

INSPECTION REPORT

Longsands County Primary

Preston

LEA area: Lancashire

Unique Reference Number: 130261

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Reporting inspector: Mr J Currie
T12317

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Information about the school

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	4-11
Gender of pupils :	Mixed
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Appropriate authority:	Governing Body
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Main findings

1. Longsands is a good school. Since opening in September 1995, it has quickly established a secure curriculum and a good standard of teaching. The pupils make satisfactory progress in learning and there are clear indications that the school is setting challenging targets for the pupils in order to raise standards further.
2. Children under five attain at least in line with national expectations in all areas of learning. They attain above national expectations in English. They listen very well, talk about their ideas with confidence, write legibly and read with interest and enthusiasm. In mathematics they attain well above national expectations, showing a secure understanding of addition and subtraction. They have a good knowledge of numbers and they use mathematical language appropriately to describe what they are doing. Children attain in line with national expectations in their knowledge and understanding of the world, creative development and physical development. They conduct simple experiments in science, use clay to make interesting tiles in art and show that they can climb and balance with confidence in physical education. Children under five make good progress in learning during the reception year and enter Key Stage 1 well prepared.
3. Pupils' attainment in English is in line with the national average at the end of Key Stages 1 and 2. By the end of Key Stage 1 pupils' attainment in speaking and listening is above national averages with the majority of pupils communicating and sharing ideas effectively and listening carefully in lessons. Pupils' attainment in writing and reading are in line with the national average. Pupils write clearly, spell most words correctly and use basic punctuation correctly. Pupils read with interest and enjoyment and use a range of strategies including sounding out the sounds of letters to help them with unfamiliar words. By the end of Key Stage 2 pupils' attainments are in line with the national average. They share and discuss ideas effectively and use questions to check meaning and understanding. They read a range of books and many read with expression, showing an awareness and understanding of what the author is trying to get across. Pupils write for a range of different purposes, notes, lists, letters, and also creatively in poetry and short stories. Pupils use their skills of reading, writing and speaking and listening to good effect in other subjects at both key stages. Pupils make satisfactory progress in English by the end of both key stages. Low attaining pupils make good progress by the end of Key Stage 2, improving in all aspects of their work.
4. Pupils' attainment in mathematics is above the national average by the end of Key Stages 1 and 2. This represents an improvement on the attainment of pupils last year at the end of both key stages when attainment in National Curriculum tests was in line with the national average. By the end of Key Stage 1 they use numbers confidently, use a range of ways of working out sums mentally and can, for example, identify and name simple two-dimensional and three-dimensional shapes. By the end of Key Stage 2 they have a secure grasp of numbers and how to use them to solve problems. They use correct mathematical language to describe what they are doing when, for example, measuring and describing angles. Pupils make good progress in mathematics by the end of both key stages. They improve their use of mathematics, consolidate their knowledge and understanding of number and use mathematics effectively in a range of subjects, for example in science and geography.

5. Pupils' attainment in science is above the national average by the end of Key Stage 1. This is an improvement on last year when attainment in National Curriculum tests was in line with the national average. Pupils carry out simple experiments and investigations and record their results correctly. By the end of Key Stage 2 pupils' attainment is in line with the national average. They set up and carry out investigations, make sensible predictions and discuss their findings with each other.
6. Pupils' attainments in all other subjects of the National Curriculum and religious education are in line with national expectations by the end of both key stages. Pupils make satisfactory progress in learning in all subjects at both key stages. Pupils with special educational needs make good progress in those areas identified in their individual education plans.
7. There is evidence that the attainment of the pupils is improving. The monitoring of pupil's attainment and progress by the school indicates this and the inspection supports it.
8. Pupils attitudes to learning are good, overall. They are interested in their work, behave well around the school and work well together. Children under five are very interested in what they are doing, behave well and develop good learning skills and habits by the time they enter Year 1. At Key Stage 1 they work hard and try their best. At Key Stage 2 they concentrate well and listen to what one another has to say. They take responsibility, for example, holding doors open when the pupils are moving around the school. However, the older pupils have not yet developed sufficient initiative in their own learning and are sometimes too dependent on the teacher.
9. Attendance is good and there have been no exclusions during the last year.
10. Teaching is good overall. It is very good in 20 per cent of lessons and is satisfactory or better in very nearly all lessons. Teachers plan well across the school. Lessons are well prepared. Teaching is very good in the reception class and for children under five. The teacher has very positive attitudes to the children and values the contributions of each child. Lessons are brisk and interesting. Teaching is good at Key Stage 1. Lessons are planned thoroughly and time is used very well to ensure that the lessons are purposeful. Teachers regularly assess what the pupils are doing and let them know how they are doing and what they can do to improve. Teaching is satisfactory and sometimes good at Key Stage 2. In the best lessons, the activities challenge the pupils to work hard, interest them and teachers monitor what the pupils are doing regularly. In a very few lessons the tasks are not well managed by the teacher and work is not well matched to what the pupils know and understand. The management of behaviour is generally good. In a few lessons, however, at Key Stage 2, the strategies used are not effective in bringing some of the pupils back to work quickly enough. There are, however, some minor shortcomings in subject expertise in a few subjects, for example, science, geography, information technology and physical education, although the school has recognised this and has plans to address the issue. All teachers use homework very effectively to support learning in reading and in a range of subjects.
11. The curriculum is well planned and all subjects of the National Curriculum and

religious education are taught. Medium-term plans are detailed and ensure that the pupils receive a broad and balanced range of experiences. Teachers assess the pupils' work effectively and adapt what they have planned accordingly. The school makes effective use of the assessment information and monitors pupils' progress closely in order to identify where best to target its efforts in terms of modifying and improving its planning. Provision for pupils with special educational needs is good. There are detailed individual education plans which are used effectively by teachers to ensure that needs of those pupils are incorporated into the daily planning.

