

INSPECTION REPORT

LEVER HOUSE PRIMARY SCHOOL

Leyland

LEA area: Lancashire

Unique reference number: 119305

Headteacher: Mr B K Fletcher

Lead inspector: Mrs C E Waine

Dates of inspection: 21-23 February 2005

Inspection number: 267206

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	238
School address:	Bristol Avenue Farington Leyland Lancashire
Postcode:	PR25 4YR
Telephone number:	01772 424268
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Appropriate authority:	Governing body
Name of chair of governors:	Mr C Rainton
Date of previous	March 1999

CHARACTERISTICS OF THE SCHOOL

Lever House Primary School is similar in size to most other primary schools, with 238 boys and girls aged 4 to 11 years. The socio-economic circumstances of the school are better than those of most schools and a below average proportion of pupils are in receipt of free school meals. The proportion of pupils with special educational needs is below average overall but a larger proportion than usual has a statement of their needs. Needs cover a wide spectrum, including speech and communication, autism, specific learning difficulties, social emotional and behavioural difficulties and hearing impairment. All pupils speak English as their first language and there are very few representatives of minority ethnic backgrounds, all of dual heritage. Movement of pupils in and out of the school is below average. The attainment of pupils on entry to the school is wide ranging but is broadly average overall. There have been many changes to staffing over the past two years caused by the promotion of previous teachers.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23081	C Waine	Lead inspector	Mathematics Information and communication technology Geography History
11457	J Beattie	Lay inspector	
30243	A Heakin	Team inspector	English Religious education Physical education Special educational needs
21020	T Galvin	Team inspector	Provision for children in the Foundation Stage English as an additional language Science Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where pupils thrive in a very safe and caring environment. The consistently good quality of teaching and an interesting and practical curriculum are significant factors in pupils' good achievement. There is a strong commitment to including all pupils in all activities. The school provides very well for pupils' personal development and they develop very good attitudes to school and behave well. Leadership is good and promotes very good relationships between all members of the school community. The school is soundly managed and provides good value for money.

The school's main strengths and weaknesses are:

- Standards are above average overall by the end of the reception year. Standards are above average in writing, mathematics and science by the end of Year 2, and in science and information and communication technology by the end of Year 6. Pupils usually achieve better results in national tests than those in similar schools.
- Achievement in English is good overall, but is not as strong in writing as in other aspects of the subject. Pupils do not have enough opportunities to develop their writing skills across the whole curriculum because too little work is recorded in some subjects.
- Teachers use all available assessment information well in planning lessons but there are no assessment systems in some subjects to guide them. There is no whole school marking and target setting policy that informs pupils what they need to do next.
- The school is led well but whilst there are some good aspects to management, the school's development plan lacks sufficient detail to provide a systematic approach to improvement and financial planning.
- Co-ordinators have sound opportunities to gain an overview of provision in their subjects but procedures for checking the quality of teaching and learning are not systematic enough.

There has been good improvement on the main issues identified in the previous inspection in 1999. There has been very good improvement in the quality of teaching and learning, resulting in higher standards, particularly in mathematics and science. Assessment information is now used well to match work to the needs of all pupils, including the higher attainers, particularly in literacy and numeracy. However, there are no assessment systems in some subjects to aid this work. Performance management is effective in improving the quality of teaching but other monitoring and evaluation procedures still lack a sufficiently systematic approach. Other improvements include: the full implementation of the curriculum for design and technology; improved resources for multicultural education; and improved governance.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	C	B
mathematics	A	A	A	A
science	A	A	A	A

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

Achievement is good throughout the school. Children make good progress in the reception class, and most are on course to achieve the learning goals set for them, with a good proportion exceeding them, particularly in personal, social and emotional development, communication, language and literacy skills and mathematical development. In Years 1 to 6, pupils achieve well, although, by the end of Year 6, they do not achieve as well in writing as in other aspects of English. By the end of Year 2, standards are average in reading, above average in mathematics and science and well above average in writing. By the end of Year 6, standards are average in English and mathematics and above average in science and information and communication technology. Results in national tests are usually better than those found in similar schools. Boys and girls achieve similar standards. **The promotion of pupils' personal qualities, including their spiritual, moral, social and cultural development, is very good.** Pupils behave well and have very good attitudes to school. Attendance is well above the national average and punctuality is very good; this reflects pupils' enthusiasm for learning.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good throughout the school and often very good. Teachers use assessment information well to match work in literacy and numeracy to the needs of all groups of pupils but there are no assessment systems in some subjects, such as science. Very good relationships between teachers and their pupils, give pupils confidence in their work. Pupils are managed very positively and motivated to learn by interesting lessons. Teachers give good oral feedback to pupils in lessons but the quality of marking and target setting is not good enough to inform pupils sufficiently about how they could improve their work.

The curriculum is good and meets all requirements of the National Curriculum and the local agreed syllabus for religious education. There is good enrichment of learning experiences through a range of trips and expert visitors to school. A good range of well supported clubs promotes pupils' social development well. There are good partnerships with parents, the community and other schools. The school provides a very good standard of care for its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership of the headteacher and key staff is good and is promoting good improvement. There is a clear view of what must be done to help the school improve further. However, the school's development plan is insufficiently detailed to provide a systematic approach to this work or to provide a good framework for evaluating success. Management is sound. The school analyses assessment information thoroughly to identify and act upon any weaknesses and this is effective in improving achievement and raising standards. Whilst subject leadership is providing for improvements in provision, the programme of procedures to check the quality of teaching and learning and to track pupils' progress lacks rigour. Governance is good. Governors play an active part in school life and meet their statutory requirements in full.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views are positive, although recent changes to the system of parents' evenings means that some feel that they are not getting information about their children's progress

early enough. Parents particularly appreciate the strong ethos that promotes confidence and maturity in their children. Pupils have very positive views about school and have confidence in their teachers.

IMPROVEMENTS NEEDED

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

- Provide more opportunities for pupils to develop their writing skills in recording work across the whole curriculum.
- Improve assessment systems, including the marking policy.
- Take a more systematic and precise approach to strategic planning.
- Improve procedures for checking the quality of teaching and learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good** throughout the school. Standards are **average** overall by the end of Year 6. Standards are **above average** by the end of the foundation stage¹ and by the end of Year 2.

Main strengths and weaknesses

- Pupils of all capabilities achieve well throughout the school because they are taught well.
- Standards are above average overall by the end of the reception year and Year 2.
- Standards are above average in science and information and communication technology (ICT) by the end of Year 6.
- Pupils in Years 3 to 6 do not achieve as well in writing as in other aspects of English and have too few opportunities to develop their writing skills in other subjects.
- Pupils with special educational needs make good progress towards their personal targets.

Commentary

1. Children in the foundation stage achieve well in all areas of learning² and, except in physical development, standards are above average in each area by the time they enter Year 1. Children achieve well in physical development to reach the learning targets for their age group. Further progress in this area is hampered by the small size of the outdoor area.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.2 (16.4)	15.8 (15.7)
writing	16.1 (15.7)	14.6 (14.6)
mathematics	17.3 (16.9)	16.2 (16.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year

2. Pupils achieve well and standards are above average overall by the end of Year 2. Standards are well above average in writing, above average in mathematics and average in reading. This reflects the results of the national tests in 2004 shown in the table above. Standards have shown good improvement since the previous inspection, because teachers now use available assessment information well to match work to the needs of all pupils. Higher attaining pupils are much better challenged by their work and a higher proportion than usual exceeds the levels expected for this age group, particularly in writing and mathematics. Standards in

¹ The foundation stage is the provision for pupils in nurseries and reception classes.

