

# INSPECTION REPORT

## **ELDON PRIMARY SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119229

Headteacher: Mrs M Clay

Reporting inspector: Mr C D Taylor  
23004

Dates of inspection: 5 - 9 February 2001

Inspection number: 230202

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Eldon Street  
Preston  
Lancashire

Postcode: PR1 7YE

Telephone number: 01772 253557

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Appropriate authority: Governing body

Name of chair of governors: Mr K Phillips

Date of previous inspection: 10 - 11 March 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23004	Christopher Taylor	Registered inspector	Under fives Music Religious education	What sort of school is it? How high are standards? (a) The school's results and achievements How well are pupils taught? How well is the school led and managed?
9160	Keith Baker	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
25340	Robert Franks	Team inspector	Science Geography History English as an additional language	How good are curricular and other opportunities?
22831	Clive Lewis	Team inspector	Mathematics Art and design Information and communication technology Equal opportunities	How high are standards? (b) Pupils' attitudes, values and personal development
15551	Patricia Mitchell	Team inspector	English Design and technology Physical education Special educational needs	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Eldon Primary School caters for boys and girls aged four to 11 years. It is bigger than usual with 260 full-time pupils. Numbers have fallen slightly since 1997. The majority of pupils join the reception class with levels of attainment well below those expected nationally. Nearly a quarter of pupils - above the national average - are known to be eligible for free school meals. Ninety one pupils - well above the national average - have special educational needs. Eight of these pupils have statements of special educational needs. The majority of pupils with special needs have moderate learning difficulties, specific learning difficulties or emotional and behavioural difficulties. Twenty eight per cent of pupils are from ethnic minorities and 27 pupils speak English as an additional language.

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

Eldon Primary School is an improving school with a good ethos and a caring environment. Standards of teaching and learning have improved steadily over the past four years and are good throughout the school. Pupils make good progress during their time at the school. Pupils' attitudes to learning are good and their behaviour, relationships and personal development are good. Standards are below the national average in English, mathematics and science at both key stages, but are improving steadily. Provision for pupils with special educational needs is very good. The leadership and management of the headteacher, key staff and governing body are good. Although expenditure per pupil is above the national average, the school provides sound value for money.

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

- Pupils make good progress due to good teaching, especially in literacy and numeracy.
- Provision for pupils with special educational needs is very good throughout the school.
- Pupils' positive attitudes, good behaviour and relationships help them to learn effectively.
- Good provision for pupils' social and moral development contributes effectively to pupils' good personal development.
- Procedures for ensuring pupils' welfare are good and the school has effective links with parents.
- The good leadership and management of the headteacher, key staff and governing body ensure that the aims and values of the school are clearly reflected in its work.

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

- Standards in literacy, numeracy and science are below the national average and need to be improved further.
- Standards are well below those expected nationally in information and communication technology (ICT) at both key stages.
- The role of subject co-ordinators in monitoring and promoting high standards of teaching has not been developed sufficiently in subjects other than literacy and numeracy.
- There are not enough extra-curricular activities through which pupils can broaden their interests and develop new skills.

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

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

The school has made sound progress overall in addressing the key issues in the previous inspection report in March 1999. It has made steady progress in raising the standard of pupils' writing, mathematics and science. It has better procedures for assessing pupils' knowledge and understanding in literacy and numeracy and has reviewed long, medium and short-term lesson planning. Good progress has been made in enabling the literacy and numeracy co-ordinators to monitor the quality of teaching and learning in all classes, but co-ordinators in other subjects have not yet been given similar opportunities. Steady progress has been made in monitoring standards of work. The school has maintained good links with parents but still needs to increase their involvement in the life of the school. In addition to these key issues, the school has maintained high standards of teaching and learning. The provision for pupils with special educational needs has improved and is now very good. Standards are improving steadily in

literacy and numeracy, but standards in ICT are well below national expectations. The school has identified appropriate areas for development and has a very good capacity to make further improvements.

## 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
	1998	1999	2000	2000
English	E	E*	E	E
Mathematics	E	E*	E	E
Science	E	E*	E	D

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

In English, mathematics and science, the school's results in 2000 were well below the national average for all schools in the country. They were well below the average for schools with a similar proportion of pupils eligible for free school meals in English and mathematics, and below average in science. Over the past four years, however, standards have risen broadly in line with the national upward trend. In English and mathematics, pupils in Year 6 made similar gains to those who had achieved equivalent standards in the national tests at the end of Key Stage 1. They did even better than this in science. Inspection findings indicate that standards in the current Year 6 are below the national average in all three subjects. This is an improvement on last year, even though just over half of this year group have special educational needs. This is due to better teaching and learning. Standards are well below national expectations in ICT, but are close to those expected nationally in all other subjects at Key Stage 2. Standards at Key Stage 1 are below the national average in English, mathematics and science, and well below the standard expected nationally in ICT. Standards are close to those expected nationally in all other subjects. Realistic targets have been set to improve standards in English and mathematics in the National Curriculum tests for 11-year-olds in 2001. To meet these targets, the school has focused on effective support for pupils with special needs, additional literacy support, additional time for developing writing skills and booster classes for pupils in Year 6. The school was successful in exceeding its targets in 2000.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and are well motivated. They are interested and involved in all school activities.
Behaviour, in and out of classrooms	Good. Pupils usually behave well in class and around school. They are polite and helpful. There have been very few exclusions.
Personal development and relationships	Good. Relationships among pupils and with staff are good. Pupils willingly carry out responsibilities and contribute to school life.
Attendance	Close to the national average. Absence authorised by parents is below average; unauthorised absence is close to the average. Punctuality is good.

## TEACHING AND LEARNING

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

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

Teaching was satisfactory or better in 97 per cent of the lessons observed. It was good in 28 per cent of lessons, very good in 25 per cent and excellent in two per cent of lessons. Teaching was unsatisfactory in three per cent of lessons seen. Overall, teaching is good in the reception class and at both Key Stages 1 and 2. The teaching of English and mathematics, including the basic skills of literacy and numeracy, is good throughout the school. Strengths of teaching include high expectations, effective teaching methods, and good use of support staff and resources in all year groups. The school meets the needs of higher and lower-attaining pupils well. As a result, pupils generally work at a brisk pace and make good progress in acquiring skills, knowledge and understanding in most subjects. Good use of discussion at the end of most lessons reinforces what pupils have learned, and helps teachers to assess pupils' progress. Good use is made of homework, especially in literacy and numeracy, to consolidate and extend learning done in class. Where teaching was unsatisfactory, planning for pupils' activities was not clear enough and there was not enough opportunity to go over learning at the end of the lesson. In ICT, many teachers have insufficient expertise, and there are too few opportunities for pupils to use computers and to practise their skills. There is little use of ICT to aid teaching and learning in other subjects of the curriculum. The school is aware of this issue and already has plans to remedy both the inadequate resources and staff training in ICT.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. Planning for lessons in the reception class is good. The curriculum is broad but is unbalanced at both Key Stages 1 and 2 as there is not enough teaching of ICT. Statutory requirements of the National Curriculum are not covered in ICT. There are not enough extra-curricular activities for pupils to widen their interests.
Provision for pupils with special educational needs	Very good. Pupils receive very helpful assistance and make very good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Satisfactory. Pupils receive sound support during lessons from a specialist teacher and from two bilingual support assistants. They make progress that is at least satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' personal development is good. Provision for pupils' moral and social development is good, with clear teaching of right and wrong. Provision for pupils' spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good overall. Procedures for ensuring pupils' welfare are good. Procedures for monitoring and promoting good behaviour are very effective. Procedures for assessing pupils' attainment and progress are satisfactory, but assessments are not used to raise standards by setting individual targets for pupils to achieve.

The school's links with parents are good and parents generally express very strong support for the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher and key staff provide good leadership of the school. They ensure that the school is moving forward with a clear sense of educational direction. The role of subject co-ordinators in monitoring and promoting high standards of teaching and learning has not been developed sufficiently, except in literacy and numeracy.
How well the governors fulfil their responsibilities	Good overall. The governing body is actively involved in the life of the school. Governors carry out most of their statutory duties well. The prospectus and annual report for parents do not include all the information required, however, and health and safety procedures do not include regular risk assessments.
The school's evaluation of its performance	Good. The school monitors and evaluates its performance well. It has a good understanding of its strengths and weaknesses.
The strategic use of resources	Satisfactory. Educational priorities are supported through the school's financial planning. All major spending decisions take into account the principles of best value.

There is an appropriate number of well qualified and experienced teachers, and a good number of support staff. Overall, the accommodation is satisfactory and learning resources are sound. There are insufficient resources, however, to support the teaching and learning of ICT.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy school.</li> <li>• The school enables children to make good progress in their work.</li> <li>• There are high standards of good behaviour.</li> <li>• The teaching is good.</li> <li>• Parents are kept well informed about their children's progress.</li> <li>• Most parents are comfortable about approaching the school with a problem.</li> <li>• The school expects children to work hard and to achieve their best.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• Most parents feel the school helps their children become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel that their children do not get the right amount of work to do at home.</li> <li>• Nearly a third of the parents who responded feel the school does not provide an interesting range of activities outside lessons.</li> </ul>

The inspection findings support the parents' very positive views. The school sets an appropriate amount of homework, especially in literacy and numeracy. Inspectors agree that the limited range of extra-curricular activities does not provide enough opportunities for pupils to broaden their interests.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children under the age of five join the reception class at the beginning of the autumn term. When they enter the school, most have levels of attainment well below those expected for children of their age. Many have poor communication skills, and are hesitant in talking about their work. They have little knowledge of numbers and their use in everyday situations. Personal and social development is generally satisfactory for their age. As a result of good teaching in the reception class, they make good progress towards the early learning goals. By the end of the reception year, the attainment of most pupils is close to national expectations in personal and social development, in mathematical, physical and creative development and in their knowledge and understanding of the world. Their communication and early reading and writing skills, however, are still below what is expected nationally. Children with special educational needs make good progress in the reception class towards the targets in their individual education plans.
2. At the end of Key Stage 1, the overall attainment of pupils is below national expectations in English, mathematics and science, and is close to that expected nationally in all other subjects except ICT where standards are well below national expectations. As the overall standard of pupils now in Year 2 was well below that expected nationally when they joined the reception class, most have made good progress during Key Stage 1.
3. In English, inspection findings indicate that standards in Year 2 are below the national average. In reading and in writing, standards are below the national average, while pupils' speaking skills are also less than expected for their age. Standards in reading and in writing were well below the national average in the National Curriculum tests for seven-year-olds in 2000, and were well below the standard in similar schools. This is because there was a high percentage of pupils with special educational needs who made good progress but did not gain the standards expected nationally. Standards are higher in the current Year 2 as standards are improving faster than the national rate. Teaching is good, and the extra coaching provided in booster classes and in groups for pupils with special educational needs is gradually pushing up the standards achieved by lower-achieving pupils.
4. In mathematics, inspection findings indicate that attainment at the end of Key Stage 1 is below the national average. Standards in mathematics were well below the national average in the 2000 tests, and well below the standard in similar schools. Results are better in the current Year 2 because teachers have implemented the National Numeracy Strategy well and pupils are making good progress. In science, inspection findings indicate that attainment at the end of Key Stage 1 is below national expectations. This is an improvement on teachers' assessments in 2000 when standards were well below the level expected nationally. Most pupils are making good or very good progress in the current Year 2, and standards are improving each year.
5. In English at Key Stage 1, the majority of pupils make good progress in their speaking and listening skills. As a result, pupils grow in confidence and are able to express themselves clearly. In reading, all pupils make good progress in their reading skills. They read simple texts accurately, confidently and with some expression. In writing, the majority of pupils make good progress. However, all but the highest achievers experience problems with grammar and spelling and there is limited use of interesting vocabulary. Handwriting skills are sound and the presentation of work is satisfactory.
6. In mathematics at Key Stage 1, most pupils make good progress. There is a good focus on developing basic numeracy skills, and mental mathematics skills have improved since the introduction of the National Numeracy Strategy. In science, pupils make good progress. They develop their scientific enquiry skills by collecting and comparing information on pupils' eye colours, and carry out simple experiments to investigate how plants grow.