12. The school's provision for the pupils' spiritual, moral, social and cultural development is satisfactory overall. Assemblies comply with the requirement to provide a daily act of collective worship. Provision for the pupils' spiritual development is satisfactory, although insufficient time is given for pupils to reflect, either in assembly or during the day. Moral development is good and the teachers and other adults provide good role models for the pupils. Provision for the pupils' social development is satisfactory. They have opportunities to develop responsibility but older pupils are provided with too few opportunities to show initiative in learning and to develop their personal study and research skills in school. Provision for the pupils' cultural development is satisfactory with a range of opportunities planned, for example, through English, art, music and religious education where pupils study literature from South Africa, Islamic art, music from different cultures and a range of cultural aspects of different religions.
13. The school maintains detailed records of pupils' academic progress. Teachers know the pupils very well but records of the pupils' personal development are not yet fully in place. The school has satisfactory procedures for monitoring and promoting good behaviour. There are class rules which the pupils follow. However, practice across the school is inconsistent in terms of how teachers manage individual pupils and situations and there is no whole-school approach to the management of behaviour. Attendance is monitored effectively and the school has good procedures for child protection and for ensuring that the pupils are safe and secure.
14. The school has developed good links with the parents and the local community. It is a strength of the school that in just two years it has encouraged and supported the parents in taking such an active role in the life of the school and in the education of their children for example, through reading and homework. Links with the community are still developing and are satisfactory. The school provides good information for parents about how their children are progressing.
15. The school has been well managed and led by the headteacher and the governors during its first two years. They have provided the school with a clear direction for its work and this has been a significant factor in establishing a sound basis for future development. The school development plan is an effective document which identified appropriate areas for improvement, although it does not make sufficiently clear how the impact of the planned improvements will be evaluated. All statutory requirements are met. The school monitors pupils' performance regularly and has already identifies areas for further work, for example in mathematics and in the provision for pupils with special educational needs. There are sufficient teaching and non-teaching staff, all of whom make a valuable contribution to the life of the school. The priority for the school has been to ensure that the quality of class teaching is good. In this respect it

has been successful. The accommodation is very good. Classrooms are of adequate size and the playground and fields provide the pupils with plenty of space to play and for sports. Resources for learning are satisfactory, although there is a need to extend the range of non-fiction books in the library so as to enhance the resources for pupils to carry out their own research and personal study.

16. The school uses its finances efficiently. Spending is closely monitored by the governors and is related to the priorities of the school. Teaching staff are generally well deployed. There is, however, some inefficient use of staff expertise in terms of their subject knowledge not being used to the best effect to support the development of that subject across the whole school. The accommodation is used effectively. Day-to-day administration is very efficient. The site manager works diligently to ensure that the school is clean for the children and she make a valuable contribution to the overall good life of the school. In terms of standards achieved and the quality of education provided in relation to its income and context, the school provides good value for money.

Key issues for action

17. The governors and staff should:
 - raise teachers' overall confidence and expertise in teaching those subjects identified;
 - ensure that all teachers use a consistent approach to the management of behaviour, particularly at Key Stage 2, in order to improve the management of those pupils who are easily distracted;
 - improve the provision for the pupils' personal development at Key Stage 2 so as to develop their skills in carrying out personal study and in taking more initiative for their own learning;
 - refine the criteria for success in the school development plan so as to make clear how the impact of any development is to be measured and evaluated in terms of standards and quality.

Introduction

Characteristics of the school

1. Longsands County primary school opened in September 1995 and has been open for two years and two terms. The school serves a rapidly expanding new housing development on the outskirts of Preston. In that time it has grown from 45 pupils in the first year to its current numbers. There are now 138 pupils on roll of whom 66 are boys and 72 are girls. There are ten pupils with special educational needs. The attainment of the pupils on entry to school is in line with national expectations. The vast majority of the pupils are white and a few pupils come from homes where English is not the first language spoken. The school draws its pupils from a broad range of

social and economic circumstances.

- The school has identified literacy, geography, information technology and the management of rapid change at Key Stage 2 as its priorities for future development. The school aims to provide high quality education in a safe and secure environment and for children to achieve their full potential.

Key indicators

3. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for the latest reporting year:

Year	Boys	Girls	Total
1997	6	4	10

National Curriculum	Test/Task Results	Reading	Writing	Mathematic
Number of pupils at NC Level 2 or above	Boys	5	6	6
	Girls	3	3	3
	Total	8	9	9
Percentage at NC Level 2 or above	School	80	90	90
	National	80	80	83

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	6	6	6
	Girls	3	3	4
	Total	9	9	10
Percentage at NC Level 2 or above	School	90	90	100
	National	80	83	85

1. Attainment at Key Stage 2

There were too few pupils in Year 6 for it to be appropriate to report attainment in this section of the report. It would be possible to identify individual pupils. The information on attainment is used to support judgements on attainment and progress at the end of the key stage.