² The six areas of learning include social, personal and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

writing are much higher than those nationally because the school identified weaknesses and took effective action to improve them.

3. Pupils also achieve well in science and standards are above average by the end of Year 2, with an above average proportion of pupils exceeding the level expected. This is because the school has reviewed the way it teaches the subject, and, as in mathematics, provides more practical opportunities for pupils to learn at first hand by observing and experimenting for themselves.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.5 (26.8)	26.9 (26.8)
mathematics	28.6 (29.5)	27.0 (26.8)
science	30.6 (30.7)	28.6 (28.6)

There were 37 pupils in the year group. Figures in brackets are for the previous year

4. Standards in Year 6 are currently average overall, which represents a fall in standards from the test results above. This reflects a variation in the make up of the year group, rather than a fall in the quality of provision. In this year group:
 - there are fewer higher attaining pupils;
 - there is a higher than usual level of special educational needs;
 - there is a much higher level of movement of pupils in and out of the school. For example, almost quarter of the group entered the school during Years 5 and 6. Standards in English and mathematics are currently average but effective booster classes have begun that are promoting increasingly rapid progress. Standards in science are above average and again a programme of revision is beginning, which has proved effective in raising achievement to even higher levels in past years. There has been good improvement in standards and achievement since the previous inspection because of improvements in the quality of teaching and learning. Work is matched better to the needs of all groups of pupils and the underachievement of higher attaining pupils noted then has been rectified. The school was been successful in meeting its targets in English in 2004 and exceeded them in mathematics. Those set for the current year are challenging but realistic.
5. Standards in ICT are average by the end of Year 2 and above average by the end of Year 6. Pupils are achieving well and apply their skills well in research and recording in other subjects. In religious education, pupils also achieve well and standards are in line with those set out in the Lancashire Agreed Syllabus for the subject.
6. Standards in design and technology and geography are in line with those expected at the end of Years 2 and 6. By the end of Year 6, standards in history are in line with those expected, but there was insufficient evidence to make a judgement on standards by the end of Year 2 because so little work had been recorded. There was insufficient evidence to make overall judgements on achievement or standards in art and design, music and physical education but work seen in painting in Year 2 and musical composition in Year 6 was above average.
7. Pupils with special educational needs are provided with well-targeted support that enables them to take a full part in lessons and helps them achieve well. The school

has identified a small number of pupils who are potentially very high attainers. Although there is no specific extra provision for them, the quality of teaching and learning means that their achievement is also good. No pupils have English as an additional language; the very few pupils from dual heritage backgrounds achieve at the same good rate as other pupils.

Pupils' attitudes, values and other personal qualities

Provision for pupils' personal development, including provision for spiritual, moral, social and cultural development is **very good** overall. Provision for social and moral development is very good. Pupils' attitudes to school are **very good**. Behaviour is **good** overall. The level of attendance and pupils' punctuality is **very good**.

Main strengths and weaknesses

- Pupils have very good attitudes to school, reflected in the high levels of attendance.
- Relationships throughout the school are very good.
- The school successfully rewards and encourages pupils to make good academic and personal progress.
- Behaviour in school is good, and often very good in lessons, but there are very occasional incidents of boisterous behaviour.
- Moments of excitement or reflection contribute well to pupils' spiritual development.

Commentary

8. School and families co-operate very well to make sure that pupils attend school. The attendance level is very high and is well above the national average. Parents say that their children are very keen to come to school, where they feel happy and secure. The school has very good procedures to support families if attendance gives cause for concern.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.1	National data	0.4

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

9. Pupils respond very well to praise and are eager to gain the house points given for good attitudes, work and progress. Staff set very good models of constructive relationships and teamwork and, from the earliest years, promote this amongst pupils, providing many opportunities for them to work well in pairs and in groups. Pupils develop very good relationships with their peers and the staff. All pupils, including those who have special needs, co-operate well with their teachers and classroom assistants, and are trusted to work on their own without constant supervision. Their very good attitudes and interest in their work enable them to make good progress. They frequently show pride and pleasure in their achievements. Children in the reception year achieve well in their personal, social and emotional development and most exceed the learning targets for this age group.

10. In response to the good standards of teaching, behaviour in class is usually at least good, often very good and sometimes exemplary. Pupils' interest and concentration is good and they work hard throughout lessons, with no disruptions. Pupils know that they are expected to exercise self-control and consider others, and behaviour out of class and in the playground is good. Overall, pupils play constructively and safely, although there are very occasional incidents of boisterous behaviour. Pupils organise fast and vigorous games of football without altercation and make good use of the areas for quieter play and conversation. Bullying incidents are few and far between and are dealt with immediately and thoroughly. There has been no hint of racism or sexism. No pupil has been excluded, either permanently or temporarily, for many years.
11. Spiritual development is good. There are good opportunities in assembly to reflect and learn about past and present events from around the world. The presence of all class teachers emphasises the importance placed on whole school assemblies and contributes very well to the school's family feeling. In class, pupils experience moments of excitement such as when, in Year 2, a tank containing a beautiful goldfish was unveiled.
12. Moral and social development is very good. Pupils respect school property and learn to value justice and fair play. From an early age they learn to listen to each other with respect and develop a good understanding of right and wrong. Pupils know that their behaviour affects others and that they should always follow the school's code of care, consideration and self-control. They develop good levels of independence and learn to accept a range of responsibilities, from the "Helping Hands" scheme in Year 1 to the school council members of Year 6. Pupils show moral and social awareness by organising fund-raising events for charity. In their personal, social and health lessons they have good opportunities to be aware of the needs of others and learn about ways in which they can help. The residential trip to the Lake District in Year 6 makes a very good contribution to social and personal growth.
13. There are good opportunities for pupils to learn about their own and other cultures and the provision for multicultural education has improved since the last inspection. The school has an enthusiastic Samba Band, reception pupils enjoyed a Japanese Children's Day, when they flew kites in the playground and, during 'Creative Week', pupils learned about art and music from around the world. Many visits from theatre groups enrich pupils' learning well, such as a drama day based on their historical studies of life in Britain during World War 2.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching, learning and the curriculum are **good** and promote pupils' academic and personal development well. Assessment is **satisfactory** overall. The school cares for its pupils' safety and welfare **very well** and provides good support and guidance. The school has **good** links with parents, the community and other schools.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment is **satisfactory** overall.

Main strengths and weaknesses

- Teachers plan interesting and well-organised lessons, using a variety of effective methods to engage and sustain pupils' interest.
- Teachers know their pupils well and plan work well to meet their needs.
- Very good relationships between teachers and pupils give pupils confidence and pupils' very positive attitudes make a strong contribution to learning.
- There is good attention to developing pupils' vocabulary and reading skills in all subjects but teachers do not consistently provide opportunities for writing in other subjects.
- Whilst assessment information is used well in planning work to meet the needs of all pupils, there are no assessment and recording systems in some subjects.
- Pupils are not sufficiently informed about their next steps in learning through marking and the use of learning targets.