7. Pupils' attainment in ICT is well below the standard expected nationally at Key Stage 1 and pupils make unsatisfactory progress because of the limited amount of teaching in the subject. There is little use of ICT in other subjects of the curriculum. Pupils' attainment in religious education is in line with the standards expected in the locally agreed syllabus. Pupils' attainment is close to national expectations in all other subjects at Key Stage 1.
8. Inspection findings indicate that the attainment of pupils in Year 6 is below the standards expected nationally in English, mathematics and science. The overall attainment of pupils is close to national expectations in all other subjects except in ICT where standards are well below those expected nationally. Just over half of all pupils in the current Year 6 have special educational needs. As the overall standard of these pupils was well below that expected nationally at the end of Key Stage 1, most have made good progress during Key Stage 2.
9. In English, inspection findings indicate that standards in the current Year 6 are below those expected nationally. Standards in English were well below the national average in the National Curriculum tests for eleven-year-olds in 2000, and were well below the standard in schools with a similar proportion of pupils eligible for free school meals. However, compared with schools where pupils had similar standards in the National Curriculum tests at the end of Key Stage 1, standards were close to the national average. Pupils in Year 6 are currently making good progress in listening and speaking. They discuss their work using a wide vocabulary and speak clearly and confidently. The very good use of questioning makes pupils think carefully about their answers and extends their vocabulary. Pupils make good progress in reading. The majority read with expression, tackle unfamiliar words well and understand what they are reading. Most pupils do not know how to use the library classification system, and this is limiting their use of the library for independent research. Progress in writing is also good. The oldest pupils' writing is carefully planned and is often lively and thoughtful. Spelling and punctuation are usually accurate and handwriting is joined-up, clear and fluent.
10. In mathematics, inspection findings indicate that attainment in Year 6 is below that expected nationally. Pupils are making good progress, however, and have benefited from the introduction of the National Numeracy Strategy. Pupils are becoming more confident with written methods of calculation, and there has been a good effort to develop and use mental methods of calculation. In science, attainment is below the national average in Year 6. Pupils, however, are making good progress. They study electricity and carry out practical investigations to construct circuits. They understand the principles of fair testing and record and explain their results clearly.
11. Pupils' attainment in ICT is well below the standard expected nationally at the end of Key Stage 2. Pupils do not cover all the requirements of the National Curriculum and there is little use of ICT in other subjects of the curriculum. Attainment in religious education is in line with the standards expected in the locally agreed syllabus at the end of Key Stage 2. Pupils achieve standards close to national expectations in all other subjects.
12. There are no significant variations in attainment by gender. Pupils from different ethnic backgrounds are actively included in all lessons and support assistants work very effectively to ensure their progress is at least satisfactory. Pupils with English as an additional language receive support from a specialist teacher and two bilingual support assistants. The progress of these children is always at least satisfactory.
13. Pupils with special educational needs make very good progress towards the targets in their individual education plans. For three days a week, the special educational needs co-ordinator works very effectively with these pupils either by withdrawing them from lessons for extra help or by helping them in their classrooms. Good communication between the co-ordinator and the class teacher ensures that these pupils learn the same things as others in the class. In class lessons, especially in English and mathematics, work is provided at the right level, and pupils with special needs make very good progress as a result. Pupils' needs are identified and they are helped at an early age, and this contributes to the very good progress they make. Pupils with emotional and behavioural difficulties receive individual counselling and make very good progress

in learning to control their behaviour.

14. Pupils' literacy skills are below those expected nationally at both key stages, although pupils make good progress. The literacy hour has been introduced effectively in all classes, and standards of writing are improving faster than national trends. The new knowledge and skills gained in the literacy hour are used effectively in other subjects of the curriculum to improve pupils' writing, for example, in science and religious education.
15. Standards in numeracy are below those expected nationally at both key stages. The National Numeracy Strategy has been introduced effectively in all classes and pupils are making good progress. They are carrying out mental calculations with increasing agility and showing confidence in manipulating numbers and using multiplication tables. There is appropriate use of numeracy skills in other subjects such as design and technology, and in science.

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

16. Pupils have good attitudes to their work. They show enthusiasm for school, are interested in their work and are willing to apply themselves to the task in hand. In the best lessons, they concentrate for extended periods without the need for constant teacher intervention. They ask and answer questions willingly and enthusiastically, and are able to select, use and return relevant resources.
17. Pupils' behaviour is good overall. In lessons, behaviour is frequently very good. Pupils take turns to answer, and listen carefully to their teachers and to other pupils. In most cases, they concentrate well, both when working individually and in groups of various sizes. Around school, during playtimes and lunchtimes, and when moving around the school site, pupils' behaviour is generally good. This good behaviour has a very positive impact on learning, and ensures that pupils make good or, at times, very good progress in lessons.
18. There is a good rapport between pupils and their teachers and other adults. These good relationships enhance the quality of pupils' work and the progress they make in the majority of lessons. Pupils respect other people and the school environment, and show appropriate social skills in a variety of situations, for example when talking to visitors, or when holding the door open for an adult. There was no evidence of any inappropriate behaviour, bullying or any form of racial harassment during the inspection. Other evidence indicates that poor behaviour happens occasionally. One pupil was excluded from the school during the inspection week and another had been excluded during the school year for severely disruptive behaviour. Occasionally, pupils from different cultures are called names. These incidents are taken very seriously and are dealt with promptly by the staff and the headteacher.
19. Pupils' personal development is good. Pupils listen to others with interest, and show due respect for their values, ideas and opinions. This was demonstrated vividly during a religious education lesson where two pupils were showing others how Muslims pray. As pupils progress through the school they develop a good understanding of the diversity of beliefs, attitudes and traditions in society through class discussions, school assemblies and religious education lessons. Pupils are given appropriate responsibility for various aspects of the school's daily routines, such as helping at lunchtimes and break times. Responsibilities increase as pupils get older, and the oldest pupils with "Red Cap" responsibilities respond very positively, helping younger children at break and lunchtimes and running "tuck shops".
20. Pupils with special educational needs are integrated very well in all classes and work collaboratively with other pupils. They are interested in their work and join in well in all class activities. Adults clearly value their achievements and this helps to increase their confidence and self-esteem. A group of Year 6 pupils who have been receiving additional help in English, for example, now work with keen interest and enthusiasm.

21. The majority of pupils from different cultures and ethnic backgrounds have a very positive attitude to school. They are polite, well behaved and try their best during lessons. They are confident and friendly when speaking to adults both in and out of the classroom.
22. Attendance is in line with the national average and has shown an improvement in recent years. Authorised absence is below average, while unauthorised absence is close to the national average. Punctuality is good and lessons start promptly.

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

23. The standard of teaching is good. As a result, pupils develop new skills well and learn effectively. Teaching was satisfactory or better in 97 per cent of the lessons observed. In 28 per cent the teaching was good, in 25 per cent it was very good and in two per cent it was excellent. Teaching was unsatisfactory in three per cent of lessons. While no direct teaching of ICT was observed during the inspection, the standard of teaching in ICT is unsatisfactory due to the limited expertise of most teachers. The overall standard of teaching, however, has improved since the previous inspection.
24. Teaching is good at the foundation stage. The teacher and nursery nurse have a good understanding of how young children learn, and use this knowledge to good effect. They make effective use of songs, rhymes and actions and succeed in making learning fun. Planning is very good and includes a wide range of interesting and appropriate activities for children at different stages of learning. Activities change frequently so that children do not have time to get bored, and this helps children to maintain good levels of concentration. Staff pay careful attention to developing children's language, reading and writing skills, and to introducing children to numbers in a wide range of everyday situations. As a result, children make good progress in developing their literacy and numeracy skills.
25. Teaching is good, overall, at Key Stages 1 and 2. It is very good in mathematics at Key Stage 2, and is good in English at both key stages, mathematics at Key Stage 1 and science at Key Stage 2. It is always at least satisfactory in all other subjects except in art and design, where it is good at both key stages, and in information and communication technology, where it is unsatisfactory at both key stages. Teaching that is good or better (55 per cent of all lessons observed) is a major factor in ensuring that pupils make good progress.
26. Teachers' subject knowledge is good in most subjects at both key stages and this ensures that pupils acquire sound techniques and accurate information. Teachers' expertise in ICT, however, is in need of further development. The teaching of basic literacy and numeracy skills is good at both key stages. Most teachers follow the structure of the National Literacy Strategy confidently, and give a good emphasis to developing pupils' language and vocabulary. In the only literacy lesson that was unsatisfactory, the structure of the lesson did not follow the pattern of the Literacy Strategy. There was insufficient planning for appropriate activities for individual pupils and not enough opportunity to consolidate learning at the end of the session. Opportunities for developing and consolidating writing skills are followed up in subjects such as science and religious education. The teaching of numeracy includes a wide variety of activities for pupils to practise and consolidate their learning, and this helps to retain pupils' interest. Teachers use mental mathematics sessions well to build up pupils' recall and to develop analytical thinking and mathematical vocabulary. Numeracy skills are reinforced appropriately in other subjects, for example, in science and in design and technology.
27. Teachers' planning is sound at both key stages. In English and mathematics, teachers prepare lessons thoroughly and benefit from following the guidelines in the National Literacy and Numeracy Strategies. In other subjects, both long-term and medium-term plans show a clear progression of skills and knowledge and this helps pupils to acquire skills in a logical order. Teachers' expectations of pupils' work are generally good, though occasionally teachers do not challenge pupils sufficiently. This was seen, for instance, in the unsatisfactory literacy lesson.