2. Attendance

Percentage of half days (sessions)

through absence for the latest complete
reporting year:

		%
Authorised Absence	School	4.9
	National comparative	5.6
Unauthorised absence	School	0.5
	National comparative	0.5

1. **Exclusions**

Number of exclusions of pupils (of statutory school age)
during the previous year:

	Number
Fixed period	0
Permanent	0

1. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	20.0
Satisfactory or better	95.6
Less than satisfactory	4.4

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. Children under five attain at least in line with national expectations by the time they are five in all areas of learning. They attain above national expectations in English and well above in mathematics. In English, they listen very well and attentively to both one another and the teacher. They write legibly and can order their ideas sensibly into a story. In mathematics they use numbers confidently, can count accurately and use mathematical language to describe what they are doing, for example, 'adding' and 'subtracting'. In knowledge and understanding of the world, they have a secure knowledge of the local area and can conduct simple scientific experiments. In creative development, they use a range of media successfully to create some pleasing work for example, clay tiles. In physical development, they move confidently, play well together and can balance and climb safely.
2. Pupils' attainment in English is in line with national averages at the end of both key stages. Pupils' attainment in speaking and listening is above national averages by the end of Key Stage 1. They listen attentively and communicate their ideas to each other very well. Attainment in reading is in line with national averages. They enjoy books, show an interest in reading at school and at home and use a range of strategies, for example, sounding out the letters to help them with unfamiliar words and using the pictures to help them understand what is happening in the story. Attainment in writing is in line with national averages. Pupils write increasingly more complex sentences, use capital letters and full stops appropriately and begin to structure their stories well.
3. Pupils' attainment by the end of Key Stage 2 is in line with national averages. Pupils listen for extended periods of time to a variety of types of information, they ask questions of each other in group sessions and begin to check what others are saying. They write stories, poems and letters using an increasingly wider vocabulary, supported by their use of dictionaries. They read a wide range of books, both fiction and non-fiction, for interest, learning and enjoyment. The 1997 National Curriculum tests indicate that at both key stages pupils' attainment is not significantly different from the national average except in speaking and listening at Key Stage 1 where all pupils attained Level 2. These results are broadly consistent with the attainment of the pupils in school now, although there are indications, based on interim tests in Year 4 and teacher predictions for the end of Key Stages 1 and 2 assessments, that attainment is slowly rising.
4. Pupils' attainment in mathematics is above national averages by the end of Key Stages 1 and 2. This is better than indicated by the results of the National Curriculum tests and assessments at the end of 1997. By the end of Key Stage 1, pupils use mathematics in a practical way for example, in conducting a traffic survey, counting and recording and displaying their work. They use mental strategies effectively to help them calculate more quickly. Pupils' attainment by the end of Key Stage 2 is above national averages. They measure accurately, use correct mathematical language to describe what they are doing, are confident in the use of decimals and fraction and

negative numbers.

5. Pupils' attainment in science by the end of Key Stage 1 is above the national average. Pupils carry out simple experiments and investigations confidently and can record their results accurately. They observe carefully. Most pupils can make simple predictions based on what they know and understand for example, working on forces and how they affect the movement and direction of an object. Pupils' attainment is in line with national averages by the end of Key Stage 2. They set up and carry out experiments, making sensible predictions based on prior knowledge.
6. Pupils' attainments in art, design and technology, geography, history, information technology, music, physical education and religious education are in line with national expectations by the end of both key stages. In all subjects they have a secure grasp of the basic knowledge and have a clear understanding of some of the major ideas of that subject. For example, in geography at Key Stage 1 they know about the environment and understand how it affects wildlife; in history at Key Stage 2 they understand about the different reasons why a war might end. In design and technology, by the end of Key Stage 2, they design, plan, evaluate and modify what they do; in information technology, at both key stages, they understand how computers can help them in their work.
7. Children under five make good progress in their learning. They develop a sound understanding of books, can solve simple mathematical problems, extend their knowledge of the local area and beyond, and make good progress in using a range of equipment and materials in a range of subjects. Children with special educational needs make at least good progress in learning; they are well supported and acquire increasing confidence to work things out for themselves.
8. Pupils make satisfactory progress in all areas of English by the end of Key Stage 1. They improve their handwriting and spelling, develop more confidence in speaking to others and widen their range of reading. Pupils make satisfactory progress in all aspects of English, becoming more competent users of the language. Lower attaining pupils make good progress in English. They make great strides in improving their reading and writing.
9. Pupils make good progress in mathematics by the end of Key Stage 1. Pupils with special educational needs make very good progress. Pupils become more competent users of numbers and more accurate in their work. Pupils make good progress by the end of Key Stage 2 in consolidating their knowledge over the key stage and in the speed they work at, thus increasing the amount of work they can complete.
10. Pupils make good progress in science by the end of Key Stage 1, becoming more competent in investigating and experiments. Pupils make satisfactory gains in knowledge by the end of Key Stage 2. Some lower attaining pupils make very good progress in science, extending their knowledge and becoming more competent in carrying out investigations.
11. Pupils make satisfactory progress in learning in all other subjects. They gradually extend their knowledge and make satisfactory progress in their skills of learning.