Commentary

14. During the inspection, teaching was always at least satisfactory; it was good in the majority of lessons, and it was very good in over a quarter of lessons. The quality of teaching has been improved upon very well since the previous inspection, when there was some unsatisfactory teaching. This has been eliminated and the incidence of good and very good teaching is now to be found throughout the school. It is a particularly good achievement in view of the fact that many staff are new and several are recent entrants to the profession. Good staff selection, coupled with effective performance management and training are major factors in improvement.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2 %)	11 (26%)	25 (58%)	6 (14%)	0 (0%)	0 (0%)	0 (0%)

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

15. Teaching for the pupils in the foundation stage is good, sometimes very good, and children are enthusiastic learners. Teachers have good subject knowledge and plan a good balance of direct teaching and free choice activities. These engage children's interest well and promote good progress. Very good teamwork between the teachers and good quality support staff reflects their high expectations of children.
16. Teaching is good overall in Years 1 to 6, and often very good. It is good in English, mathematics, science, ICT and religious education. Teaching in literacy and numeracy is good and has improved because the school has identified weaknesses by analysing assessment information and test results effectively. A good programme of training and a greater focus on using available assessment information has resulted in better planning to meet the needs of all pupils and improved achievement by the higher attaining pupils in particular.
17. Teaching of the pupils with special educational needs is good. The very good relationships within school impact favourably on pupils' confidence in attempting the interesting activities planned for them. Individual educational plans and good levels of additional support enable pupils who have special educational needs to achieve well. Both teaching and non-teaching support staff are deployed well to meet those pupils' needs, enabling them to take a full part in lessons and make good progress towards their personal targets. Staff value the contribution of these pupils and encourage them to participate fully in whole-class sessions.
18. Teachers have very good relationships with their pupils, which gives pupils confidence in attempting new work and encourages them to give of their best. Teachers have high expectations that pupils will behave well and work hard, and manage them very well; the behaviour policy is applied consistently and pupils' resultant positive attitudes and behaviour make a strong contribution to their own learning. Teachers have good knowledge and understanding of most subjects and plan interesting lessons, using a variety of methods that engage pupils in learning. Work and resources are prepared and organised well, so that pupils can work efficiently.
19. Teachers focus well on developing pupils' speaking and listening and reading skills across all subjects, providing ample opportunities for discussion and research. However, whilst they provide some opportunities for writing, such as in religious education, not enough work is recorded in some subjects to allow pupils to show what they have learned or develop their writing skills in a meaningful way.
20. Assessment procedures are good in the reception class and are used well to support children's learning. In Years 1 to 6 they are satisfactory, overall, and good in English and mathematics, where information is used effectively to organise teaching groups and to target individuals for additional support or challenge. Teachers know their pupils well and make good use of their assessment information in most lessons to

provide work that is sufficiently demanding for different groups of pupils. However, in some subjects, most notably science, there are no assessment systems to provide guidance for staff.

21. There are some good examples of marking in English that inform pupils what they need to do to improve, but this is not the case in all classes or in other subjects. The link between assessment, marking and target setting is not established well enough; it does not give pupils enough information on what they need to do next.

The curriculum

The quality of the curriculum is **good** and there is a **good** range of opportunities to enrich it. The accommodation is **satisfactory**. **Good** resources support pupils' learning in all subjects.

Main strengths and weaknesses

- There is a good practically based range of learning experiences and good provision for the learning of basic skills.
- The school provides effectively for pupils' personal, social and health development.
- Pupils with special educational needs are well provided for.
- There is very good participation by pupils in the extra-curricular clubs.
- The outdoor play area for the reception class is too small and there is no library for older pupils.

Commentary

22. The school has made good improvement in the quality of the curriculum and resources since the last inspection and there has been very good improvement in the curriculum for design and technology. Statutory requirements are met in all subjects, including the requirements of the locally agreed syllabus for religious education. Teachers generally plan their lessons well so that the work is relevant and provides for pupils' interests, aptitudes and particular needs. The curriculum places a good emphasis on developing basic skills in most subjects and a practical approach to learning. As a result the pupils achieve well. The good quality curriculum in the foundation stage is carefully planned in all six areas of learning so that children make good progress through lively, practical experiences.
23. Planning for English and mathematics is firmly based on national guidance. High priority is given to the teaching of English. Teachers develop effectively pupils' specific vocabulary in English and in other subjects and their reading skills for research. The school is working to improve pupils' writing and there are satisfactory opportunities to apply their skills in some other subjects, but in some subjects, such as science, too little work is recorded for this to be fully effective. The ICT curriculum is very good and computers are used well to support learning in most subjects.
24. There are good quality lessons each week in personal, social and health education, including Circle Time³. Parents of pupils in Year 6 are informed about the sex and relationships education programme. Education about drugs and the promotion of healthy life styles are successfully provided in the science curriculum. The school council and buddy programme raise pupils' awareness of their rights and responsibilities as members of the school, and prepare them for citizenship.

³ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and, therefore, pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

25. The school is successful in ensuring that pupils have good access to a curriculum that meets their needs. Gender, cultural and religious differences and pupils' capabilities are taken into account in the development of the curriculum and the thoughtful choice of resources. National initiatives to provide structured programmes of work for lower attaining pupils in English and mathematics are successful. The provision for pupils with special

educational needs is good. Teachers consider their learning needs when they plan lessons. This, combined with booster groups and one to one attention from teachers and assistants, makes a significant impact on the achievement of these pupils.

26. Pupils respond very well to the good number of extra-curricular clubs that the school provides. These are mainly in seasonal sports, but music clubs and other activities are also provided, including a skipping club for Year 1 pupils. Older pupils readily use the computer suite at playtimes. Activities give pupils the opportunity to extend and develop soundly their learning beyond the school day. A new development this year is the involvement of local artists in contributing to a week devoted to the arts, which extended pupils' learning in art and design very considerably. Visitors to school, such as theatre and musical groups, enrich learning well. Visits out of school are successful in enhancing the curriculum in the reception class and there is a good quality residential visit for Year 6 pupils. However, there are few visits out to enhance pupils' learning in other year groups.
27. There is a good match of teachers to the curriculum. The accommodation is satisfactory, although some classrooms are cramped or the shape of the room does not support teaching and learning as well as it could. Shared areas in Years 1 to 2 are used successfully to promote practical activities. Classrooms are organised and resourced effectively to provide interesting experiences. Two extra rooms have been created and are used well for quiet activities, such as discussions and story time. The ICT suite is small but is used efficiently.
28. Outdoor areas are spacious for pupils in Years 1 to 6 and there is a satisfactory range of equipment for use at playtimes. The outdoor play area for the reception children is too small for the large number of children in the class and slows their rate of learning to satisfactory rather than good. It restricts the range of outdoor activities that can be provided and the number of children who can safely take part in them. The skills of using a library are not developed for older pupils because the school does not have a library.

Care, guidance and support

The school takes **very good** care of its pupils. Personal advice, monitoring, and attention to pupils' specific needs are **good**, overall. The school has **good** procedures to take pupils' views into account.

