match of work to pupils' different capabilities, which was seen in the lessons, except in Year 5. At both key stages pupils of all abilities often carry out the same work. The work is taught at the average level expected for the year group. Teachers' have high expectations that the less able pupils will complete this work. Lesson observations show that they give additional support to these pupils to enable them to succeed in completing their work. However, the work is often not sufficiently challenging for the more able pupils and they make unsatisfactory progress. The school has insufficient information technology resources and this means that it is not used to support pupils' learning sufficiently in geography and history. These factors have an adverse effect on standards.
119. The improvement since the last inspection is poor. The last inspection identified the same weaknesses as the current inspection: inconsistency of planning and teaching, assessment, provision for the more able and the sharing of good practice.



## INFORMATION TECHNOLOGY

120. Standards in Key Stage 1 are at the expected level but by the end of Key Stage 2 standards are below levels for 11 year olds. This includes pupils with special educational needs and pupils who speak English as an additional language. Teachers use information technology effectively to support learning in other subjects but they do not teach skills and understanding of the subject itself. The different strands of the subject are not taught systematically across the school. Statutory requirements are not fully met as the school does not have sufficient software to cover all the programmes of study.
121. Teaching is satisfactory in Key Stage 1. Pupils use the keyboard confidently as they are given regular opportunities to develop these skills. Teachers ensure steady development in the use of word processing at the appropriate level. Pupils learn about the importance of using different sized fonts for different purposes. For example, in Year 2 pupils produced titles for their puppet theatres using a large font. However, the lack of a program to produce banners reduces the range of this work. Pupils use programs for modelling enthusiastically as they enjoy the different programs provided. For example, in Year 1 pupils followed a simple sequence of answering mathematical problems to solve a series of problems. Teachers provide effective opportunities for pupils to work together to develop skills of control. They learn to move a programmable robot through different sequences. Pupils co-operate to follow the instructions provided by the teacher as the tasks are set up carefully to develop these skills. For example, pupils reminded each other of the different steps needed to successfully manoeuvre a robot through a maze. Pupils with special educational needs make satisfactory progress.
122. Teaching in Key Stage 2 is unsatisfactory. Pupils continue to use computers regularly. However, they do not cover the full curriculum as there is no equipment to develop skills in monitoring. Teaching in Year 3 is good as the teacher has attended courses to develop her expertise and has good subject knowledge. However, the very good progress that pupils make in this class is not followed through in the rest of the key stage. The co-ordinator is aware of the improvement in progress in this year group, but is unable to organise sharing of this expertise as there are no formal systems to carry this out. In Year 3 pupils combine text and graphics very effectively, which is well ahead of the expected age to acquire this skill. Pupils use different coloured and shaped fonts and combine them with a variety of graphics techniques. However, Year 6 pupils are also working at the same level. Pupils build on their skills of word processing through the key stage. They also use data handling packages to represent statistics from science and mathematics. For example, in Year 4 pupils enter data related to characteristics of minibeasts and produced bar charts of the different categories. However, these skills are not developed systematically and by the end of Year 6 pupils have not reached expected levels. Teachers use the Internet access well in classrooms and by Year 6 pupils access the Internet confidently and extract simple information from different web sites. Pupils with special educational needs and who speak English as an additional language make unsatisfactory progress by the end of Key Stage 2.
123. Teachers across the school organise pupils to work in pairs or threes. This supports social development well as pupils develop negotiating and collaborative skills. Pupils maintain good levels of concentration because teachers provide interesting programs related well to other areas of the curriculum.
124. Teachers' planning lacks sufficient detail and does not focus sufficiently on the development of information technology skills. Very little whole-class or group teaching is carried out as teachers explain new programs to individuals or pairs who then support their fellow pupils. The lack of balance between these two teaching systems reduces the

effectiveness of teaching in Key Stage 2. In Year 6 pupils' work is kept carefully to record their progress. However, this is not followed through in other classes as thoroughly and teachers have little idea of the levels achieved by pupils when they move into the next class.