12. Pupils of all attainments make at least satisfactory progress. Some low attaining pupils make good progress in English, mathematics and science by the end of Key Stage 2. This is in part because of the emphasis placed on the core subjects by the school in the first two years of its development. Pupils with special educational needs make at least good progress. The targets set in their individual education plans are realistic and enable the pupils to improve in literacy and mathematics at a steady pace.
13. Progress in lessons is mostly good. Pupils work hard, which contributes to this good progress. In a few lessons at Key Stage 2 in science and geography for example, progress is unsatisfactory because work is not well matched to the pupils' knowledge and teachers do not monitor closely enough what the pupils are doing. There is evidence, from the school's own monitoring of pupils' attainment and progress, that attainment upon entry is rising and that pupils are making gains in knowledge which suggest better than average progress based on prior attainment. The inspection supports this. In mathematics overall, for low attainers in English and science and for children under five good gains in knowledge are being made.

Attitudes, behaviour and personal development

14. Pupils have positive attitudes to learning. In all lessons, pupils responded at least satisfactorily to the work; in the majority of lessons, pupils' attitudes are good or very good. Children under five have very positive attitudes to learning. They are very interested in all of their work, are keen, listen very well and are confident to share their ideas with the class. They get on with their work quickly, work very well in large and small groups, taking turns and sharing equipment. They show sensitivity to others by for example, listening to and valuing equally everyone's contributions.
15. Pupils at both key stages work hard, concentrate well and do their best to produce their best. They work very well in groups at Key Stage 1 when for example, asked to 'brainstorm' ideas in history or to plan the environment in geography. Pupils at Key Stage 2 listen to the teacher, begin their work promptly and work well in pairs and on their own. Most concentrate effectively and this helps them produce work of good quality. A few pupils, however, find it difficult to concentrate and are easily distracted by each other.
16. The pupils behave very well. The school is a very orderly community. They look after their books and equipment sensibly, put things away and care for the school buildings and playground. There is no litter. There were no incidents of poor behaviour or bullying during the inspection. Pupils played well together at breaks and lunchtimes. They are polite and helpful to each other and to visitors. There have been no exclusions over the last year.
17. The relationships between the pupils are very good. They play and work well together. There are good relationships between the pupils and the teachers and with other adults including the school secretary, the site manager, cook and the mid-day supervisory assistants, which contribute to a happy and secure environment. The pupils take care of one another when for example, holding the doors open as the classes move into and

out of the hall for assembly or physical education. Older pupils, however, although they take responsibility around the school, do not show enough initiative in their own learning. In many lessons they are too dependent upon the teacher and do not make enough decisions for themselves about their work.

Attendance

18. Attendance is good. In the present academic year, the number on the roll has increased significantly from the previous year, and attendance has improved from the previous year, when it was slightly better than the national average. Attendance is now above the national average. Registers are marked promptly and accurately according to statutory procedures. There is no problem with lateness or punctuality.

Quality of education provided

Teaching

19. The quality of teaching is good. It is very good in 20 per cent of lessons, good in another 46 per cent of lessons and is satisfactory or better in 95 per cent of lessons.
20. Teaching is consistently good for children under five. It is very good in just over one third of lessons. The teacher of the reception class has good knowledge of the learning needs of children under the age of five. Lessons are stimulating and make full use of the children's own ideas. Teaching is securely based on the areas of learning leading into the subjects of the National Curriculum. Lessons provide the children with opportunities to speak, listen and to practise their skills in working together and sharing ideas. Lessons are very well planned and give an appropriate emphasis to language development, the promotion of good work habits, numeracy and enjoyment. The teacher, with the valuable support of the nursery nurse, regularly assesses the children's attainment and progress. Lessons are brisk. Both the teacher and the nursery nurse provide children with positive and encouraging feedback and this helps the children to make good progress. English and mathematics are well taught, with attention paid to the development of literacy skills such as sentence building, punctuation and story building and to the use of correct language in mathematics supported by interesting practical activities.
21. Teaching at Key Stage 1 is good. Lessons are planned thoroughly and teachers have a secure knowledge of the age range they are teaching and of the subjects taught. Lessons are well organised and learning is managed effectively. A range of methods is used for example, whole-class introduction and review, paired and small group work, structured tasks, 'brainstorming' and whole-class discussion. Work is marked and assessed regularly and the pupils are provided with feedback during the lessons. Behaviour is managed effectively and the time is well used during lessons for learning. Relationships are good and there is a strong positive working ethos in the classrooms.
22. Teaching is satisfactory and sometimes good at Key Stage 2. It is satisfactory or better in 90 per cent of lessons. Generally, lessons are planned well. English, mathematics

and science are effectively planned and the teaching of English and mathematics places appropriate emphasis on literacy and numeracy. Teachers are generally secure in the knowledge and understanding of the subjects they teach. Teachers have, for example, a very secure knowledge of English and mathematics and this results in lessons being brisk, purposeful and interesting. Lessons vary in how they are organised and provide the pupils with a range of experiences. Insufficient attention, however, is paid to developing the pupils' personal research and initiative in some lessons. There are, however, some weaknesses in some lessons, work was not well matched to the range of pupils and their different attainments. In one lesson, a practical activity was not effectively monitored and pupils made less than satisfactory progress. Teachers generally manage the behaviour of the pupils satisfactorily, although there are times when the strategies used do not bring the pupils back to work quickly enough and valuable time is lost. Teachers assess and mark the pupils' work regularly. Homework is set and this makes an important contribution to standards and progress.