Strengths and weaknesses

- Attention to pupils' health and safety is very good.
- The school makes good use of agencies to respond to pupils' specific needs.
- Procedures to monitor and support pupils' personal development are very good but in some subjects marking and monitoring are not sufficiently developed to help pupils make their best progress.
- Opportunities for pupils to voice their views are good.

Commentary

29. The school provides for the personal growth of its pupils very well. Provision is rooted in the principle that every child matters and the resulting climate of care is a significant strength of the school. Premises are kept free from hazards and are

checked regularly and pupils learn about safe practices both in and out of school. There are very careful arrangements for pupils' safety when they travel out of school. Good child protection procedures are in place, and all staff, including midday welfare assistants, have appropriate training, so that they know what action to take if necessary. There are good curriculum policies to promote healthy living.

30. Pupils are introduced into school life with care, with the close co-operation of their parents. Some have the opportunity to become familiar with the premises and staff, and to make friends, during the pre-school mornings held twice a week. Monitoring of personal development is very good. All staff have very good relationships with their pupils and the school has access to a range of specialists who advise on how to respond to pupils' specific needs. The school works closely with parents to help pupils through any difficulties so that problems can be solved at an early stage. Parents say that their children are happy and secure and are encouraged to grow in maturity.
31. Monitoring of academic progress is sound and provides well for supporting groups and individuals. Class teachers give good verbal guidance during lessons but pupils are not given enough guidance through the marking of their work or next step targets.
32. Procedures to take account of pupils' views are good. As part of their personal, social and health lessons all pupils have the opportunity to voice opinions and raise issues either with other members of the class or, more privately, with a member of staff. Very good relationships with class teachers enable pupils to give their views or raise any individual concerns at any time. The school council members visit and spend time with every class in school and the council has initiated several improvements in school such as providing the "chill out", dance, skipping, and football areas in the playground and the baskets for basketball. The council has volunteered ideas for charity fundraising and organises events.

Partnership with parents, other schools and the community

Links with parents are **good** overall and support pupils' learning and development well. Links with the community and with other schools are **good**.

Main strengths and weaknesses

- Parents are pleased with the quality of education and care provided and the school is over-subscribed.
- A significant minority of parents would like to know about their child's progress earlier in the year than the spring term.
- Friends of the School have a good programme of social and fundraising events.
- Links with the community and with other schools enhance pupils' education.

Commentary

33. Parents are pleased with the quality of education the school offers and the way their children are cared for. They say that their children are happy in school. Parents have a satisfactory level of written information in letters, newsletters, the prospectus and the governors' annual report. End of year reports give a clear picture of how well their children have been working and their attainments and progress over the year. The school welcomes parents to come in at any time to raise any questions and concerns with any member of staff. Inspectors found no evidence to support the opinion of the very few parents who feel that they are not welcome in school. However, inspectors agree with the parents who would like an earlier formal arrangement for them to learn about their children's progress. Parents of pupils who have special needs are included in all reviews every term.

34. A few parents help in school and the school is keen for more parents to volunteer to support children, such as by accompanying them to swimming lessons or helping them develop skills, for example in reading and ICT. Parents play a significant part in their children's learning by supporting their homework. Friends of the School contribute very well to the good quality of education and pupils' social development by organising social events, which also raise substantial funds for the school. Parents are also generous in their support of the

school's fundraising for charity. However, apart from those parents who are members of the governing body or the Friends of the School, there is insufficient consultation with parents on their views of school life.

35. Parents' views are well represented on the governing body and the governors provide good links with the community. The school has very good links with specialist agencies that provide well for pupils' specific needs. Good links with the police and with industry and commerce provide pupils with an insight into different aspects of society. Good links with secondary schools help pupils transfer smoothly to the next stage of their education and provide some sound links with the secondary school curriculum. Sports links with other primary schools provide good opportunities for pupils to realise the importance of team skills and contribute to their health, well-being and personal development. The school provides very good training opportunities for students from local colleges and is well regarded by the community it serves.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. **Leadership** by the headteacher and senior staff is **good** and management is **satisfactory**. The governance of the school is **good** and all statutory requirements are met.

Main strengths and weaknesses

- The headteacher has a clear vision for the future and leads the school well.
- Governors perform their duties well.
- All leaders have a determination to raise standards and lead improvement well.
- The school ethos, including respect and care for individuals, is very good.
- Strategic planning, monitoring and evaluation systems lack sufficient rigour.

Commentary

36. At the time of the last inspection leadership and management of the school was found to be satisfactory. There has been good improvement, although some aspects of management need further development. The leadership of the headteacher is good. He provides strong leadership focused on raising standards, improving the quality of teaching and learning and providing an environment where all pupils can flourish. He leads by example, providing a very good role model of teaching and actively improving pupils' levels of achievement. The vibrant and stimulating ethos, where adults and pupils are valued, is a direct result of the leadership of the headteacher. All staff share the headteacher's clear vision and sense of purpose and he is skilled in teambuilding, encouraging teachers to develop their skills in a supportive and professional environment. The senior management team supports the headteacher well in giving a clear sense of direction for the school. Regular meetings and good channels of communication ensure the curriculum is broad and varied and standards continue to improve. Good achievement is being maintained, despite the high levels of mobility and special educational needs in the current Year 6 group. The school is justifiably proud of its involvement with teacher training, providing students with very good support and guidance.
37. Subject leaders are committed to raising pupils' levels of achievement. Most are newly appointed and many are relatively inexperienced but their subject knowledge

and enthusiasm have helped them make a positive start to their leadership. Their workload is managed well, so that all have sufficient time to fulfil their roles. The monitoring of teaching by subject leaders is established as an informal process and lacks the stringency needed to identify strengths and weaknesses and further improve the quality of teaching and learning in their subjects.

38. The co-ordinator for special educational needs is well informed, leading and managing the provision effectively. The need to monitor and improve the quality of Individual Educational Plans has been identified as an area for further improvement. Staff are well informed about those pupils who have special educational needs; this is reflected in their teaching and pupils achieve well.
39. Management is satisfactory overall with some strengths that enable the school to operate smoothly and effectively. There are good performance management strategies in place, which are closely linked to school priorities and staff development. The school makes effective use of performance data to identify areas for development. A prime example is the standard of pupils' writing, which needs improvement; teachers are making good progress in tackling this problem. However, the cycle of strategic planning, monitoring and evaluation of success is insufficiently established. Basically, the school knows what it intends to do and the improving standards testify to the success in achieving its aims. However, the planning within the school's development plan is not sufficiently detailed and aims are too long-term and general. As a consequence it does not provide a good framework for improvement. The lack of short-term objectives, success criteria and costings mean it is difficult to evaluate success and for staff to see the progress they are making towards achieving their ultimate goals. It also means that it is not a useful tool in supporting financial planning. There is a policy of spending all available funds on current pupils but, as a result of the weaknesses in the plan, spending is not as precisely targeted on priorities as it might be. However, this has not resulted in any shortages in staffing or resources in any subject. Best value principles are applied satisfactorily.
40. Previously the governors did not have a good overview of standards but are now fully informed and actively involved in school life and fulfil their statutory requirements well. Governors work well with the headteacher and senior staff, having an open relationship and maintaining an appropriate level of challenge. They have a good understanding of the direction in which the school is moving and an appreciation of its strengths and weaknesses. Close attention is paid to the trends and results in the national statutory tests at the end of the key stages but there is no formal programme to monitor the impact of initiatives on teaching and learning.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	545,237
Total expenditure	524,741
Expenditure per pupil	2,223

Balances (£)	
Balance from previous year	7,598
Balance carried forward to the next	28,094

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the foundation stage is **good**.