28. Teaching methods are used effectively. Most teachers start their lesson by referring back to the previous lesson in order to reinforce pupils' learning. Most teachers go over the learning objectives at the start of lessons and review what pupils have learned at the end. This helps pupils to consolidate their learning. Teachers give helpful and clear instructions. They use questioning skills well, and encourage pupils to improve their speaking skills by expanding on their answers. In science and mathematics, there is a good emphasis on developing investigative skills, while in other subjects, good use is made of visiting speakers and of visits in the local area.
29. Good relationships between teachers and pupils help to produce a pleasant, hard-working and creative atmosphere. In many lessons, good teaching leads to a keen response and an eagerness to learn. In most classes, good class management is reflected in pupils' good behaviour and positive attitudes to work.
30. Most teachers use time well. In literacy and numeracy lessons, for instance, most teachers time different activities well and lessons generally move at a brisk pace. As a result, pupils work productively and maintain a busy pace of learning. The use of classroom assistants is particularly good, and teachers and support staff work effectively together. Teachers make good use of a wide variety of teaching resources and this helps to maintain pupils' interest. There are many attractive and interesting displays in classrooms and around the school to stimulate pupils' thinking.
31. Teachers make regular assessments of pupils' attainment and progress in English and mathematics, and make sound use of the results to guide their planning and teaching. In most other subjects, informal assessments are used to check pupils' learning and to plan for the following lessons. The day-to-day use of homework to reinforce and extend what is learned in school is good, particularly in literacy and numeracy. Most pupils take reading books home regularly and are set an appropriate amount of work to do at home. The marking of pupils' work is carried out regularly by teachers and comments are often added to help raise pupils' self-esteem. The best marking includes helpful comments to indicate how pupils can improve their work.
32. The quality of teaching for pupils with special educational needs is very good throughout the school. The targets set for pupils in their individual education plans are specific and detailed, and allow teachers to adapt work to the right level, especially in English and mathematics. The special educational needs co-ordinator works very effectively with pupils either by withdrawing them from lessons for extra help or by helping them in class. Their work is carefully structured and based on an accurate assessment of their needs. Teachers and classroom assistants also provide very good support for pupils with special educational needs. Good relationships with teachers and assistants help the pupils to feel confident. A pupil with a statement of special needs, for example, made good progress in designing and making a purse as she discussed the work with a support assistant and used a specially adapted worksheet. The special needs assistants are experienced and well trained, and provide good support for pupils.
33. The provision for pupils with different cultural backgrounds is generally good. Pupils from a variety of ethnic backgrounds are actively included in all lessons, and the support teacher and support assistants usually work very effectively with small groups to ensure that pupils' progress is at least satisfactory. However, during one unsatisfactory lesson, the task set was too difficult for some of the pupils with limited language skills to complete, and this impeded their learning.

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

34. Curricular provision for pupils aged four and five is good. A broad range of suitable activities enables pupils to make good progress towards the early learning goals and this prepares them well for future work on the National Curriculum.
35. The curriculum for pupils at Key Stages 1 and 2 is broad and includes all relevant areas of the National Curriculum and the locally agreed syllabus for religious education. All pupils have equal

access to the curriculum and appropriate role models are provided for pupils of different gender and different ethnic backgrounds. The curriculum is unbalanced, however, as insufficient time is allocated to the teaching and learning of ICT. As a result, teaching in ICT does not meet the requirements of the National Curriculum.

36. The National Literacy Strategy has been introduced effectively in all classes, and this has helped standards of writing to improve faster than national trends. Skills gained in the literacy hour are used effectively in other subjects of the curriculum. The National Numeracy Strategy has been introduced successfully and pupils are carrying out mental calculations with increasing agility and showing greater confidence in manipulating numbers. There is an appropriate use of numeracy skills in other subjects.
37. Curriculum planning is based on appropriate schemes of work. There are clear policies and guidance in all subjects except ICT. There has been steady progress in refining the long, medium and short- term plans since the last inspection. Homework plays an important part in raising pupils' attainment and the school has a clear policy which ensures that an appropriate amount of suitable work is set.
38. The provision for pupils with special educational needs is very good. Problems are identified at an early age and strategies are well thought out to help individual pupils. Pupils' individual education plans have clear targets for pupils to reach, and progress is reviewed regularly. The grouping of pupils for extra help is flexible and pupils regularly move in and out of groups as their needs are identified and met.
39. The provision for pupils with different cultural backgrounds is good overall. The provision made for pupils who enter school knowing very little English is satisfactory. A specialist teacher and two bilingual support assistants give helpful support for these pupils during lessons.
40. Good provision is made for pupils' personal, social and health education. Sex education and issues associated with drug misuse are taught during science lessons and pupil's questions are dealt with sensitively. The school promotes healthy eating habits by operating two tuck shops which offer a variety of healthy snacks reflecting the cultural tastes and needs of pupils from a mixture of ethnic backgrounds. Older pupils develop their social responsibility by raising funds for a variety of children's charities.
41. There is not enough provision for pupils to undertake extra-curricular activities. Regular activities include a school choir and a sports club which take place after school, and a 'Busy Fingers' club and recorder group at lunchtime. Although the school recognises the need to offer a wider range of activities, there are currently few sporting activities after school. This inhibits the development of pupils' physical and team skills and restricts the opportunities for parents to be involved in the everyday life of the school.
42. The curriculum is enriched by links with the local community including those with the fire brigade and local police officers. Well-established links with local high schools and the University of Lancaster enable the school to benefit from students who are eager to gain experience of working with children in school. The school curriculum is also enriched by occasional visits to museums, the theatre and a local mosque.
43. Provision for pupils' personal development, including their spiritual, moral, social and cultural development is good overall and has improved since the previous inspection.
44. Provision for pupils' spiritual development is satisfactory, as at the previous inspection. Whole school and class assemblies offer opportunities for prayer and quiet reflection although, at times, these are rather rushed. Pupils are encouraged to think about how their actions affect others. In a Year 6 class assembly, for example, pupils were asked to close their eyes and think how they could make the world a better place. Teachers, however, sometimes miss opportunities to develop pupils' awe and wonder of the world in which they live. In a Year 4 and 5 science activity, for instance, pupils were astonished when a bulb filament melted, but were left to wonder why the

bulb did not go brighter when more electricity was passed through the filament.

45. Provision for pupils' moral development is good, as at the previous inspection. The school is very successful in teaching the difference between right and wrong. The attitudes and behaviour of pupils in lessons and around the school bear witness to the effectiveness of the school's policy of developing good moral codes for its pupils. Staff have high expectations of pupils' behaviour and fully implement the school rules which encourage a caring attitude towards others. Pupils are helped to make the 'right choice' and be responsible for their own actions. Staff provide good role models and work hard to promote an environment where all pupils feel confident and valued.
46. Provision for pupils' social development has improved since the previous inspection and is now good. Teachers provide frequent opportunities for pupils to work collaboratively in pairs or in small groups. Pupils share equipment sensibly and treat it with respect. Good classroom organisation helps pupils to develop independence when preparing and clearing away apparatus. Older pupils are appointed as 'Red Cap' monitors who take on a variety of responsibilities throughout the school. They listen to younger pupils read, look after playtime equipment and assist the welfare staff at lunchtimes. Pupils have the opportunity to act as classroom monitors and to arrange chairs and equipment for assemblies. Older pupils' social development is further enhanced by helping to run the school tuck shops.
47. Provision for pupils' cultural development is satisfactory, as at the previous inspection. Opportunities are provided for pupils to study their own and other cultures. In religious education lessons, for example, pupils visit a local mosque, while older pupils bring their study of Macbeth' to life by visiting the local theatre. Work outside in the local environment enables pupils to study features of town life, and they compare the local area with other places around the world during geography lessons. Pupils have opportunities to study art from different ages and various countries and begin to understand the richness of their own culture by listening to traditional stories. Pupils' knowledge of other cultures is extended by studying the festivals of the six major world religions. Pupils are encouraged to share their own experiences, but opportunities are sometimes missed to learn from the expertise of parents from different cultural backgrounds and to benefit from the cultural richness that exists within the school.

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

48. Provision for pupils' welfare and for their security and well-being are good features of the school. Since the previous inspection report, the school has maintained good levels of care, security and support for pupils. The school ethos is a very caring one and the general well being of the pupils is a prime consideration of the staff. Parents report that their children enjoy coming to school, and from the reception year onwards they find it a secure, warm and welcoming place in which to work. The good level of care and support makes a significant contribution to the pupils' progress and attainment.
49. Class teachers and support staff know their pupils well and are responsive to their needs. They have high expectations of pupils and are keen for them to succeed. The personal development of pupils and the support given to them are monitored effectively, and there are good formal and informal procedures for sharing this knowledge as pupils progress through the school.
50. The school has adopted the local authority's child protection procedures. The policy statement needs revising. Work is in hand to update the policy so that it reflects the needs of the school more closely. The headteacher is the designated member of staff and is supported in this role by the deputy headteacher. Between them, they ensure that staff are vigilant about child protection issues, but both require their specialist knowledge to be updated by appropriate training. There is also need for formal training to update all other members of staff. Links with the outside specialist agencies are good.
51. The school has been very successful in developing and implementing a positive behaviour policy. Based firmly on the principles of encouragement and reward, the policy is applied firmly but

sensitively across the school. Where necessary, pupils are given behaviour charts which set clear and achievable targets for improvement. Serious misbehaviour such as bullying is rare, but any incident is investigated promptly and is dealt with firmly. Parents are kept closely informed about the good conduct expected of their children and they approve of the high standards being maintained.

52. Procedures to monitor and promote attendance are good. Class registers are maintained accurately. Parents are co-operative in providing information about absences. There is a very effective liaison with the education welfare officer. Attendance is monitored carefully and rewards are given to pupils and classes achieving 100 per cent attendance during the term.
53. The school is kept clean and tidy and the outside play areas are well maintained. Arrangements for ensuring pupils' health and safety are satisfactory, and no significant concerns were identified during the inspection. The statutory health and safety policy, however, is incomplete and needs updating so that responsibilities for health and safety are clarified and a regular programme of risk assessments is introduced.
54. Procedures for assessing pupils' attainment and progress have improved since the last inspection. The school has started to use information gained from the analysis of assessments and National Curriculum test results to adapt the curriculum in order to meet pupils' needs. Information gained from the analysis of tests in literacy and numeracy is being used effectively to set realistic whole school performance targets to raise standards in these subjects. It is also being used to identify pupils for additional literacy support and for extra support in booster classes. However, there has been little involvement of other subject co-ordinators in target setting procedures. The science co-ordinator, for example, has not set any formal targets for her subject. In addition, teachers do not have enough knowledge of the target setting process to set individual targets for pupils in order to raise standards. The absence of an agreed school marking policy also hinders individual pupils' progress as teachers do not always inform pupils what they need to do to improve their work.
55. Procedures for assessing pupils with special educational needs are very good. As soon as pupils are identified as having difficulties, they are assessed and strategies are put in place to deal with any problems. Detailed individual programmes are written and progress towards the targets is assessed regularly, with new targets set each term. Progress towards the targets set for pupils with behavioural problems is assessed each week. For their annual reviews, pupils with statements of special needs provide their own assessment of what they do best, and suggest areas where they need further help. There is good communication with the local authority special needs support teacher and other professionals.
56. Procedures for monitoring the progress of pupils with English as an additional language are in need of further refinement. Current assessment procedures do not refer to the level of attainment pupils have achieved in National Curriculum subjects, and do not allow individual target setting to take place. The co-ordinator recognises the need to devise a comprehensive policy which has clear objectives and more detailed systems for assessment and evaluation.

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

57. The school has continued to build on the good partnership with parents recorded at the previous inspection. Most parents have very positive views about the school. They consider that the school works closely with them and it expects their children to work hard and to achieve their best. They find staff very approachable. Some parents feel that their children do not get the right amount of work to do at home, but inspection evidence indicates that the school sets an appropriate amount of homework, especially in literacy and numeracy. Nearly a third of the parents who responded to the questionnaire feel the school does not provide an interesting range of activities outside lessons. The pressures on time, finances and available space make it difficult for the school to respond to all the expectations of parents, but the inspection team agrees that the limited range of extra-curricular activities does not provide enough opportunities for pupils to broaden their

interests.