23. Although teaching is generally good, there are some subjects about which not all staff feel totally confident. There are some shortcomings in science at Key Stage 2, in geography Key Stage 2 and in information technology and physical education across the school. This is partly due to the school's placing an emphasis on the development of good class teaching and the considerable, and appropriate emphasis on the development of English, mathematics and science. The school has identified the need to address this issue through staff development.
24. It is a common feature of all teaching that the staff want the pupils to do the best they can. Teachers have high expectations of themselves and of the pupils. Teacher plan effectively for pupils with special educational needs and make good use of the individual education plans in their own planning.

The curriculum and assessment

25. The school provides a broad, balanced and relevant curriculum which includes all the National Curriculum subjects and religious education and the areas of experience for children under five. Subjects are well planned. The school has focused on the development of English, mathematics and science during its first two years and this has contributed to the satisfactory standards achieved in these subjects, particularly mathematics at both key stages and science at Key Stage 1. Planning for English has incorporated the developments outlined in the National Literacy Strategy and much work is being done to ensure that the curriculum reflects this approach. The school allocates sufficient time for the teaching of literacy and numeracy and is actively and successfully promoting both.
26. The topic approach provides interesting opportunities for the pupils and is well planned so as to ensure that all subjects of the National Curriculum are included. The curriculum promotes the pupils' intellectual and physical development well. Provision for their personal development is satisfactory, although not enough attention is given to developing their personal study and research skills towards the end of Key Stage 2. The curriculum for children under five and the reception class is well planned. It includes the six areas of learning defined by SCAA and the subjects of the National

Curriculum. Adequate time is allowed for play and for learning through enquiry and enjoyment.

27. The school meets the statutory requirements to teach the subjects of the National Curriculum and religious education. There is no sex education on the school curriculum, although the governors are reviewing this as the numbers of pupils in Year 6 increases. Provision for pupils with special educational needs is good. Pupils' needs are identified quickly and the quality of the individual education plans is good. Teachers incorporate these plans into their own lesson plans and ensure that all pupils have access to the full range of experiences offered. All children and pupils have equal access to the curriculum.
28. Planning for progression and continuity is good across the whole school. This has been achieved in a short length of time as a result of effective management and the involvement of the whole school staff. Subject policies are at different stages of development. Some are still in draft form, and the policies for geography, sex education and drugs education are not yet in place. Subject co-ordinators are still at an early stage in fulfilling their role to its definition. The quality of teachers' planning at class level is good and generally matches pupils' needs and abilities.
29. Provision for extra-curricular activities, including sport, is good throughout the school. This curricular aspect has developed gradually as the school grows. The school offers its pupils the opportunity to join three different sports clubs, recorders for beginners and an art club for year 4.
30. Procedures for assessing pupils' attainment are very good. Teachers assess pupils' attainment and progress regularly as part of their teaching and maintain good records of what pupils know and understand. The school uses the Performance Indicators in Primary Schools project and National Curriculum test results to monitor pupils' progress, to identify strengths and weaknesses and to set realistic targets for learning.
31. The school gives high priority to setting targets for the core subjects. The planning and administration of assessment in the classroom are good across the whole school. Teachers make good use of opportunities for diagnostic assessment within the classroom. Teachers have started to retain examples of pupils' work in a range of subjects, providing a useful overview of progress and attainment linked to National Curriculum levels of attainment. The school is part of a local cluster group of schools and this helps the school to assess its pupils against a range of pupils from other schools.
32. All pupils have equal access to the whole curriculum. The environment is completely inclusive and there is a balance between boys and girls in all activities. There is good access and toilet provision for wheelchair users. The school encourages an atmosphere of respect and care for everyone, regardless of their sex, background or disability.