Commentary

41. There has been good improvement in provision since the previous inspection. From an average starting point on entering the reception class, children achieve well in all areas of learning. The quality of teaching is good and during the inspection it was never less than good and sometimes was very good. By the time they enter Year 1, most children achieve standards that are above the Early Learning Goals⁴ in all the areas of learning, except for physical development. This is in line with the Early Learning Goals.
42. There are several strong features in the teaching. Staff provide a lively, interesting and well-structured curriculum, which is securely based on practical activities that make learning fun. Children's learning is enhanced by frequently linking the work to a theme, such as *People who help us*. The effective teamwork of staff and the sharing of their good expertise also extend children's learning. Staff use the good quality assessments of what children know and can do to modify work so that it is challenging and meets their different learning needs. Teaching and specialist support staff give good extra help to children with special educational needs. Therefore children of all abilities make good progress. A shortcoming in the teaching is that in the morning session staff organise the class of 38 children into three equal groups. Therefore, it sometimes takes longer than it needs for all children to complete work. Time is used efficiently in afternoon sessions when the size of groups is more varied to suit the needs of the task or of particular groups of children.
43. Leadership is good. Good teaching expertise and knowledge of the curriculum are used to lead the staff team successfully. Management is satisfactory because the monitoring of teaching and learning and strategic planning for future developments are not systematic or precise enough. Therefore, the evaluations made as a result of these processes are not as incisive or effective as they could be. Staff have good relationships with parents, who readily and positively support their children with their homework. Parents are happy with the good arrangements for settling children into school.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very good relationships between adults and children underpin very effective learning.

Commentary

⁴ The Early Learning Goals are the national learning targets set in each area of learning.

44. Children achieve well, and most achieve standards above the Early Learning Goals. This area of learning has a high profile and children's social skills improve considerably. Teaching is very good. Staff have established successful systems that help children to make decisions about their work and to organise themselves effectively. For example, children record which activity they have chosen by placing their names on *The Choice Tree*. Staff are very caring, supportive and friendly and, as a result, children's confidence and initiative increases to a good level. Children have very good attitudes to their work and this leads to good learning and concentration in all areas of learning. Staff are very encouraging and ask children to reflect upon their actions and relationships with each other. As a result, children develop a good awareness that some actions are right and some are wrong and their behaviour is very good. Most take turns, share equipment and work sensibly together as friends.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The basic skills are taught well.
- The opportunities for writing are not as wide ranging as they could be.

Commentary

45. Good teaching and learning supports children in achieving standards higher than those set out in the Early Learning Goals in speaking and listening and reading. Standards in writing are in line with the learning goals. Staff devote a lot of time to the teaching of reading and have high expectations of what children can achieve. All children read with increasing confidence, and higher attaining and average attaining children use a range of strategies to tackle effectively unfamiliar words they meet in books. Many children have a good vocabulary for describing their ideas and experiences because staff develop children's specific vocabulary well in all areas of learning, providing many opportunities for organised play that extend successfully children's speaking and listening skills.
46. Half of the children entered the reception class this year with skills in pencil control that are below that found generally and despite good progress most achieve at the expected level. Teaching of the basic skills of writing, such as handwriting and punctuation, is good, through well-structured activities in literacy lessons and in organised play. This is evident in the neat letters recorded in children's handwriting books. They form many letters correctly and begin to spell and write simple words and sentences. This is evident in the writing creations on loose-leaf paper in children's folders and in classroom displays. Children do not record their sentences in books, as they do in handwriting, and it is, therefore, more difficult to track progress in their writing creations than it is in handwriting.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is good development of mathematical vocabulary through practical activities.

Commentary

47. Teaching is good and, as a result, children achieve well and standards are above average. Staff have high expectations of what children can achieve and provide challenging work. Children count accurately, and order numbers from zero to ten. Higher attaining children count beyond this and begin to understand the process of subtraction. They recognise a variety of two-dimensional shapes, such as hexagons and rectangles. Higher attaining children create complex patterns with beads, which they sequence correctly by shape and colour. Learning is reinforced and extended effectively through the many board games that they play in numeracy lessons. The teacher rarely asks children to record their work, so there is little written evidence of the good learning that takes place in lessons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There is very good teaching of early scientific skills.

Commentary

48. Teaching and learning are good and therefore children achieve well, resulting in above average standards. They extend their learning about the world around them well, for example when they draw and label houses they see through the window. The teaching of investigative skills is very good because lessons are very well planned, organised and resourced. This was evident when children of all abilities predicted, then tested which materials were waterproof and which were not. They decided which materials would be suitable to use for a new coat for the caretaker, linked to their work on *People who help us*. Children operate a variety of computer programs competently. Learning is enhanced through visits, for example to Blackpool and a garden centre, and visitors to the classroom, such as the fireman and nurse.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Staff develop successfully children's fine control of tools and equipment.
- The small size of the outdoor area limits the rate at which children learn.

Commentary

49. Children achieve well because of good quality teaching. The rate of learning is good, overall, but it is only satisfactory when children use the outdoor play area. Staff use the area as an integral part of the curriculum, for example for games in letter

recognition, and construction with model bricks. However, the area is too small for the large number of children in the class and this slows the pace of learning. It restricts the number of children who can safely take part in activities and the range and size of equipment that staff can provide. Staff partially compensate for this through good quality lessons in physical development in the school hall, where children make good progress. They show good co-ordination and control when they walk, run, and throw and catch. Staff also provide good quality activities each day to improve children's co-ordination and control of tools and equipment. Children make good progress from a below average start on entry to reception and achieve the expected learning goals in this part of their physical development. Most children competently thread beads, complete jigsaws and use a variety of crayons, paintbrushes, pens and pencils.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children's imagination and creativity are developed successfully through good quality activities for organised play.

Commentary

50. Teaching is good and children achieve well, resulting in most achieving the early learning goals and many exceeding them. Staff provide many well-planned activities for organised play each day, such as *The School Office*, which is linked to the theme of *People who help us*. Children become totally engrossed as they act the part of a school secretary checking the registers, answering the phone when parents ring, and inputting data on the laptop computer. Staff regularly share in these activities to develop and extend children's vocabulary and learning effectively. Children use a variety of materials in their artwork. They talk about rough and smooth textures, and similarities and differences in patterns when they make wax rubbings of the trees and other objects in the school playgrounds. Children sing a range of familiar songs tunefully, such as *The wheels on the bus*.

SUBJECTS IN KEY STAGES 1 and 2

Provision in English is **good**.

ENGLISH

Main strengths and weaknesses

- Pupils achieve well by the end of Years 2 and 6.
- Achievement in writing in Years 3 to 6 is not as high as in other aspects of the subject.
- Pupils who have special educational needs are supported well.
- Assessment data is used well to set teaching priorities.
- The cycle of target setting and marking does not sufficiently inform pupils about their progress.
- A good start has been made in leading improvement in provision.
- There is no library to provide opportunities to learn about a classification system.