125. There are no monitoring systems set up in the school and the subject does not feature in the school development plan despite the training needs identified by the co-ordinator. A room for a computer suite has been prepared but has not been completed. There are no clear plans for using this room or for allocating space for the teacher currently working in this room.

## **MUSIC**

126. Music is a strength of the school. Standards have risen since the last inspection and are now good across the school. Some aspects of music are very good, for instance the quality of teaching and pupils' attitudes in lessons and in Key Stage 1 hymn practice. Progress of pupils with special educational needs is good.
127. In reception pupils enjoy a quick succession of songs and singing games. These capture their attention and give free rein to their imaginations as they become grizzly bears one moment and wooden toy soldiers the next. Their singing is strong and in tune with due regard to beginnings and endings of words. They know the words of many songs by rote. Their clapping shows a clear understanding of pulse and their skipping reflects their appreciation of more complex rhythms. Listening skills are being well developed as they sing in groups, taking turns and paying attention carefully while waiting their turn. Their knowledge of pitch and dynamics is being encouraged by using appropriate vocabulary and movement to match the musical element: high and low, loud and soft.
128. In Key Stage 1 pupils have experience of a range of percussion instruments, claves, tambourines, bells and chime bars. They are beginning to understand that some sounds are short and others are long and that different types of sounds can be obtained by playing the instrument differently. For example, they explore the different sounds made by shaking a tambourines compared with tapping it. They are beginning to develop an understanding of the musical element of timbre.
129. In Key Stage 1 hymn practice pupils rehearse previously learnt songs and adding new verses by rote. They employ a range of complex hand and arm movements as they sing their songs to emphasise meaning and maintain their attention and concentration. They share an understanding of belonging to a community and their spiritual development is fostered through a carefully spoken and sincerely delivered prayer in which thanks are given for the wonderful world of music.
130. In Key Stage 2 Year 6 pupils are taught to play the descant recorder and to read conventional notation. They are beginning to learn to play the higher notes involving more complex fingering. Almost all pupils concentrate hard and show determination and perseverance, sustaining their efforts to succeed. Some have the confidence to "perform" to the others who listen attentively and appreciatively to their classmates.
131. In assemblies in Key Stage 2 pupils sing to recorded accompaniments, which include children's voices. This provides strong support to the pupils as they listen and sing along with the tape. However, their singing on these occasions is satisfactory since no-one makes any expectations clear or seeks to improve the quality of response by demanding better posture or diction. No-one explains and pupils are not asked to describe what the song is about.

132. Attitudes in music lessons and Key Stage 1 hymn practice are very positive. Pupils enjoy their music lessons but remain well behaved even when enthusiastic. They eagerly take part in activities, answer questions or persevere to master new words or notes. Links with literacy are strong as they are being introduced to specific musical vocabulary such as "crotchet", "rest", "bar" and "time signature". They are learning by rote the words of a number of songs. Links with numeracy are exploited as they arise such as counting steadily, clapping a pulse, and matching actions to words. They also learn aspects of shape as they form circles or lines, work in pairs and learn the patterns of the steps of dances.
133. Multi-cultural aspects of pupils' development are encouraged through music as lessons are planned to include instruments from other countries. For instance, xylophones from Indonesia are used. Extra-curricular activities have been introduced. For instance, pupils have visited a local secondary school to hear a brass group and there are developing links with the local church through a children's choir. In music appreciation lessons pupils listen to a wide range of music and recorded their feelings, for example describing "Adiemus" as "miserable". The teacher runs keyboard and recorder clubs which are well attended. Since there is no budget for music provided by the school she has organised extra-curricular events to raise enough funds to maintain some aspects of music in the school.
134. The quality of teaching in music lessons and Key Stage 1 hymn practice is very good. There is very good subject knowledge. Lessons are very well planned with strong links to the National Curriculum. Tasks are made demanding through a very good pace to lessons; there is no time wasted. There are very good relationships with pupils. The teacher demonstrates real interest in her classes, showing respect and courtesy at all times. She uses a very warm tone in her vocal instructions and even though much of her teaching is in the hall retains a low level of vocal tone. This causes the pupils to listen harder and pay even closer attention. She has written a good policy and scheme of work and is very supportive of colleagues, providing music for assemblies, for example, when asked. The weakness of the school's management and leadership mean that teachers have not been encouraged to attend music lessons in order to gain from the music teacher's considerable expertise and strengths.