58. The quality of information provided to parents is satisfactory overall. The prospectus and the governors' annual report to parents are well presented and informative but lack some information required by law. A regular flow of newsletters and notes to parents keeps them informed of events at school and new developments. Extra efforts are made, if necessary, to explain any information to parents who do not have English as their first language. There is plenty of informal communication with teachers at the beginning and end of the school day. Open evenings to discuss pupils' progress are well attended. Annual reports on pupils' progress are quite detailed, especially in English, mathematics and science, but they do not give enough information about what pupils should do to improve. Meetings have been held with parents to discuss changes in the curriculum such as the National Literacy and Numeracy Strategies, but not enough information is provided about the topics that pupils will cover each term.
59. Parents' involvement in the work of the school and their contribution to children's learning are both satisfactory. Parents are very willing to support events in which their children are involved, and the 'Friends' Association' organises social events and fund-raising activities. Money raised by the 'Friends' has been used, for example, to purchase school bags for each pupil to carry their belongings and any work to be done at home. Only a few parents provide regular support in the classroom, but this assistance is effective because teachers can rely on parents to be present to support activities they have planned. Some parents at the parents' meeting indicated that they were not clear about the amount of work children were being asked to do at home. The school has recently issued a helpful homework policy that has clarified these arrangements. There is a home-school agreement and parents are encouraged to support their children at home. Parents of pupils with special educational needs are informed as soon as a pupil is identified as needing extra help. They are invited to attend annual review meetings and pupils' individual targets are discussed with them at parents' evenings.

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

60. The management and efficiency of the school are good, as at the previous inspection. The headteacher and key staff provide good leadership of the school. They have clear aims and appropriate plans for the future. As a result, the school is moving forward with clear educational direction and standards are improving steadily. During her four years in post, the headteacher has established good relationships with parents and has gained the respect of her pupils. She has worked hard to develop the expertise and confidence of the staff and to raise the status of the school. She is committed to raising standards in the school and has developed a good ethos to support the effective learning of all pupils. The headteacher works closely with the deputy headteacher who plays an important role in assisting pupils, especially those with special needs, and in supporting other staff.
61. The headteacher monitors teaching and teachers' planning effectively. She systematically visits classrooms to observe every teacher at work. During the last year she has observed literacy or numeracy lessons in all classes. She feeds back her observations to individual teachers, making suggestions for future development. These visits form part of the appraisal system to identify teachers' professional development needs. Appropriate plans are in place to introduce performance management. The headteacher monitors pupils' standards informally when visiting classes, and pupils are encouraged to bring work to show her. She is systematically checking the standard of pupils' written work during the current term. The headteacher analyses National Curriculum assessments, optional tests and baseline assessments to identify areas that have improved, and she has identified and taken action to address weaker areas of the curriculum.
62. The aims and values of the school are reflected well in its work. The school works hard to ensure that all children are set challenging work and achieve their full potential, whatever their ability. Teachers have high expectations of pupils, and urge all pupils to develop understanding, respect and tolerance for all cultures and faiths. The school has a clear commitment to improving the quality of teaching and has a good capacity to improve pupils' standards. Realistic targets have been set for standards in English and mathematics in the National Curriculum tests in 2001. To

meet these targets, the school has focused on raising standards of pupils' mathematical and writing skills, effective support for pupils with special needs, and booster classes for pupils in Year 6.

63. Responsibility for subject areas is delegated to subject co-ordinators, but their role has not been developed sufficiently since the previous inspection. Co-ordinators manage spending on resources and feed back information to other staff after attending training courses. The literacy and numeracy co-ordinators have observed teaching in all classes and have fed back points requiring action to individual teachers. Many teachers have observed lessons taught by the literacy and numeracy co-ordinators in order to gain from their expertise. Other subject co-ordinators monitor teachers' planning and pupils' work, but are not given sufficient opportunity to observe teaching or to assist colleagues in improving the standard of their teaching. This is an area that requires further development. All staff have job descriptions which specify their roles clearly. The special educational needs co-ordinator provides very good leadership in the identification of pupils with special needs and in the compilation of appropriate individual targets. She provides very good support both for teachers and for individual pupils.
64. The governors provide good support for the headteacher. Several governors visit the school regularly, assist in the classroom, look at pupils' work and talk to teachers and pupils. They observe teaching informally and report back to the full governing body. As a result, governors have a good working knowledge of the school and have a good understanding of its strengths and weaknesses. The full governing body meets termly, and committees meet regularly to discuss curriculum matters and to deal with staffing, buildings and finance. Governors are kept well informed by regular presentations from the headteacher. They discuss management and budget issues, and play an effective role in helping to shape the future direction of the school. They fulfil their statutory responsibilities well, with the exception of performing regular health and safety risk assessments. There are also several omissions in the school prospectus including detailed information on the school's policy for pupils with special educational needs and pupil absence rates. In addition, the governors' annual report to parents does not contain information on arrangements for pupils with disabilities.
65. The school supports educational priorities well through its financial planning. The school development plan identifies appropriate targets. The personnel and resources involved are clearly identified, but there are no specific criteria by which the impact of these developments can be evaluated and the cost implications of each initiative are not made clear. The governing body monitors the school budget regularly and satisfactory financial controls are in place. Day-to-day administration is efficient and computers are used effectively for placing orders and paying accounts.
66. The school makes good use of funding that is allocated to support specific areas such as special educational needs. The large carry over projected for the end of the current financial year is earmarked for protecting future staffing levels. The principles of best value are applied to all major spending decisions to ensure that the school receives sound value for money.
67. Overall, the school makes satisfactory uses of its resources to support teaching and learning. There is an appropriate number of teaching staff for the curriculum and the level of qualifications and experience are good. The number of support staff is also good. Classroom assistants and special educational needs assistants are deployed well and they work very well with teachers as a team. The Ethnic Minorities Achievement Grant is used effectively for the deployment of two part-time support staff. The school also provides a good training ground for students who are training to become teachers.

68. The accommodation is satisfactory overall. It is kept clean and tidy, and has benefited from an extensive programme of improvements in recent years. The accommodation for the reception class is spacious, but elsewhere the classrooms are small, and there is too little space available for quiet areas, a library, or for the storage of resources. The hall is used extensively, but also acts as a thoroughfare for staff and pupils, and has insufficient space to store the equipment for physical education and the furniture used at lunchtimes. There are three small playgrounds but there is no separate play area for the under fives. The school has no easy access to a playing field, and this, coupled with the congested hall, places restrictions on the physical education curriculum. Improvements have been made to the boys' toilets, but the standard of facilities for the girls remains unsatisfactory and is in need of improvement. Toilet facilities for the staff are also insufficient for a school of this size.
69. The range and quality of learning resources across the curriculum have been improved and they are now satisfactory in most subjects. Resources are good for children in the foundation stage. Resources for pupils with special educational needs are satisfactory and many have been made specially by the school staff. Resources for ICT, however, are unsatisfactory, and this adversely affects standards. There are also some deficiencies in mathematics, art, and physical education.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

70. In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should:
- a) continue to raise standards in literacy, numeracy and science by using assessment results to set individual targets for pupils to achieve. (see paragraphs 54,87,101,106)
  - b) raise standards in information and communication technology by
    - (i) ensuring that teaching covers all the requirements of the National Curriculum at both key stages; (see paragraphs 7,11,35,127)
    - (ii) providing suitable hardware and software resources; (see paragraphs 69,110,120,125, 127)
    - (iii) providing additional training to develop teachers' expertise; (see paragraphs 26,127)
    - (iv) making more use of computer skills to assist pupils' learning across other subjects of the curriculum. (see paragraphs 7,11,106,110,120,125,127)

*(The school has identified these areas in its development plan, and work is already in hand to address these issues.)*
  - c) extend the good practice in literacy and numeracy by ensuring that all subject co-ordinators monitor teaching and learning and share their expertise with other teachers. (see paragraphs 63,106,115,120,125,132,138,143)
  - d) provide a wider range of extra-curricular activities for pupils to broaden their interests. (see paragraphs 41,57)

In addition to the key issues above, the school should consider including the following minor issue in its action plan:

- a) The governing body should ensure that it fulfils all statutory requirements relating to the school prospectus and the annual report to parents and should ensure that health and safety procedures include regular risk assessments. (see paragraphs 53,64)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	25	28	42	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		260
Number of full-time pupils known to be eligible for free school meals		64

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		91

English as an additional language	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence	%
School data	4.4
National comparative data	5.2

Unauthorised absence	%
School data	0.6
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
		2000	17	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	11
	Girls	18	17	19
	Total	29	27	30
Percentage of pupils at NC level 2 or above	School	78 (58)	73 (60)	81 (65)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	9	8
	Girls	15	16	13
	Total	22	25	21
Percentage of pupils at NC level 2 or above	School	59 (53)	68 (58)	57 (68)
	National	84 (82)	88 (86)	88 (87)

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
		2000	20	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	14	17
	Girls	10	7	9
	Total	24	21	26
Percentage of pupils at NC level 4 or above	School	69 (30)	60 (27)	74 (32)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	7	5	7
	Total	19	18	20
Percentage of pupils at NC level 4 or above	School	54 (41)	51 (32)	57 (32)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	0
Black – other	9
Indian	39
Pakistani	6
Bangladeshi	0
Chinese	0
White	165
Any other minority ethnic group	0

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

### ***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	4	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.*

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	11.6
Number of pupils per qualified teacher	22.4
Average class size	28.9

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

Total number of education support staff	11
Total aggregate hours worked per week	194

### ***Financial information***

Financial year	1999/2000
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	£
Total income	503,631
Total expenditure	512,654
Expenditure per pupil	1,865
Balance brought forward from previous year	57,569
Balance carried forward to next year	48,546

## Results of the survey of parents and carers

Questionnaire return rate 33%

Number of questionnaires sent out	190
Number of questionnaires returned	62

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	2	0	0
My child is making good progress in school.	69	26	2	0	3
Behaviour in the school is good.	53	36	8	0	3
My child gets the right amount of work to do at home.	42	35	21	2	0
The teaching is good.	69	27	2	0	2
I am kept well informed about how my child is getting on.	61	31	5	0	3
I would feel comfortable about approaching the school with questions or a problem.	76	19	2	0	3
The school expects my child to work hard and achieve his or her best.	79	21	0	0	0
The school works closely with parents.	55	40	3	0	2
The school is well led and managed.	69	31	0	0	0
The school is helping my child become mature and responsible.	56	42	0	0	2
The school provides an interesting range of activities outside lessons.	31	32	24	5	8

### Other issues raised by parents

No other issues were raised by parents.

## **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**

71. The quality of provision for children aged four and five is good. Teaching is good and a variety of interesting activities is well planned. Consequently, pupils enjoy their time in the reception class and learning is fun. Assessment is used effectively to track the progress of individuals. As a result, children are enthusiastic, well motivated and make good progress. There was no separate report on children of this age at the previous inspection.
72. Children join the reception class at the beginning of the autumn term of the school year in which they become five. They start by attending either the morning or the afternoon session, and later stay for the whole day. During the inspection, there were 29 children attending full-time in the reception class. The class had a class teacher and full-time NNEB. The staffing ratio (2 adults to 29 children) is better than the legally recommended ratio of 1 adult to 30 children.
73. Children's attainment is assessed on entry to the reception class and staff regularly record children's progress. Evidence from these assessments indicates that most children's skills and knowledge are well below what is expected nationally when they enter the reception class. Many have poor communication skills, and are hesitant when talking about their work. They have little knowledge of numbers and their use in everyday situations. Personal development is generally sound, and most children quickly settle into school routines and enjoy their lessons. They make good progress and by the end of the reception class most children are on course to reach the early learning goals in personal and social development, mathematical, physical and creative development and in their knowledge and understanding of the world. Their communication and early reading and writing skills, however, are generally still below what is expected nationally.