Commentary

51. Pupils achieve well throughout the school, which is a good improvement since the last inspection. Higher attaining pupils are now challenged well, resulting in an increasing proportion of pupils achieving higher levels in national tests at the end of Year 2 and Year 6. Standards are above average overall, by the end of Year 2 and by the end of Year 6 are in line with those expected for that age group, overall. The national strategy is fully implemented and the previous downward trend in test results has been reversed. Good analysis of test data has resulted in the school prioritising writing as an area for development. Action taken is proving to be effective and is reflected in the improved standards, particularly in Years 1 and 2. In Years 3 to 6 the standards of writing are improving, but less dramatically.
52. Standards are high in speaking and listening skills by the end of Years 2 and 6. Throughout the day, pupils have a wide range of opportunities to talk about their work, discuss topics, and take part in assemblies or re-enactments. Teachers provide good examples to pupils in this aspect of English. Their good questioning skills prompt pupils to think and voice their opinions and answers clearly. From pupils in Year 1 predicting the end of a story to Year 6 pupils discussing the genre of science fiction, pupils' very good attitudes result in them being courteous and listening to each other. This has a significant impact on their overall attainment.

53. Standards in reading are in line with those expected nationally by the end of Years 2 and 6. Pupils of all abilities read with enjoyment and understanding. Pupils in Year 2 understand the impact of punctuation on text and respond confidently to the challenge of reading with expression. Due to the consistently good systematic teaching of reading skills, the percentage of pupils in Year 2 gaining the higher levels in national tests is above average. Year 6 pupils read fluently and with expression. Pupils understand the differences between fact and fiction books and use contents, index and alphabetical order confidently in their research skills. As there is no library, older pupils do not learn the skills of locating books using a classification system. Pupils throughout the school read a good range of books, including poetry and plays, from fairy stories, myths and fables to *The Return of The Mummy* and *Good Night Mr Tom*. Reading books are taken home and parents provide good support for their children.
54. Standards in writing are well above average by the end of Year 2, which is a remarkable improvement since the previous inspection. It is the result of the school identifying the need for improvement and teachers planning lessons imaginatively. Pupils are presented with a wide range of interesting opportunities to write accounts, instructions, use adjectives and basic punctuation and develop handwriting skills. Standards are average by the end of Year 6; this is explained only partly by the make up of the current group of pupils. Pupils in Years 3 to 6 do not have enough opportunities to develop their writing skills across the whole curriculum. They are not clear enough what they need to do next to improve their work because the link between targets, marking and evaluation of success is not developed sufficiently. The curriculum in handwriting in Years 3 to 6 is sound but pupils are not applying their skills sufficiently in other work, still printing on occasions rather than developing a good joined script.
55. Teaching and learning are good. One of the best features of teaching is the improved assessment procedures, which guide teachers in planning to cater for the needs and aptitudes of all pupils. Teachers match work well to build on pupils' prior learning, making sure that all pupils, including those with special educational or who are higher attainers, are given tasks based on their needs. Additional support is provided where necessary, enabling all pupils to achieve well. Lessons are paced well and allow pupils to consolidate previous learning and extend their understanding of styles of writing, use of vocabulary and appreciation of text. Some lessons in Year 6 are taught in two groups based on pupils' prior ability; the impact of this strategy is the good achievement in reading and writing and the increase in the percentage of pupils gaining higher levels in tests. Similarly in Years 1 and 2, classes are organised on the pupils' levels of attainment. This allows teaching to focus more easily on pupils' learning needs, resulting in good achievement and above average standards. Pupils learn well; they listen carefully and become involved in learning activities. Pupils display good collaborative skills, as when Year 4 pupils scanned text for verbs and adjectives and Year 3 when they checked spellings for their instruction writing.
56. Analysis of pupils' work confirms that a wide and varied range of literacy activities is provided. Teachers provide good verbal feedback in lessons but the quality of marking is inconsistent. In Years 1, 2 and 6, teachers write constructive comments to tell pupils what they have achieved but in Years 3, 4 and 5 teachers make few comments. Pupils throughout the school do not have learning targets and this, combined with the lack of constructive marking, restricts their understanding of what they need to do next to improve.

57. Leadership is good and has provided well for improvement. Subject leaders provide good role models for other staff, are enthusiastic in their teaching and committed to improving standards. A good start has been made a good start in auditing the subject, introducing assessment and data collecting procedures. Management is satisfactory. Whilst clear and accurate areas have been identified for development, plans to achieve these priorities are insufficiently detailed. Whilst subject leaders support colleagues well, their role in checking the quality of teaching and learning is not sufficiently rigorous.

Language and literacy across the curriculum

58. Pupils show sound levels of competence overall in applying their skills across the curriculum. Teachers provide good opportunities for pupils to discuss their work and develop ideas in other subjects. In Years 1 and 2 some good opportunities are given for pupils to practise their reading and writing skills, such as by writing instructions for making a sandwich or a pop-up book. In Years 3 to 6, whilst good opportunities are provided for the development of discussion and reading skills, provision for developing writing skills is less consistent because only a small amount of work is recorded in some subjects. When given the opportunity, pupils display satisfactory competence in writing, whilst their competence in using reading skills for research is good.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and usually better than in similar schools by the end of Year 6. Currently Year 6 pupils are slow to recall number facts in mental calculation.
- Teaching is good and sometimes very good, throughout the school and is promoting good achievement for all groups of pupils.
- Good quality booster classes for Year 6 are effective in raising achievement.
- Whilst teachers give good verbal feedback in lessons, marking and target setting do not sufficiently inform pupils how to improve their work.
- Good leadership has led to improvement in provision and standards since the previous inspection.
- Monitoring and evaluation procedures are not rigorous enough.

Commentary

59. Standards in Year 2 are above average, which reflects the results of recent national tests. Pupils have very good attitudes to learning and good knowledge and understanding of the different aspects of the subject. They apply this swiftly in mental arithmetic sessions and in solving simple problems. Standards are currently average in Year 6, which is lower than for some years because of the make up of the current year group. Whilst pupils have sound numeracy skills, they are slow to recall facts in mental sessions, such as when reciting their eight times table. This also slows their responses to solving problems. The school has recognised the particular difficulties

of this year group and effective booster classes are now raising achievement and standards quickly.