Pupils' spiritual, moral, social and cultural development

33. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Provision for pupils' spiritual development is satisfactory. Much of this provision is centred on teaching the Lancashire Agreed Syllabus of Religious Education. Key Stage 1 pupils are given opportunities to talk about and reflect on a range of issues for example, love in their lives and the love of God through Jesus. Assemblies comply with the requirement for a daily act of collective worship. They provide opportunities for the pupils to share good work and achievement and to value the contributions of others. Insufficient time, however, is given for the pupils to reflect on the issues raised. Planning for the pupils' spiritual development through the broad range of subjects is in its infancy.
34. Moral development is good across the whole school. Firm and appropriate moral values are successfully promoted in each key stage, with the emphasis on creating self discipline. For example, pupils in two classes have written their own class rules and teachers reward the right behaviour and attitudes. Weekly assembly themes incorporating a moral meaning or a Bible story reinforce pupils' thinking about what is right or wrong.
35. Provision for pupils' social development is satisfactory across the whole school. In general, good relationships exist between teachers and among pupils and pupils and themselves. On the whole, adults set a good example for pupils in the school. Much of the teaching and discussion in the religious education lessons and assemblies make a positive contribution to pupils' social development. Pupils collaborate and co-operate well in lessons and are given opportunities to learn about fair play and competition during extra-curricular activities through for example, visits made to an outdoor education centre and competitive sport with other schools. There are opportunities for pupils to develop responsibility by delivering and collecting registers for each classroom, looking after the overhead projector in assembly, checking library books and putting out milk and straws in the early years and Key Stage 1.
36. Provision for pupils' cultural development is satisfactory across the whole school. Multi-cultural awareness is planned within subjects such as English, art, religious education and music. Various multi-cultural displays have been set up in both key stages, for example Islamic art, and the Chinese New Year is celebrated during assembly. However, here is little evidence of pupils working with artists, authors and performers or the contribution of many cultures to mathematics, science and technological development.

Support, guidance and pupils' welfare

37. The school's provision for the support, guidance and welfare of the pupils is good.
38. Educational support and guidance for pupils are well catered for by the high quality of monitoring of academic progress using good assessment of attainment and target setting. The support and guidance for personal development are less formally monitored. The teachers know the pupils and their needs very well, but the recording

of pupils' individual achievements is not consistent across the school. Pupils with special educational needs are supported well and their records are kept diligently.

39. The school's procedures for monitoring and promoting good behaviour and discipline are satisfactory. There are good written policies for behaviour, discipline and anti-bullying, but there are no common procedures for monitoring it across the school. There are school rules. Class rules are agreed between teachers and pupils, but teachers' approach to the general management of behaviour is not based upon an agreed whole-school approach. This results in teachers responding to individual situations differently and some of the strategies used at Key Stage 2 for example, do not bring about the desired effect quickly enough. These informal procedures, at present, are effective in producing generally very good behaviour, but the monitoring of it is underdeveloped. No bullying or harassment of any kind was seen during the inspection and the school has never needed to exclude any pupil.
40. The school's procedures for monitoring and promoting good attendance are good. The school brochure stresses the importance of attendance and the school keeps accurate records, which are checked regularly. The headteacher is diligent in referring any pupils, whose absence or lateness causes concern to the education welfare officer, who works with the school in supporting families where necessary.
41. Child protection procedures, backed by the Local Education Authority's services, are good, and the co-ordinator has recently received detailed training. All staff, including the welfare staff, are well aware of the procedures. Health and safety policies and procedures are good and regular audits are conducted by the health and safety committee of the governing body. The few minor problems which have occurred have been rectified within a week. First aid, accident and medical problems are well attended to and fire precautions are good. The school has good relationships and exchange visits with local nurseries and the local secondary school. The staff know the pupils' needs very well and the school provides a very clean, safe and secure environment in a welcoming and inclusive atmosphere.

Partnership with parents and the community

42. The partnership with parents and the community is good. The information provided by the school to parents is satisfactory. The school brochure contains all the required information, but lacks specific detail, especially in respect of the curriculum. The annual report to parents from the governors meets all statutory requirements. Annual reports on pupils to parents are good in that they are specific about what pupils can do and in suggesting targets for the future. However, advance information which the school provides regarding what is to be studied is inconsistent and this prevents the school from taking full advantage of the enthusiasm of the parents to contribute to their children's learning.
43. Parents' involvement with the school and with their children's work at home is very good. It is a strength of the school. In the lower years, parents' dialogue with teachers through the pupils' reading diaries is almost daily and is effective in contributing to pupils' progress. Throughout the school the consistent application of homework and

the support from parents at home adds significantly to pupils' learning.

44. Community links are satisfactory, but are still at an early stage of development. Visitors from the community come into school; for example, the local minister takes assembly. Pupils make educational visits out from the school to places like the wild life centre at Silverdale and the Blackpool Puppet Festival. Pupils collect for charities and local firms sponsor the school in their activities; the local public house sponsors the football kit and athletics equipment and a local garden centre supplies plants and teaches pupils how to plant them for a display at the headquarters of a local newspaper. There has also been a useful design and technology project using the information from a local shoe manufacturer. These links are beginning to make an impact on pupils' attainment and personal development.

The management and efficiency of the school

Leadership and management

45. Longsands County Primary School has been effectively managed and well led in challenging circumstances. Since it opened in September 1995, the pupil numbers have grown from 40 to 138. Staff numbers have increased from two to six teachers, the governing body has changed and the school now has its fourth chair of governors. Remarkably, in such circumstances, all members of the school community have worked extremely hard to provide strong leadership and establish good management structures.
46. This strong leadership provides clear educational direction for the work of the school. The headteacher has consistently asserted that the school will manage change and not be managed by it in its pursuit of its top priority of providing a good education for its pupils. The governing body has a strategic view of the school's development and it has quickly established committees and individual roles for governors to support and monitor the targets set in the school development plan. It is well organised and is fulfilling its statutory obligations. It complies with all statutory requirements.
47. The headteacher, school management team and subject co-ordinators have worked in close co-operation to provide firm steering to the school's work. They have made rapid progress in establishing basic documentary support for school policies and subject areas and have already succeeded in establishing a caring ethos, high expectations, clear aims and effective systems of management. Managers have clear job descriptions which are realistic. Links are being established between job descriptions, appraisal and training which lead to targets for further development. These are then included in the school development plan. Teaching staff evaluate the targets they set and have already made significant changes in the provision, particularly in the core subjects. These changes have led to improved attainment and progress; for example a new emphasis has been placed this year on mental mathematics across the school.
48. The management team has appropriately put its emphasis on the monitoring, evaluating and support of curriculum development. They do it well. The monitoring of teaching is less well developed and is restricted by limited resources of time and money as well as the pressures of setting up a new school. The management has established very