### **Teaching**

74. Teaching is good in personal and social development, knowledge and understanding of the world, mathematical development, creative development and physical development, and very good in communication, language and literacy. This helps children to make good progress in all the six areas of learning. Planning for lessons is good, with clear objectives and a logical progression towards the early learning goals. Staff have very high expectations, and give high priority to the development of language, literacy, mathematical and personal and social skills. Children are encouraged to look closely at the illustrations in large print storybooks and to link these with the accompanying text. They sing songs and play games designed to reinforce their knowledge and understanding of letters and their sounds. Staff use every opportunity to develop children's spoken language and to encourage them to talk about what they have achieved at the end of lessons. Role-play in the 'shop' provides many good opportunities for children to communicate and to use numbers as they 'serve customers' and operate the cash register. Staff help children to record what they say about their pictures to make the link with writing clear. During mathematics lessons, staff change activities frequently so that no child becomes bored. In one session, for example, children counted down from nine to zero to 'launch the rocket' on a number line, identified a variety of flat and solid shapes, played a game to reinforce their understanding of 'forwards' and 'backwards', and were still keen for more activities. Homework is used well to reinforce learning. Children take reading books home, learn to recognise common words and practise writing simple words they have learned. In mathematics, children practise writing numbers correctly and perform simple sums.
75. The teacher and nursery nurse work closely together. By supervising small groups, they are able to provide good individual attention for children. This ensures that children make good progress. Staff check how children respond to teaching on a regular basis. This means they have good information on which to plan new work. Staff quickly identify children with special educational needs who are making slow progress. These children receive special attention in order to help them develop language and numeracy skills. Children's behaviour is very well managed and

standards of behaviour are very good. The atmosphere in class is calm and orderly, and this creates an environment where children are keen to learn.

### **Personal, social and emotional development**

76. Children settle into the reception class well and quickly become familiar with the school and classroom routines. They respond very positively to the adults whom they know, and most are keen to talk about their work with visitors. They are enthusiastic learners and are keen to talk about the 'big book' they are reading with their teacher. They know they have to put their hand up to answer questions and they quickly learn to take turns. They are keen to discuss their work, and listen patiently to each other's contributions. They know how to undress and change for physical education lessons, though some need a little help to fasten their buttons. Most children will achieve the level of personal, social and emotional development expected by the end of the reception year.

### **Communication, language and literacy**

77. Most children speak clearly when re-telling their favourite parts of a story. They enjoy talking about the work they have done during lessons, and are keen to answer their teacher's questions. They chat together happily about the items they are selling in the 'shop', and say how much the items will cost. Children make good progress in developing their communication skills and many will achieve the expected level by the end of the reception year. Some children, however, still have difficulty in using language correctly. One boy, for example, asked an inspector "How's your name?"
78. Children enjoy looking at books. They listen carefully when their teacher reads a story, and respond well to questions about the characters in the story. They enjoy reading the text of a well-known story together, and read familiar phrases with good expression. They listen to recorded stories on their own, and follow the pictures and text in their own books. Children learn the sounds and names of letters, and associate a few letters successfully with the initial sounds of common objects. Higher-attaining children recognise common letter patterns and can read some simple words. Most children will not know as many words as the majority of children of their age by the end of the school year.
79. Children are given many opportunities to develop their writing skills. They successfully trace over letters, and most can write a few letters accurately and copy one or two words correctly on their 'shopping list'. Several children can write their own name unaided. A few higher-attaining children can write a short sentence with some assistance. Overall, children make good progress, but levels of attainment in speaking, reading and writing are still a little below those expected for children of their age.

### **Mathematical development**

80. On entry to the reception class, children have little knowledge of numbers and simple mathematical vocabulary. They play with a variety of jigsaws and puzzles to encourage recognition of similar shapes and similar colours. Children use number jigsaws, role-play in the 'shop', and counting exercises to improve their number recognition. They sing a range of songs and number rhymes, and most are beginning to count and recite numbers from one to 10 confidently. Children can identify the tallest and shortest items and can recognise some common two and three-dimensional shapes. A few higher-attaining children can name the shapes accurately. By the end of the year, the majority of children in the current reception class are on course to have mastered the skills and knowledge expected for their age.

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

81. Children are keen to develop their knowledge and understanding of the world around them. They explore the local area, mark the location of their home on a map and identify their own addresses

when their teacher calls the register. They use construction toys to make a park scene, and place swings and roundabouts in the playground area. They sow mustard seeds, and know that the seeds will sprout like grass if they water them. They use a computer mouse to click onto shapes and numbers they recognise, and program a floor robot successfully to move forwards and backwards. At the end of the reception year, most children's knowledge and understanding of the world will be close to what is expected nationally.

### **Physical development**

82. Many opportunities are provided for children to handle tools and construction equipment, to play in the sand tray, and to use scissors, crayons and paintbrushes. These activities help children to improve their manual dexterity. Children learn to change their clothes quickly and are eager for the physical education lesson to begin. They are aware of the need to warm up their bodies before physical exercise. They jump up and down on the spot, and run and change direction as they move quickly about the hall. They try hard to avoid collisions and behaviour is very good. Children move confidently and show good awareness of others as they run about. Most pupils can roll sideways successfully, and most can perform a forward roll with the help of their teacher. Most children's physical development will be similar to the majority of children by the end of the reception year.

### **Creative development**

83. Children are given many opportunities to draw, cut, paint and assemble. They make models of snowmen using plastic containers and scraps of felt. They select materials to form a spaceship, and glue and stick them together. Children use leaves and their hands to print pictures, and use a brush to paint scenes with snowmen and trees. Some use a simple computer program to select objects and assemble a picture. Other children draw onto polystyrene tiles and cover these with paint to print their own patterns. Some children use construction toys to build their own space station, while others mix flour and water to make pies. Children enjoy singing simple songs and rhymes at an acceptable standard and follow the actions with enthusiasm. They copy a rhythm by clapping out the beat, and vary the tempo effectively when tapping or shaking a variety of percussion instruments. Most pupils' creative development will be at the standard expected at the end of the reception year.
84. Parents are appreciative of the help and guidance they receive in supporting their children's early reading, writing and mathematical skills. They are always welcome to discuss their children's progress. Parents are always willing to accompany children on trips to the local park, but only a few parents and grandparents have accepted the school's invitation to help in the classroom.
85. Accommodation for children aged four and five in the foundation stage is good. The two classrooms available have a good range of different activity areas for reading, listening to taped stories, building construction toys, drawing, painting and role-play, and children know where to find the materials and resources they need. The reception class is well resourced, and attractive wall displays help to create a stimulating environment where children enjoy learning.

## **ENGLISH**

86. Standards in English were well below the national average for seven and 11-year-olds in the National Curriculum tests in 2000 and were well below those in similar schools at the end of both key stages. There has been sound progress since the previous inspection, however, and standards are improving each year faster than the national upward trend. Very few pupils receive any nursery education and most start school with standards well below those expected for their age. Inspection findings show that, while attainment is still below the national average at the end of both key stages, pupils make good progress during their time at the school. By the time they leave, pupils of average and above average ability have reached the standards that are expected nationally and are achieving well. Pupils with English as an additional language also achieve well.

However, there is a high percentage of pupils with special educational needs who, although achieving well, do not gain the standard expected nationally. The assistance these pupils receive is very good, and they are making very good progress. However, this provision has been introduced relatively recently and there has not yet been sufficient time for it to have an impact on test results.

87. Improvements in standards have also been brought about by the effective introduction of the National Literacy Strategy. Teaching in literacy lessons is good throughout the school, and the extra coaching provided in booster classes and in special educational needs groups is gradually raising the standards achieved by the lower-attaining pupils. Pupils enjoy their work and try hard. Younger pupils are given a thorough grounding in the basic skills needed to read and write. As they get older, they are given a varied range of reading and writing tasks to improve their skills further. The co-ordinator makes good use of assessment results to find out where there are weaknesses and to remedy them. Standards of writing were identified as a problem, for example, and extra time has been allocated to improve writing skills. Assessment procedures are not used, however, to set individual targets for pupils in order to give them a clearer understanding of the areas in which they can improve. The co-ordinator has also observed and evaluated the teaching of literacy throughout the school and many teachers have gained from her expertise by observing her teaching.
88. By the age of seven, pupils' standards have improved, but their attainment is still below the national average at the end of Key Stage 1. Pupils achieve higher standards in reading than in writing, but the percentage of pupils reaching higher levels in the National Curriculum tests is low in both areas. The results are expected to improve this year. This is because pupils are receiving extra coaching in reading in a booster class, and a learning support assistant is working with pupils to improve spelling and to help them adopt strategies to become more independent when writing. Lower-achieving pupils and pupils with special educational needs make good progress. Adapted work is provided for them and they receive extra support during lessons. When pupils with special needs are withdrawn, as for example in the Year 1 and 2 class, both groups make very good progress in reading and comprehension skills as they study a non-fiction book – 'Prehistoric Record Breakers'.
89. At the age of 11, standards in reading and writing are currently below the national average. However, 68 per cent of pupils achieved the national average in the National Curriculum tests and 17 per cent achieved a higher level. This is a dramatic improvement since 1999. The school exceeded its targets and pupils made good progress. Targets set by the school for 2001 are higher, but still below the national average, reflecting realistically the high number of pupils who have special educational needs. These pupils do well. Their difficulties are assessed; they have work that is adapted to meet their needs, and they receive extra support from the special educational needs co-ordinator and from very capable learning support assistants. A group of nine lower-achieving pupils in Year 6, for example, receive four hours literacy teaching each week with the special educational needs co-ordinator. This work is carefully structured to improve their reading, writing, speaking and listening skills. The remaining pupils who work with the class teacher are able to progress faster in the smaller class. To help raise writing standards further, an extra session has been allocated for writing. This is working well, allowing pupils to write at more length than is usually possible within the literacy lesson.
90. Standards of speaking and listening are below average throughout the school, but are improving, and all pupils are making good progress. At Key Stage 1, pupils usually listen carefully both to their teacher and to each other, and they are keen to answer questions. Teachers value pupils' responses and this gives them confidence to express their opinions. Pupils in Year 2, for example, question the 'lollipop Lady' confidently about her job. Imaginative ideas often arise out of discussions about what pupils read. Those in Year 1, for example, enjoy reading and talking about dinosaurs, and most pupils speak clearly and audibly. Lower-achieving pupils are gaining confidence to join in class discussions through their withdrawal classes and additional support, but they generally speak in single words or use short phrases. They often need additional explanations of the tasks set for them in order to complete them satisfactorily. Groups of pupils enjoy listening to story tapes at class 'listening centres'. Discussions with pupils about the

stories they hear and the ones they read are helping them to express their ideas and opinions more clearly. Pupils with English as an additional language receive helpful support from a specialist teacher and two bilingual support assistants, and make satisfactory progress with their speaking skills.