60. All groups of pupils, including those with special educational needs, achieve well throughout the school because teaching is good, and often very good. This is a very good improvement on the situation at the previous inspection, when higher attaining pupils were not challenged sufficiently by their work. Teachers have good knowledge and understanding of the subject and plan interesting lessons. Work is planned very carefully to meet the needs of all pupils, which shows good improvement since the previous inspection. Time and resources are used very well to maintain pupils' interest and motivation and pupils work hard throughout lessons. Pupils develop their skills effectively in all aspects of the subject on computers. For example, Year 1 collect data and produce pictograms, Year 4 work on a program about angles and Years 5 and 6 complete spreadsheets.
61. Teachers organise lessons well and manage their classes calmly, expecting their pupils to behave well, thus creating a positive atmosphere for learning. All staff make effective use of interactive whiteboards in their lessons, in explanations and demonstrations and give pupils the opportunity to be actively involved in their learning. Teachers have high expectations that pupils will work at the peak of their understanding. For example, in Year 5 and 6 lessons, pupils were continuously challenged by their teachers, who used humour and lots of praise and encouragement to raise esteem and give confidence. Teachers help pupils understand how well they are doing in lessons through good verbal feedback. However, this is not consolidated in marking, which is largely limited to praise for success and does not help pupils understand sufficiently what they need to do next.
62. Good leadership has promoted good improvement in the subject since the previous inspection. There has been good improvement in assessment procedures and information is now used well in planning lessons, to check pupils' progress and target extra support for specific groups of pupils. Good subject knowledge of curriculum leaders is continuing to improve provision. However, subject management time is largely spent on supporting other staff and does not focus sufficiently on rigorous procedures for checking the quality of teaching and learning so that the success of development priorities can be evaluated.

Mathematics across the curriculum

63. The school makes satisfactory links with mathematics in its planning for other subjects. Pupils demonstrate sound competence in applying their skills across the whole curriculum. For example in history, teachers reinforce the concept of time through the use of time-lines and pupils learn how to draw graphs and tables work in science. However, these opportunities are limited by the small amount of recording that is done in some subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils show a lively interest, try hard and achieve well.

- There is good quality teaching and learning.
- The assessment of pupils' work is unsatisfactory.
- Good leadership has brought about significant improvements in the subject.
- Systems for strategic planning and for checking the quality of teaching and learning are not effective enough.

Commentary

64. Standards in science are above average in Years 2 and 6. This is a similar picture to the school's results in the national assessment tasks for Year 2 pupils in 2004. The school's national test results in Year 6 have been well above average for the last four years. Pupils' achievement is at least good and sometimes very good in comparison with similar schools. Year 6 pupils consistently achieve very well in comparison to the standards achieved when they were in Year 2. The very well structured revision of work has a significant impact on the test results achieved by Year 6 pupils. The main reason for the slightly lower standards this year is that there are fewer higher attaining Year 6 pupils than in previous years.
65. Most pupils with special educational needs achieve well because of the good extra help from classroom teachers and specialist support staff. In Years 1 to 2 the work is also modified to meet their learning needs. This good approach is less evident in Years 3 to 6 so the pupils do not always work with as much independence as they could. The very few pupils from dual heritage backgrounds achieve at the same good rate as their classmates. There is no significant difference in the standards achieved by boys and girls.
66. Pupils learn and achieve well because they respond positively to good teaching, which encourages a lively interest in the work and a will to succeed. Consequently, most pupils try hard and concentrate well. Strong features of the good quality teaching are that lessons are well planned, organised and resourced. The work is challenging and staff are supportive. Therefore, pupils have positive attitudes to the subject, which are reflected in their confident approach to practical and investigative work. These tasks are effective in developing and consolidating pupils' understanding of scientific knowledge and vocabulary. These strong features were very evident in the two very good lessons seen. In a lesson where teaching was satisfactory, the practical section of the lesson was not organised effectively so pupils' learning slowed down. The learning improved later when pupils used their reading skills well to research information and label a diagram of the skeleton.
67. In most classes, there is very good, firm, yet friendly management of pupils that results in very good behaviour and no interruption in pupils' learning. Most pupils listen attentively and follow instructions promptly. In Years 3 to 5, more time is given to the development of pupils' learning through good quality oral activities, such as discussions and presentations, than through written work. Consequently, pupils' written work does not reflect the good quality teaching and learning seen in lessons or promote pupils' scientific writing skills as well as it could. In Years 1 to 2, pupils' work is not filed systematically in order to help staff to track pupils' progress easily or to promote pupils' skills in presenting their work neatly. The teachers effectively link the subject to pupils' work in design and technology and this consolidates and extends successfully pupils' scientific learning. Pupils also use ICT equipment well, such as a telescope linked to the computer, when investigating and observing. However, teachers do not challenge the practical skills of the older pupils further by

sometimes asking them to devise their own investigations. This was an area for development that was pointed out in the previous inspection.

68. Teachers check carefully pupils' learning in lessons. However, there is no formal system for teachers to assess regularly pupils' knowledge skills and understanding or to pass information on to the next teacher. As a result, the Year 6 teacher has to spend time checking for gaps in pupils' previous learning and remedying any deficiencies before she can extend their learning further. In Years 3 to 5 the marking of pupils' work is also unsatisfactory because pupils are rarely given clear guidance about how to improve. There is better quality marking in Year 6 therefore pupils have a better knowledge and understanding of their own learning.
69. Good leadership and successful teamwork of staff have brought about good improvements in standards and resources since the time of the previous inspection. Management of the subject is satisfactory. The co-ordinator keeps a portfolio of samples of work from each year group and checks the quality of teaching and learning in a few lessons. Work in pupils' books is not checked in order to evaluate the quality of teaching and learning over time. Also, the action plan for the subject is not systematic or precise enough. As a result, an effective assessment system has taken longer to implement than it should.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are above average by the end of Year 6 and pupils achieve well.
- Pupils are very confident in their use of computers across the curriculum.
- Teachers set a good example in their use of interactive whiteboards in lessons.
- Good leadership has promoted on-going improvement in provision and standards.
- There is no whole school system of assessment.

Commentary

70. Standards are average by the end of Year 2 where pupils, including those with special educational needs, achieve well in reaching the standards expected for their age. Pupils continue to achieve well so that standards are above average by the end of Year 6. By this stage pupils' confidence and competence with computers is better than is usually found. The curriculum is well structured so that pupils make good progress across all aspects of the subject. As a result, Year 6 pupils talk confidently about the use of ICT in the wider world, use a search engine competently, monitor events, handle data, using spreadsheets and creating graphs of their findings, create CDs of their own music and describe clearly what they have achieved in control technology. Pupils' good achievement by the time they leave the school is an improvement on that at the last inspection.
71. Teaching is good and teachers are very confident in their use of computers and programs that support learning across the whole curriculum. They set a good example to pupils in their own use of interactive whiteboards in most lessons across the whole curriculum, using them to explain the learning intentions of the lesson and to engage interest through video clips, specific programs and demonstrations. For

example, at the start of a unit on control technology in Year 4, the teacher showed a video clip of how this is used in electronic games, before getting pupils to write a simple program to move floor and screen robots around. Teachers involve all groups of pupils well in these sessions in demonstrating their ideas, and thereby developing their confidence. Skills are taught through specific lessons and through other subjects as is most appropriate for the task. There is no whole-school system of assessing pupils' achievements but teachers know their pupils well and pupils of different capabilities are challenged satisfactorily by their tasks. There are many opportunities for independence and additional support is provided when needed.

72. Good leadership has promoted good improvement in the subject through training and support. Management is satisfactory overall. It provides well for resources and staff development but procedures for checking the quality of teaching and learning and pupils' achievement lack a sharp focus.

Information and communication technology across the curriculum

73. Pupils have good ICT skills and demonstrate a high level of confidence and competence in applying their skills in other subjects. There are good links with other subjects that foster good progress. For example, in Year 1, pupils learn to handle mathematical data through a computer program and represent their findings in simple pictograms, and Year 6 pupils use keyboards linked to computers in composing their own musical scores.