effective monitoring of the core curriculum through evaluation of a wide range of national and school tests. Co-ordinators and the headteacher monitor planning and all staff work very closely together. The information gathered is used both to set targets for future improvement and to provide statistical analysis of improvement over time. The most recent analysis, for example, supports the inspection finding that pupils on the special educational needs register make significant progress in the core subjects. The headteacher, who also teaches a class for half of her time, monitors planning and developments closely and has a clear understanding of standards and quality throughout the school. Training and support from the local education authority have initially been targeted at the core subjects and towards establishing management systems.

49. The school has aims, values and policies which are reflected through all its work. They express high expectations of what pupils can achieve and they attract the support and influence the work of all staff. Good standards of documentation, including an informative staff handbook and a policy on teaching and learning, provide the basis for a shared sense of purpose. The involvement of staff in the formulation of these aims, values and policies creates the spirit which enables the policies to work. New staff are given time to settle in before drawing up a plan to meet their particular training needs. Newly qualified teachers work closely with more experienced members of staff who act as their mentors. This has worked particularly well in Key Stage 1. The parents strongly support the school's aims and values; for example their commitment to helping their children benefit from homework is a strong feature of the pupils' progress. The pupils are very happy in the school community, as can be seen in the very good behaviour around the school, in their positive attitudes to work and their involvement in all school activities.
50. The school has devised effective strategies for improvement. The development plan identifies priorities appropriately. They are the right priorities for a new school which is undergoing constant change. The management provides a basic plan to cover the development of the school over a four-year period and a detailed plan for the current year. However, it has been flexible enough to meet the demands for resources and staff brought about by the rapid increase in pupil numbers. The governing body is in the early stages of developing ways in which it can more precisely measure the effects of its actions in terms of improvement in standards and the quality of education provided. All staff and members of the governing body are involved, at different stages, in devising, implementing and reviewing the school development plan.
51. The school has quickly created a positive ethos based on a commitment to high achievement, an effective learning environment, good relationships and equality of opportunity for all pupils. All these elements play a prominent part in school documentation and all members of the school community are encouraged to make the policies work. The school fully complies with the relevant equal opportunities legislation. Pupils with special educational needs are well supported and monitored. A governor has responsibility for monitoring special needs provision and a teacher effectively promotes the code of practice throughout the school. Individual education plans are used well to provide targets, records and assessment to monitor attainment and progress.

Staffing, accommodation and learning resources

52. The school has a sufficient number of qualified teachers. There is an effective blend of teachers with experience and those who have only recently started teaching. There is a good range of subject expertise, although some staff lack confidence in certain subjects for example, science, geography, information technology and physical education. The school is aware of this and has begun to address the issues. The nursery nurse is qualified and makes a very valuable contribution to the quality of education provided for children under five. Classroom assistants and learning support assistants are competent and confident in the work that they do, supported and briefed by the class teacher. Staff development is organised satisfactorily and is linked to the school development plan. The school has focused on the core subjects and good classroom practice and this has resulted in a secure base of good teaching. Appraisal is in place and is effective in supporting the professional development of the teachers.
53. The accommodation is very good. The classrooms are of a good size and are used effectively. The playground and fields are of a good size and provide plenty of space for the pupils to play and for sport. The hall is used for physical education, lunch times and assembly. However, the acoustics are not ideal and it is difficult to hear the teachers' voice on occasions.
54. There are sufficient resources for learning in most subjects. There are insufficient resources in information technology although the school has addressed this in its development plan. There is a narrow range of artefacts in religious education. The library is used well by the pupils, although there are too few non-fiction books and this restricts the opportunities for the older pupils to develop and practice research and personal study skills.

The efficiency of the school

55. The governing body and senior management team maintain a close overview of spending to ensure that the budget is appropriately used and that spending remains within the agreed limits. This has been difficult because of the changes within the governing body itself, and because of the rapid increase in pupils attending school. However, they have achieved it with efficiency and accuracy. Reviews made by the headteacher and staff are used to keep the finance committee fully informed of developments. The senior management team works closely with the governing body during the spring term in putting together a detailed financial plan for the next school year. Where costs are known they are included in the school development plan. The governors work in close co-operation with the headteacher, although they do not yet monitor in detail the effects of spending decisions on standards achieved or quality provided.
56. Teaching staff are generally deployed effectively. However, the use made of individual staff expertise is inefficient in that most co-ordinators do not manage the subjects in which they were trained. The use of support staff is effective in that it is directed to areas where it can be of most benefit. Special educational needs support and the support given in the reception year are particularly effective. Efficient use is made of

learning resources, which are well supplemented by teachers' own artefacts and visual aids. They are mainly suitably managed, carefully stored and made readily accessible for use. All areas of accommodation are effectively used to support the curriculum and this is aided by careful timetabling, particularly for use of the hall.