91. Pupils continue to develop as more competent speakers at Key Stage 2. By the age of 11, pupils of average and above average achievement reach the level expected for their age. Their answers show that they listen carefully to their teachers and to each other, and take these views into consideration. They discuss their work using a wide vocabulary and speak clearly and confidently in well organised sentences. The very good use of questioning in the Year 6 class makes pupils think carefully about their opinions, extend their vocabulary and understand concepts such as 'bias'. A small group, for example, discussed the arguments for and against capital punishment maturely, justifying their opinions and reaching a joint conclusion. More than a third of the pupils in Year 6, however, all of whom have special educational needs, are in the Year 5 and 6 class. Here, there are fewer opportunities to participate in discussions, and there is less emphasis on using an interesting and varied vocabulary. Consequently, their speaking and listening skills are below the level expected for their age. Older pupils also participate in assemblies, where they gain confidence in public speaking.
92. Standards of reading are below average throughout the school, but pupils of all abilities make good progress. At Key Stage 1, pupils of average and above average achievement, and pupils with English as an additional language, reach the level expected for their age. The high percentage of pupils with special educational needs, however, although making very good progress in reading, do not reach the standards expected nationally. While pupils take home reading books at an appropriate level, they are not allowed to take home their class reading books. This is impeding the progress made by the youngest pupils. Average and higher-achieving pupils enjoy reading. They read simple texts accurately, confidently and with some expression. They use different ways, successfully, to tackle unfamiliar words. They are able to use their knowledge of the alphabet to find words in an index and glossary. Lower-achieving pupils read more slowly and with some errors. Extra help is given to these pupils.
93. At Key Stage 2, pupils of average and above average achievement become fluent and accurate readers, who read for pleasure. They read with expression, tackle unfamiliar words well and understand what they are reading. In Year 6, pupils have 'home reading books' that they are expected to read for half an hour each evening. They write reviews on them that show an understanding of the ideas and the characters. Pupils discuss their favourite authors and explain why they enjoy their books. They are enthusiastic about Macbeth which they have studied and seen at the theatre. Pupils with special educational needs read more slowly and less accurately, but, with the extra help and their keen attitudes to work, are making good progress. Pupils do not have a working knowledge of the library classification system and this is limiting their use of the library for independent research.
94. Standards of writing are below average throughout the school, but are improving. Pupils of all abilities make good progress as they gain knowledge of language and do guided writing tasks. At Key Stage 1, average and higher-achieving pupils write diaries and book reviews as well as stories. They write with some imagination, as in the case of a Year 2 pupil who wrote " in a dark, dark shed a little pig was waiting to boo me". However, all but the highest achievers experience problems with grammar and spelling, and make only limited use of interesting vocabulary. Handwriting is generally accurate and legible, and full stops and capital letters are usually used correctly. Lower-achieving pupils write simple words and copy phrases. They receive extra help and practice to form letters accurately. Particularly good progress was seen in the Year 1 and 2 class when the teacher gave pupils individual whiteboards so they could jot down what they thought the word 'prey' meant. This successful strategy helped pupils to become more fluent with handwriting and to relate sounds to letters more accurately. It also ensured that all pupils were actively involved in the lesson.

95. At Key Stage 2, teachers provide work that interests pupils, and introduce strategies for improvement such as using a dictionary and allowing pupils to analyse, improve and re-write their work. The oldest pupils' writing is carefully planned and often lively and thoughtful. They can use words imaginatively. A Year 6 pupil, for example, wrote " suddenly a beam of blinding light shone at us and we were sucked in closer and closer, dreading what we would find". Pupils use interesting words such as 'apparition', 'spineless' and 'ferociously' when writing about Macbeth. Spelling and punctuation are usually accurate, and handwriting is joined-up, clear and fluent. Pupils with special educational needs make good progress in Year 6 where they have a special class for improving writing skills. They behave and concentrate well in response to the interesting and challenging work.

## **MATHEMATICS**

96. Standards in mathematics were well below the national average for seven and 11-year-olds in the National Curriculum tests in 2000 and were well below those in similar schools at the end of both key stages. There has been sound progress since the previous inspection, however, and standards are improving each year. In 2000, for example, 60 per cent of 11-year-olds reached the expected level or above, compared with only 27 per cent in 1999. Inspection findings show that, while attainment is still below the national average at the end of both key stages, pupils make good progress during their time at the school. These judgements take into account that most pupils start school with standards well below those expected for their age, and at Key Stage 2 there is a very high percentage of pupils with special educational needs in the current Year 6. Although these pupils make good progress, they do not reach the standard expected nationally. Pupils with English as an additional language also make good progress, though their attainment is also below the national average.
97. The school has adopted and implemented the National Numeracy Strategy well, and this has helped to raise standards. Pupils undertake a wide variety of work on shape, space and measures, and tackle a range of problems involving data handling and investigations. Pupils make appropriate use of their numeracy skills in other areas of the curriculum such as science.
98. At Key Stage 1, younger pupils count to 100 and back again to zero in steps of 10. Approximately half the pupils are able to identify 50 as "half-way". When asked to name some simple solid shapes, about half can name a "cube" and a "pyramid" and a small minority can name a "cone". About half the pupils in Year 1 can identify flat shapes such as a circle and a triangle correctly, but the generally low level of pupils' literacy skills limits pupils' explanations of mathematical observations. This was illustrated by the response, "A triangle's got three straight corners". Most pupils in Year 2, when undertaking "time" problems and working with analogue clock-faces, remember, from their previous lesson, that there are 60 seconds in one minute and 60 minutes in an hour. More than half can identify the time "one hour earlier than" a given hour, but a significant number find this difficult, answering "10 o'clock" when asked to identify "one hour earlier than 9 o'clock".
99. At Key Stage 2, the school groups pupils into five mixed age ability groups, based on test results at the end of Year 2 and those in subsequent years. Pupils in Year 4, for example, are placed in one of three mathematics sets. Some perform well below national expectations in a low ability Year 3/4/5 group, some work below national expectations in a middle ability set, and some attain appropriately for their age or above expectations in a higher-attaining set. This strategy has begun to make some significant improvements to standards. However, the large numbers of pupils with special educational needs, particularly in the current Year 6 where over half have special needs, means that standards in each year group remain below national expectations. While Year 3 pupils in a lower ability set require intensive adult support when studying right angles and compass points, a small number of higher-attaining pupils in Year 3 are developing their understanding of addition of hundred, tens and units well, and are working with pupils in Year 4 at levels above those expected nationally. Pupils with special educational needs in Year 5 work with lower ability pupils in Years 3 and 4. They match three-dimensional shapes to their written names, but only with considerable support. Pupils in Years 5 and 6 working in the lower of two

ability sets are working at the levels expected in Year 4. They are beginning to relate fractions to division and are calculating simple fractions, understanding, for example, that half of 10 is the same as 10 divided by two. However, a minority finds this confusing, answering "Take three away" and "Halve it" when asked how to find one-third of nine. Although a majority of pupils in Year 6 in the higher ability set use a protractor to measure angles to the nearest degree, and are working broadly at levels expected for their age, a significant number are working below the standard expected for their age.

100. The quality of teaching and learning ranged from very good to satisfactory at Key Stage 1 and was good overall. At Key Stage 2, teaching and learning were very good. The good progress made by pupils is linked directly to the high quality of teaching. In the best lessons, teachers ensure pupils are well motivated and the overall pace of lessons is frequently very good. As a result, pupils' attitudes and behaviour are good. Most pupils enjoy the mental and oral activities that introduce each numeracy lesson. Most respond well to their teachers and work together without the need for constant teacher intervention. In all lessons, teachers' classroom management skills are effective in ensuring that pupils concentrate on their work. Teachers use a good range of strategies to motivate and interest pupils. They follow the recommended numeracy lesson format and programmes of study very closely and with enthusiasm. They plan lessons very well and assess pupils' progress carefully on a day-to-day basis, changing their daily lesson plans to reflect progress or difficulties encountered in the previous lesson. They use a variety of resources well and use praise and questioning effectively. They ensure that all pupils are paying appropriate attention and use correct mathematical vocabulary, and they provide good opportunities for pupils to explain their methods and to practise what they know. Teachers work well with support staff to provide good levels of support, particularly for pupils in lower-ability sets.
101. The co-ordinator provides good leadership in the subject. He has observed and evaluated the teaching of mathematics throughout the school and many teachers have observed lessons taught by him in order to gain from her expertise. He has analysed National Curriculum test results to identify strengths and to remedy weaknesses in pupils' responses. Assessment procedures are satisfactory, but they are not used to set individual targets for pupils to achieve. This means that pupils do not have a clear enough understanding of the areas in which they can improve their work. Resources for mathematics are barely satisfactory. Although significant funding was allocated to purchase additional resources to support the introduction of the National Numeracy Strategy, there is still a need for further improvement in many areas.

## **SCIENCE**

102. Standards in science were well below the national average for seven-year-olds in the teacher assessments in 2000, and well below the national average for 11-year-olds in the National Curriculum tests in 2000. They were well below those in similar schools at the end of Key Stage 1, and below those in similar schools at the end of Key Stage 2. There has been sound progress since the previous inspection, however, and although standards are still low, they are improving in line with the national upward trend. In 2000, for example, 57 per cent of 11-year-olds reached the expected level or above in the teacher assessments, compared with only 32 per cent in 1999. Inspection findings show that, while attainment is still below the national average at the end of both key stages, the majority of pupils make good progress during their time at the school. During Key Stage 2, pupils make greater gains than most other pupils with similar standards.
103. Where standards are still below the national average, as in the current Year 6, this is often due to the high proportion of pupils with special educational needs. While these pupils make good progress, they do not reach the standards expected nationally. Pupils with English as an additional language also make good progress, although standards are below the national average. Improvements in standards have resulted from good teaching, especially at Key Stage 2, and from the implementation of a new scheme of work based on national guidelines. There is a greater emphasis on the teaching of investigative methods at both key stages, and this has been a positive factor in raising standards.

104. Pupils gain a sound understanding of life processes and living things at Key Stage 1. Pupils in Year 1, for example, develop their investigative skills by collecting, recording and comparing information on eye colours. Pupils in Year 2 are beginning to understand how accurate observations can be used to predict the growth rate of humans. They analyse data they have collected about the height of pupils to explore reasons why people are different heights. At Key Stage 2, pupils build on their earlier practical skills and begin to select the equipment and materials for their own experiments. Pupils in Years 3 and 4, for instance, carry out their own research on electricity, and make open and closed circuits using simple switches. By the end of the key stage, the majority of pupils understand how to make a test fair and can observe and measure accurately. Pupils write up their experiments in a structured manner and present their results in a variety of ways including bar charts and line graphs. Pupils in Year 6 develop their understanding of substances that can harm the body by studying the effects of tobacco, alcohol and other drugs.
105. Teaching is satisfactory overall at Key Stage 1, with some good elements. At Key Stage 2, teaching is good. Strengths of teaching include good planning and sharing learning objectives with pupils at the beginning of lessons. This ensures that pupils understand what they are expected to learn. Teachers make good use of discussion sessions at the end of lessons to check pupils' progress and to plan for the next session. All teachers make good use of questions to involve pupils in discussion, and use praise effectively to raise pupils' self-esteem and confidence. Well planned activities ensure that pupils are kept fully engaged with tasks that lead to clear gains in knowledge and understanding. In a Year 4 and 5 class investigation, for example, every pupil was fascinated when the increasingly high voltage finally melted the filament. Teachers' delivery is enthusiastic, well paced and based on secure subject knowledge, giving pupils a desire to succeed and an interest in the subject. As a result, the majority of pupils are attentive and listen carefully to the teacher's instructions. However, there are occasions when some younger pupils do not follow the class rules and disrupt the flow of lessons by shouting out. In the best lessons, teachers use a variety of resources that take into account the way pupils learn best, and this improves their achievement. In a Year 6 lesson, for example, video and cassette recordings, computer software and information leaflets were used successfully to stimulate and consolidate learning on the harmful affects of alcohol and drugs. Teachers make effective use of support assistants to help pupils with special educational needs make good progress. Occasionally, lesson introductions are too long, resulting in some pupils becoming distracted and de-motivated.
106. Leadership of the subject is satisfactory. Although the co-ordinator is committed to raising standards, progress has been limited because the school's priorities have been to raise standards in literacy and numeracy. The science policy document requires updating to take account of the recommendations made in National Curriculum 2000, and it needs to state clearly how the subject is monitored and evaluated. The co-ordinator recognises the need to develop assessment procedures further in order to enable individual and group targets to be set. This is required to give pupils a clearer understanding of the areas in which they can improve their work. Resources are satisfactory overall, but there is not enough use of computers to support teaching and learning.