HUMANITIES

It was only possible to observe two lessons in history and none in geography during the inspection and therefore no overall judgements can be made on provision in these subjects. Teaching observed in the two history lessons was good.

74. Evidence from a limited range of written work in **history** and **geography**, together with discussion with pupils shows that standards in history are in line with those identified for pupils at the end of Year 6 and that achievement is at least satisfactory. In Year 2, there was very little written work for pupils, who have only studied one short topic so far this year. Whilst that work was of average quality no overall judgements are possible on standards or achievement. An examination of written work in geography indicates that by the end of Year 2 and Year 6 pupils' achievement is at least satisfactory and that standards are in line with those expected.
75. Whilst there is a sound curriculum in these subjects, too little work is recorded in some topics to allow teachers to assess pupils' achievements, serve as a record of work, or provide an opportunity to develop pupils' skills of writing in different styles.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching is consistently good.
- The subject offers good opportunities for pupils to develop their speaking and listening skills.
- Procedures to check the quality of teaching and learning in the subject are not rigorous enough.

Commentary

76. Since the last inspection there has been a good improvement in provision. Teaching is now consistently good throughout the school and pupils achieve well. Evidence from lessons, analysis of pupils' work and displays provide firm evidence that standards are in line with what is expected at the end of Years 2 and 6. There is a good curriculum based on the requirements of the Locally Agreed Syllabus, which provides pupils with a rich range of activities based on Christianity and other major world faiths.
77. Pupils learn to respect holy books and artefacts from Christianity and other world faiths, recognising their significance to people of Jewish, Islamic or Sikh faiths. Pupils also consider the impact of faith and personal values, such as friendship, responsibility and accountability on everyday life. For example, pupils in Year 5 displayed very mature attitudes as they discussed with whom they would confide or reveal personal information, and gave their reasons for trusting particular people. The teacher carefully channelled the focus of the discussion so pupils became aware of the 'Revelation' of Jesus' life through the Gospels. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
78. Teaching and learning are good throughout the school. Lessons are interesting and well organised. Teachers put a good emphasis on a practical approach to learning, making good use of resources to engage pupils' interest and planning links with other subjects. For example, teachers in Years 1 and 2 made a good link with creative skills, encouraging pupils to draw self-portraits illustrating spiritual, physical and mental powers. Pupils responded very well to the challenge of thinking about 'special powers' and prompted by good teaching, began to make the connection with the supreme power of God. Good teaching in Year 3 included good role-play opportunities for pupils as they examined the emotions and bond between rescuers and rescued people, leading to an understanding of the concept of salvation. Pupils were very enthusiastic about the opportunity to video their performances and achieved well, using their verbal skills to deepen their understanding of relationships. Throughout lessons the common thread is the good opportunity for pupils to speak, listen and gain in personal confidence.
79. Good leadership has provided for improvement in provision and a good start has been made in developing and implementing an assessment system. Subject management is satisfactory and provides for a good range of resources to support teaching. However, the procedures for checking the quality of teaching and learning are not sufficiently rigorous, detracting from overall development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Insufficient lessons could be seen in these subjects to make overall judgements on provision. Work was sampled through examining pupils' work in sketchbooks, folders, and displays around the school, and from discussions with teachers and pupils. The evidence shows that a good curriculum is in place for the subjects. This shows very good improvement in the design and technology

curriculum since the time of the previous inspection, when it was unsatisfactory. No lessons were seen in **art and design** and one lesson was seen in **design and technology, music** and **physical education**.

80. There is insufficient evidence to make a judgement on standards in **art and design** by the end of Years 2 and 6 but the Year 2 creations seen in painting are above average. This is because teachers plan a series of lessons on a topic carefully and basic skills are taught well. Teachers give a lot of time to the study of the work of famous artists. This promotes pupils' skills in art successfully, and their cultural development. The learning of all pupils is enhanced very considerably when they work with specialist visitors during a week that the school allocates to the creative arts. Consequently, pupils' creations are of a high standard, such as the clay tiles, and pictures based on the work of Cher Lyn and Matisse.
81. Standards of work seen in **design and technology** are average by the end of Years 2 and 6. Pupils' designs for their creations and their evaluations of them are satisfactory. Photographs of model vehicles in Year 2, and a display of model fairground rides in Year 6, show that the finished products are very individual and are well made. Year 6 pupils used their scientific knowledge about electrical circuits and motors well to devise a moving part for the fairground rides. Pupils say that the teacher makes the work interesting and enjoyable. As a result, they are very keen to learn and they achieve well. Teaching in the lesson observed was good; pupils achieved well and the standard of their work was in line with that expected by the end of Year 6. Leadership and management of the subject are good.
82. In **music**, there was insufficient evidence to make an overall judgement on standards but the quality of work seen in composition is above average in Year 6. Pupils create complex pieces using their voices, instruments, and ICT programs. Teachers use these compositions to effectively extend the learning of all pupils, for example in assemblies. A Year 6 pupil's composition was also used very effectively in a Year 4 lesson to inspire pupils to write about a spooky scene. Standards in listening and appraising music are average in Year 6. This shows good improvement since the time of the last inspection. The standard of singing heard in assemblies is satisfactory. Pupils sing with enthusiasm, clear diction and good awareness of the rhythm. The learning of some pupils in Years 4 to 6 benefits from the work they undertake in the Samba band and recorder clubs. The quality of teaching in the lesson observed was satisfactory.
83. In **physical education**, no judgements can be made on standards and achievement because only one lesson was observed. Teaching and learning in the lesson seen was very good. The very good management of pupils encouraged full participation; pupils were enthusiastic, enjoying themselves as they improved their co-ordination, partner work and ability to throw and catch balls with accuracy. Photographic evidence shows full curriculum coverage of the subject. A good range of sporting activities such as netball and cricket are available after school depending on the season.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship was sampled and no overall judgements could be made about provision. However, teaching observed in lessons was good. It enabled pupils to achieve well and standards noted were above average.

84. The very good relationships throughout the school and the very great care and consideration of staff towards the pupils underpin the good provision for pupils' personal, social, health and citizenship education. The very good provision for pupils' moral and social development also makes a strong contribution to the subject. Good use is made of assemblies to reinforce the school's values and good quality lessons, including Circle Time, play an important part in the provision. For example, in a very good Year 2, lesson the teacher very successfully used a goldfish in a tank to stimulate discussion and develop pupils' awareness of the responsibility of caring for a pet. Circle Time sessions are well organised to enable thoughtful consideration of a range of moral issues and how pupils' actions and words can impact upon the feelings of others. The school nurse is involved in the teaching of sex and relationships education to Year 6 pupils. A classroom assistant, who has expertise in the subject, makes a significant contribution to pupils' learning. There is good leadership of the subject.
85. The school council discusses ideas and suggestions made by pupils and takes a positive role in fund-raising, such as organising the activities for Red Nose Day. The buddy system in Year 2 enables pupils to play an effective and valuable role in looking after the reception children on the playground. They also teach their schoolmates a new playground game each week. These initiatives help pupils develop positive attitudes to the rights and responsibilities of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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