## **PHYSICAL EDUCATION**

135. The organisation of the inspection timetable meant that although some gymnastics lessons were taking place during the week it was possible to see only games lessons. At both key stages pupils' work is in line with the level expected for their age. There is no difference in the achievement of boys and girls. By the age of 11 standards in swimming are high with almost all pupils swimming 25 metres or beyond. Progress of pupils with special educational needs is satisfactory except in Year 1 where it is very good. Progress of pupils who speak English as an additional language is satisfactory.
136. Pupils make satisfactory progress in both key stages, including pupils with special educational needs. Year 1 pupils throw and catch bean bags confidently and more able pupils do so accurately. Through excellent teaching their co-ordination skills are developed very well and they move confidently in different ways such as hopping and skipping. Year 2 pupils show suitable co-ordination and awareness of space and each other when travelling in different ways, and when balancing, throwing and catching bean bags. These co-ordination skills and throwing and catching techniques are built upon steadily in Key Stage 2. Specific skills are taught well, for instance javelin throwing in Year 5 and relay techniques in Year 6. This means that pupils develop these skills well.

137. The quality of teaching in the lessons seen is good overall. In one lesson it was excellent and in one lesson it was unsatisfactory. The lessons are planned and structured well so that skills are built upon progressively; for example, in the Year 6 lesson pupils practised passing the relay baton in small teams over a short distance and then on the relay track. Teachers give clear instructions and explanations so that pupils know what they are to do and begin work promptly. In most lessons teachers have high expectations of behaviour, for instance they expect pupils to listen attentively and participate sensibly, and deal firmly with the few pupils who occasionally do not respond appropriately. This promotes pupils' good behaviour and learning. Demonstration and positive feedback are given to maintain the challenge and individuals are encouraged through praise to improve their skills. In an excellent lesson in Year 1 the level of challenge in the activities was high, the fast pace meant that pupils completed many activities and this promoted their skills very well. Frequent praise and encouragement was used to raise pupils' confidence and motivate them to improve their performances. In an unsatisfactory lesson in Year 2 weaknesses in managing discipline and organisation meant that the teacher's time was spent giving out resources and dealing with individuals. This slowed the pace of the lesson and adversely affected pupils' motivation and learning.
138. Staff support pupils with special educational needs effectively and this ensures that they participate fully in lessons and succeed in their learning. For instance, in the Year 6 athletics lesson the support assistant gave additional tuition to these pupils. This enabled them to practise and improve the relay technique of passing the baton so that they confidently participated in the following class work. Key Stage 2 pupils who are learning English as an additional language take part and succeed equally well in their learning. Basic skills such as throwing and catching are taught carefully and this effectively promotes pupils' learning. Some pupils benefit from participating in the seasonal extra-curricular games clubs such as netball and football. For instance, a talented pupil in Year 4 joined the football team which is usually for Years 5 and 6 only. Pupils enjoy their physical education lessons, behave sensibly, responsibly and with consideration for others. They listen carefully and show commitment to improving their skills through practice and perseverance. Teachers foster a positive attitude to equality of provision and this is reflected in the mixed pairs and grouping in activities and games.
139. The co-ordinator gives useful support and advice to staff and has successfully sought to raise funds to replace some of the small equipment. She is unable to fulfil the co-ordinator role effectively because of weaknesses in leadership and management, for instance there is no school system for monitoring planning, teaching and learning. Teaching and learning are supported well by good facilities, such as the large outdoor play areas which in the summer term have a clearly marked out athletics track. The assessment of achievements in lessons is informal and formal assessment systems are not in place.
140. Progress since the last inspection is satisfactory. During that period the time allocated to the subject has been reduced in accordance with national guidance. However, the school has attended fully to the key issue regarding the curriculum and an appropriate curriculum is provided. A greater emphasis is now given to smaller sided games and resources have been improved from unsatisfactory to satisfactory.