## **ART AND DESIGN**

107. Standards achieved by pupils aged seven and 11 are similar to those expected nationally. They are similar to the standards observed at the previous inspection. Pupils at both key stages, including those with special educational needs and those with English as an additional language, make satisfactory progress as they move through the school. Pupils reach appropriate standards in a variety of activities including printing repeated patterns, making collages, drawing in a variety of materials including chalk and charcoal, and making pencil studies of their friends.
108. At Key Stage 1, pupils learn about materials and processes used in art and design, and try out new techniques. Pupils in Years 1 and 2, for example, explore a variety of materials to produce a piece of weaving. Some make a "loom" and produce patterns by weaving strips of paper. Others weave on card or polystyrene plates and produce satisfactory woven patterns using strips of material. At Key Stage 2, pupils build on their knowledge of different materials and learn more

about visual and tactile elements such as colour, texture, pattern and shape. Year 3 pupils, for instance, produce two-colour patterns on paper and fabric by using stencilling and printing techniques. Pupils develop their observational and recording skills. Pupils in Year 6 select and use a range of media to make satisfactory observational drawings in, for example, pencil, charcoal and chalk.

109. The quality of teaching is good overall at both key stages. Teachers prepare lessons well, and this ensures that pupils understand what they are meant to be learning. They explain clearly and make good reference to the aspects they want the pupils to be particularly aware of. In the best lessons, pupils made very good progress due to teachers' enthusiasm and lively presentation. Teachers have very good lesson management skills. As a result, pupils' attitudes and behaviour are good at both key stages. Pupils at Key Stage 1, for example, demonstrated pride in their weavings, showing them spontaneously to their visitor. At Key Stage 2, pupils worked very well together, sharing materials sensibly, and clearly enjoying their work. Teachers make good use of relevant resources and artefacts for pupils to study, and this ensures that pupils are interested and maintain good concentration. They provide evidence of what can be achieved with simple materials. This motivates pupils and leads to good progress in their learning.
110. Art and design is generally timetabled for one half of each term, often during whole afternoon lessons. These provide long sessions in which to develop and complete projects. The school has recently adopted a scheme of work based on national guidelines, and intends to modify this on evaluating its success. Although basic paint and paper resources are satisfactory, the school does not have appropriate resources to undertake all the units in the new scheme of work, particularly for areas of three-dimensional work and for producing computer-generated art. Sketchbooks have been introduced at Key Stage 2, but these are of poor quality and are not usually used effectively.

## **DESIGN AND TECHNOLOGY**

111. Standards achieved by pupils at the ages of seven and 11 are broadly typical for pupils nationally. They are similar to the standards observed at the previous inspection. Most pupils, including those with special educational needs and those with English as an additional language, make sound progress. More could be expected, however, of higher-attaining pupils who generally complete the same work as others. Opportunities to provide more challenging work for them are sometimes lost. In a Year 3 and 4 class, for example, where pupils designed and made a money container, higher-attaining pupils were not expected to measure and cut out their own templates.
112. By the age of seven, pupils are able to design and make simple objects using a variety of materials. They design a photograph frame, for example, using a labelled drawing after examining examples of manufactured frames. They make their frame using several materials, including wood, and demonstrate pride in their work. They pay careful attention to detail and take care when making and decorating their frame. They evaluate the finished products and discuss how well they stand up.
113. By the age of 11, pupils choose their own materials and adapt designs for specific purposes. Pupils in Year 6, for example, design and make a shelter. They examine types of shelters in detail, explaining what they are made of and their functions. They design their own shelters using labelled drawings, showing an awareness of the need for them to be strong and stable, and using accurate measurements. They choose a variety of materials to work with, and show care and attention to detail when making them. They evaluate the finished models and answer questions about how they can improve them.
114. Standards of teaching and learning are satisfactory at Key Stage 2. No lessons were observed at Key Stage 1. Activities are chosen and presented in an enthusiastic way that excites pupils and raises their interest. Teachers give clear instructions and pupils listen carefully so they know what is expected of them. Appropriate vocabulary is used and explained. In a Year 3 and 4 lesson, for example, pupils learned the words 'seam', 'allowance' and 'gusset'. Good use was made of pupils' work to demonstrate what was expected and to help them to improve. Extra help and an adapted

worksheet was provided for a pupil with special educational needs which enabled her to make good progress in the lesson. However, the teacher spent too long introducing the lesson, the initial enthusiasm started to wane, and pupils gradually become restless. In a Year 5 and Year 6 lesson, pupils made musical instruments. They were very enthusiastic and worked hard in mixed race and mixed gender groups, enjoying choosing and assembling a variety of materials. However, opportunities for pupils to develop accurate measuring and cutting skills were missed. Class management is generally satisfactory, and this results in satisfactory behaviour overall. The less structured lessons, however, allow some pupils to take advantage of the situation, and a few pupils do not concentrate well enough on their tasks.

115. The school has adopted a scheme of work based on national recommendations that builds on pupils' existing skills and enables them to learn new skills in a logical progression as they move through the school. The scheme has been adapted to meet the needs of pupils in the mixed age classes. At the previous inspection, the role of the co-ordinator had not been developed sufficiently. This is still the case; the co-ordinator is not given time to observe teaching or to assist her colleagues in the classroom in order to improve standards of teaching and learning. There is no systematic assessment of pupils' achievements and no formal monitoring of the standards reached.

## **GEOGRAPHY**

116. Standards at the ages of seven and 11 are broadly in line with those expected nationally. This is similar to standards observed at the previous inspection. Pupils' knowledge, skills and understanding are less secure at the end of Key Stage 2 because of the high percentage of pupils with special educational needs. Several pupils have limited writing and poor presentation skills, and this limits their ability to express their geographical knowledge.
117. Pupils at Key Stage 1 have a sound understanding of place through the use of maps, studying postcards from around the world, and discussing places they have visited. Pupils name geographical features such as hills, rivers and oceans. They know their own addresses and can locate where they live on street plans, large scale maps and in an atlas. They describe features of the local area and explain how it differs from other places in the world like Spain.
118. At Key Stage 2, pupils use newspaper articles to extend their knowledge of different places, and locate them on maps of Great Britain. They have a satisfactory knowledge of the countries that make up the British Isles. They locate Preston on a map and name some of the major towns and cities in Britain. Pupils extend their knowledge of the world by using the index system in an atlas to locate different places on world maps. They understand how to use co-ordinates on maps as plotting points or grid references to help find the location of specific places. They learn about mountain climates; they know that the higher the altitude, the colder it becomes and the more difficult it is to breathe as the air becomes thinner. They have a satisfactory knowledge of the water cycle and the main uses of water.
119. Teaching and learning are satisfactory throughout the school and most pupils make sound progress in relation to their prior attainment. Teachers use the local area well as a starting point for class work. Pupils in Year 1, for example, were involved in a road safety activity that involved the school 'lollipop lady' and a council official. Older pupils were presented with certificates for designing a poster which would remind motorists using local streets to keep to a 20 miles an hour speed limit. Teachers use their sound subject knowledge and effective questioning skills to bring out the important aspects of each topic. In a Year 5 and 6 lesson, for instance, the teacher used probing questions to determine that the snow line is where the snow stays on a mountain all the year round. Higher-attaining pupils were challenged to discover that 'precipitation' includes snow and hail in addition to rainfall. Occasionally, there is not a good enough match between the tasks children are expected to complete and their actual abilities. In a Year 1 and 2 class, for instance, pupils copied information from the blackboard. Some lower-attaining pupils found this difficult, which meant their progress was limited. Teachers have sound lesson management skills. As a result, pupils' attitudes and behaviour are generally satisfactory at both key stages. The majority

of pupils behave well and show an interest in the subject, especially when it is related to the local area and their own experiences. However, occasionally, lessons are disrupted by a few pupils who shout out their answers to questions without waiting their turn. Pupils with special educational needs generally make good progress as support staff help them effectively and they are fully included in all activities. Pupils with English as an additional language also receive helpful support and make good progress.

120. The subject is led satisfactorily by an experienced member of staff who is committed to developing the subject. However, the role of the co-ordinator has not yet been developed sufficiently. The co-ordinator is not given the opportunity to observe teaching or assist colleagues in the classroom. In addition, there is little formal monitoring and evaluation of pupils' work to ensure that the co-ordinator knows what has been taught and learned by all pupils. The subject shares curriculum time with history, but there is not enough contact between the two subject co-ordinators to ensure that there is a balanced teaching programme in each subject. Resources for geography are generally adequate, but there are not enough CD ROMs or software programs to enable computers to be used effectively in teaching and learning.

## **HISTORY**

121. Pupils' attainment at the ages of seven and 11 is broadly in line with standards expected nationally. This is similar to standards observed at the previous inspection. Pupils' knowledge, skills and understanding are less secure at Key Stage 2 because of the high percentage of pupils with special educational needs.
122. Pupils at Key Stage 1 gain an appropriate sense of chronology by sequencing photographs of younger and older people on a simple time line. They develop an appropriate historical vocabulary through hearing stories of famous people such as Guy Fawkes and Florence Nightingale. They study the differences between children and babies and sort toys into categories according to the age children play with them. Pupils learn satisfactorily about major historical events such as the Great Fire of London and the Norman invasion of England, and discuss why artefacts such as the Bayeux Tapestry were made.
123. At Key Stage 2, pupils develop their investigative skills well by looking at historical sources, such as old maps and artefacts, to discover the impact of World War II on local society. Pupils in Year 6 use good analytical skills to determine the significance of photographs linked to world events like the Bosnian conflict. They discuss similarities between major wars and more recent conflicts using appropriate vocabulary like 'refugees', 'shelter' and 'remembrance'. They understand that a 'state' may gain independence from the geographical country it is located in and can give sensible reasons why this might happen. Pupils in Years 4 and 5 compare their own lifestyle with life in Victorian times, and recognise changes during the Victorian period, such as developments in school provision. Younger pupils develop their knowledge of the ancient Egyptian civilisation and know that the Roman occupation of Britain changed many things, some of which still affect our lives today.
124. Only one lesson was seen at Key Stage 1 and two lessons at Key Stage 2. In two of the lessons observed, teaching and learning were satisfactory and in the other lesson they were good. As a result, most pupils make sound progress in relation to their prior attainment. Teachers demonstrate good subject knowledge of current affairs and historical events such as World War II. Teachers use a range of sources well to bring history to life. Historical artefacts such as gas masks from World War II, copies of the Bayeux tapestry and photographs of refugees in war stricken countries are used particularly well. Teachers have sound lesson management skills. Pupils' attitudes and behaviour are, therefore, generally satisfactory and sometimes very good, especially among older pupils in Key Stage 2. The majority of pupils listen attentively to teachers' introductions, and behave well during lessons. Many are eager to ask questions and show enthusiasm for the subject when information is supported by genuine artefacts. Where teaching is weaker, especially with younger pupils at Key Stage 2, there is insufficient attention paid to developing pupils' independent research skills. In a Year 3 and 4 lesson that involved pupils using

books to locate information about the Vikings, for example, pupils did not use the index to help them find what they wanted quickly. Pupils with special educational needs are fully included in all activities and make good progress. Teachers use support staff effectively and encourage pupils to write in different forms such as note taking, so they can record information quickly. Pupils with English as an additional language also make good progress.

125. The subject is led satisfactorily by an experienced member of staff who is aware of the strengths and weaknesses in the provision. The role of the co-ordinator, however, has not been developed sufficiently; she has not been given the opportunity to observe teaching or to assist colleagues in the classroom. In addition, there are inadequate systems in place for monitoring and evaluating the standards of pupils' work. The subject shares curriculum time with geography, but there is not enough liaison between the co-ordinators to ensure that a sufficient amount of time is allocated to the teaching of each subject. Resources are satisfactory overall. Teachers make good use of local sources to provide artefacts for children to observe and use during lessons. There is little software available, however, to enable computers to be used to assist teaching and learning. The subject makes a good contribution to pupils' understanding of the development of their own culture over the ages.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. Standards in ICT are well below those expected nationally at the end of both key stages. The previous inspection report did not make a judgement on standards in ICT. No ICT lessons took place during the inspection, so there is insufficient evidence to make judgements on the quality of teaching or on pupils' attitudes towards the subject. The very limited amount of pupils' work on display around the school consists largely of word-processed text and drawings made by using 'painting' programs. By the end of Key Stage 1, pupils can use a computer to draw pictures, to type in text and to print out the results. Inspectors saw no evidence of more advanced ICT skills by the end of Key Stage 2.
127. Following the inspection in 1997, the school focused its energy on improving teaching and attainment in the core subjects of English and mathematics, and has only recently begun to address the shortcomings in ICT provision. Government funding to link schools to the National Grid for Learning has recently been used to buy several new computers and to install a "router" to enable the new equipment to be linked. However, the school remains poorly equipped, both in terms of hardware and software. There is not enough software to enable ICT to be used to assist teaching and learning across all subjects of the curriculum. Plans to adopt the local education authority ICT scheme of work based on national guidelines were not in place at the time of the inspection. The school lacks sufficient resources to fulfil all the units of work required, particularly equipment for modelling, measurement and control technology at Key Stage 2. Information and communication technology is not taught or planned as a discrete subject so there is currently only a very limited amount of direct teaching. The requirements of the National Curriculum are not fully met. Teachers' confidence and expertise in the subject remain low. The school is aware of these shortcomings and plans to address them, but at the time of the inspection, very few of these improvements had been made.

## **MUSIC**

128. Standards achieved by seven-year-olds and 11-year-olds are close to those expected nationally. They are similar to standards observed at the previous inspection.
129. At Key Stage 1, pupils sing tunefully in assemblies and keep good time. They copy rhythms correctly by clapping out the beat. When playing simple percussion instruments, they vary the tempo and the dynamics according to their teachers' instructions. At Key Stage 2, pupils develop their musical appreciation by listening to different styles of music. Pupils study music from different countries and understand the use of characteristic phrases in a piece of music. Pupils in Years 4 and 5, for instance, identified the individual phrases in an Australian folk song. Pupils sing and perform actions to a taped musical accompaniment, and evaluate the performance of other pupils sensibly.
130. Pupils sometimes listen to music when entering and leaving school assemblies, but opportunities to discuss the composer, the instruments or the mood conveyed by the music are generally missed. Pupils sing a variety of modern worship songs tunefully during assemblies and hymn practices, but opportunities to improve the diction or variations in dynamics are not always followed up.
131. Only two music lessons were observed, together with singing practices at both key stages. All the teaching observed was satisfactory. Teachers plan their work carefully and individual lessons have learning objectives, though these are not always specific enough. When the objectives were explained clearly to pupils at the start of one of the lessons, this helped pupils to understand what they were about to learn. Teachers make good use of a variety of activities to gain pupils' interest. In a Year 4 and 5 lesson, for example, good use was made of a 'traffic lights' game to encourage pupils to listen carefully to phrases in the music. Teachers make good use of recorded music and a variety of percussion instruments. This helps to maintain pupils' interest and concentration. As a result, pupils enjoy their music lessons and enjoy listening to music and singing in assemblies. The majority of pupils have good attitudes to music. They are well motivated and most join in sensibly. Pupils listen carefully to their teachers and behave well when singing, playing instruments or listening to music. This helps them to make sound progress in their learning. Pupils with special educational needs and those with English as an additional language also make sound progress.
132. The co-ordinator provides sound leadership of the subject. She does not monitor teachers' planning or classroom teaching, but she observes pupils' performances in assemblies and concerts. The scheme of work, based on national guidance, ensures that pupils develop musical skills in a logical progression. Teachers check pupils' musical skills informally. Resources are sound overall, and the school benefits from a good range of percussion instruments that are easily accessible in classrooms. There is no instrumental tuition in the school. Pupils perform at a variety of school productions and take part in assemblies and concerts. The school choir practises regularly after school and a group of pupils in Year 4 are learning to play the recorder at lunchtimes.

## **PHYSICAL EDUCATION**

133. Standards reached by the ages of seven and 11 are at the level expected nationally. This is a similar finding to that reported at the previous inspection. Boys and girls enjoy the subject and make steady progress in dance, gymnastics and games. Currently there is only one weekly sports club and parents are rightly concerned about the lack of opportunities for competitive sport.
134. Pupils at Key Stage 1 have satisfactory body control and most are able to link movements such as hopping, jumping and running into a sequence. They work hard and by the age of seven, they are starting to improve their performance by practising and by watching others demonstrate good expertise. They are beginning to evaluate other pupils' performances by saying what they liked

about them. They show pride in their achievements when they demonstrate their work.

135. Pupils at Key Stage 2 make steady progress and acquire the skills needed to play competitive games and to perform dance sequences to music. Pupils in Year 3, for example, use the stimulus of 'The Iron Man' to put together a series of actions to represent him falling down and shattering. They work well together in mixed race and mixed gender pairs and, with practice, are starting to synchronise their movements. Pupils in Year 5 work effectively in pairs to control the passing of a rugby ball and are able to use the space well to change direction, avoiding collisions and tackles. They are able to use these skills satisfactorily to take part in a team game.
136. Pupils in Years 3, 4 and 5 have weekly swimming lessons. Qualified coaches provide swimming lessons for these pupils at the local leisure centre. Most pupils learn to swim at least 25 metres by the end of Key Stage 2 and some progress to achieve survival awards.
137. The quality of teaching and learning is satisfactory overall. Activities are planned well, with clear aims, which develop skills in a logical sequence. However, a satisfactory level of activity is not always maintained throughout the lessons, and pupils sometimes sit around for too long listening to the teacher or waiting for their turn. Consequently, pupils do not always get enough opportunities to practise and improve their skills. In a Year 1 lesson, for example, only three sets of apparatus were provided for the class and pupils complained that they 'hadn't had a go' when it was time to change. When given the opportunity, pupils work hard, with energy and enthusiasm, and become out of breath. They listen carefully and respond quickly to instructions. Demonstrations are given so that pupils know what is expected and how they can improve, though sometimes these last too long and pupils start to get restless. Teachers pay good attention to health and safety procedures and pupils learn how to use the space and the equipment safely. Pupils with special educational needs are integrated well into all the activities and make sound progress. Pupils with English as an additional language also make sound progress.
138. The range of experiences the pupils receive is limited by the lack of an easily accessible playing field. The school playgrounds are small and the hall, where physical education takes place, is also used to store apparatus and equipment, as a dining room, and as a thoroughfare into the school from outside. The quantity of gymnastic apparatus available is unsatisfactory, and the lack of sufficient extra-curricular activities also limits pupils' experiences. The weekly sports club is well supported and appreciated by the pupils and helps to develop their basic skills. The co-ordinator has put together a useful scheme of work that provides continuity and builds up skills as pupils move through school. However she is not given time to monitor teaching and pupils' standards or to assist colleagues during lessons.

## **RELIGIOUS EDUCATION**

139. Standards for seven and 11-year-olds are in line with those expected in the locally agreed syllabus. Standards are similar to those reported at the previous inspection.
140. At Key Stage 1, pupils learn satisfactorily about three of the world's major religions. They examine the significance of the Christmas and Easter festivals to Christians, and learn how Muslims celebrate the festival of Eid. Pupils in Year 2 visit a mosque, and are fascinated to learn the prayer rituals of Islam. They study stories from the Jewish Torah, learn effectively about the role of Moses in leading the Jewish people from slavery, and study the significance of the rainbow in the story of Noah.
141. By the end of Key Stage 2, pupils have a sound understanding of the main festivals and traditions of Christianity, Judaism, Hinduism, Sikhism and Islam. Pupils in Year 3, for instance, study the stories of Jonah, Daniel and David, while those in Year 4 learn satisfactorily about the example of kindness set by Mohammed. Pupils in Year 5 make a sound comparison of the holy books of Islam, Judaism and Christianity, and examine the significance of forgiveness in Christianity and the giving of alms in Islam. Pupils in Year 6 make a satisfactory study of creation stories from

various religions, and look more closely at the meaning of Advent and the teachings of Jesus.

142. Only three lessons were observed during the inspection, but the quality of teaching seen was sound at both key stages. Teachers have a satisfactory knowledge of the major world religions, and plan their lessons well, making good use of national guidance and the guidance provided in the scheme of work. Lessons have clear objectives that are usually shared with pupils at the start so they know what they are to learn. Good use is often made of probing questions to elicit information from pupils and to encourage them to think through issues. Pupils are generally well managed, and teachers try hard to involve all pupils in discussions. As a result, pupils have good attitudes to the subject and concentrate well during lessons. Good use is made of a variety of resources such as photographs, stories, holy books and other artefacts. In a Year 4 and 5 lesson, for example, good use was made of Hindu artefacts to introduce a discussion on *Kharma*. As a result of sound teaching, pupils, including those with special educational needs, make steady progress in their understanding of spiritual and moral issues. They develop an awareness of their own feelings, and an understanding of the ways in which children from different traditions celebrate their main festivals. Pupils from all ethnic backgrounds, including those with English as an additional language, develop a sound knowledge of the main similarities and differences between the major world religions, and learn to respect the beliefs and customs of others.
143. The scheme of work follows the Lancashire Agreed Syllabus for Religious Education, and promotes helpful understanding and tolerance of the major world faiths. The co-ordinator provides sound leadership. She ensures that resources are easily accessible for all teachers. The co-ordinator monitors teachers' planning, but is not given time to observe the effectiveness of teaching and learning in classes. There is a satisfactory range of resources for studying the major world religions including information books, artefacts and a good variety of posters, videos and photographs. There are sound links with a local mosque, but more visitors from other traditions or visits to different places of worship would expand pupils' understanding of the major world religions.