57. Day-to-day administration is very efficient and unobtrusive. Good office routines have been developed by the school secretary, who gives valuable support to the staff. Financial dealings are secure and a recent audit raised only a few minor matters which are being resolved. The school receives no specific grants and money in support of special educational needs is mainly used to provide training for the special needs co-ordinator and allow her time to monitor the effectiveness of special needs provision. Income per pupil is low when compared with the national average. Nevertheless the school spends its money prudently. The school has successfully created, to quote the headteacher, "judicial financial management to help achieve its educational goals". Pupils benefit greatly from the provision of a good overall education through teaching which is competent and often of high quality, within a caring, family atmosphere. In terms of standards achieved and quality of education provided in relation to its context and income Longsands County Primary School gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

58. Children under five are taught in a reception class. The curriculum is based on the areas of learning as recommended by SCAA and the subjects of the National Curriculum. At the time of the inspection, the majority of children in their class were five years of age.
59. Children attain at least in line with national expectations in the areas of learning by the time they are five years of age. The majority of children attain above national expectations in English and well above national expectations in mathematics by the time they reach five years of age.
60. Children's attainment in English is above national expectations. Children are good listeners. They listen carefully in groups, as individuals and as a class. They talk confidently to one another about what they have done for example, when describing what they did at the weekend. They give ideas for a story using some interesting words and can build up sentences for the story. Most of the children know to start a sentence with a capital letter and how to build up the ideas for a story in the correct order. They write legibly, form their letters correctly and can spell simple words accurately. They have a good understanding of the letters of the alphabet and a sound grasp of letter sounds and names.
61. Children's attainment in mathematics is well above national expectations. They count to twenty accurately and most can count backwards from twenty. They can count in 'two's' to ten and a few can count in 'tens'. Higher attainers can subtract from five and have a good understanding of the language of number. They can talk about subtraction and represent their work in numbers and pictures. They match and sort using different attributes such as colour and shape and can tell the time to the hour using an analogue clock.
62. Children's attainment in knowledge and understanding of the world is in line with national expectations. They experiment in science and know how to connect a simple circuit to make a bulb light. They investigate objects that float and sink and make predictions. They use building blocks to create buildings. They have studied their local area and have conducted a traffic survey which is linked to work on road safety.
63. Children's attainment in physical development is in line with national expectations. They play with large play equipment in the playground and demonstrate a good sense of space. They know how to use equipment sensibly and safely, can climb with confidence and balance, for example, on a bench.
64. Children's attainment in creative development is in line with national expectations. They use clay, for example, to make tiles with different patterns, mix paints to create different colours and also draw in chalk, creating some interesting effects. They enjoy singing and use songs to support their learning in English and mathematics.
65. Children make good progress in all areas of learning. They develop good speaking and

listening skills by the time they are five, listening intently for increasing periods of time. They improve their handwriting and writing skills, learning how to build sentences and create short stories. They make very good progress in mathematics, establishing a sound grasp of numbers, addition and subtraction and also using the language of mathematics with increased confidence. Pupils extend their experience and understanding of science and geography and develop their skills in experimenting, investigating and recording. They make good progress in creative development and physical development, working with a range of different materials with increasing skill and improving their skills in balance and climbing.

66. The quality of teaching is good and often very good. Lessons are very well planned and provide the children with an interesting range of activities and tasks. The teacher has a secure knowledge of the children and of the curriculum. Relationships are very good and the teacher, with the support of the nursery nurse, creates a positive and stimulating classroom. There is an appropriate emphasis on language development, personal development and play. Children are encouraged to read regularly and many read daily at home. Most children take work home with them during the week and this is a positive feature of the teaching which supports the good progress made by the majority of the children. The management of behaviour is very good and children are provided with very good role models by the teacher and the nursery nurse. Work is assessed regularly and the children receive feedback during the lesson. The contributions of the children are valued and respected by the adults and this encourages all children, irrespective of attainment, to contribute to the work of the whole class.
67. The curriculum is well planned and is based on the areas of learning and the subjects of the National Curriculum. The curriculum prepares the children very well for Key Stage 1 while ensuring that there is a breadth and balance of experience including play. The reception class has its own playground which is secure, safe and provides the children with plenty of room to run around and play games. The classroom is of a good size and is used very effectively to provide a stimulating place for the children.

English, mathematics and science

English

68. Pupils' attainment at the end of Key Stage 1 is in line with national averages. The number of pupils who attained Level 2 and above in both teacher assessments and National Curriculum tests for reading and writing in 1997 was not significantly different from the national average. Pupils' attainment in speaking and listening was above the national average. Pupils are on target to be in line with national averages at the end of Key Stage 1 in reading and writing and to attain above the national average in speaking and listening. Pupils' attainment at the end of Key Stage 2 in 1997 was not significantly different from the national average and attainment was in line with national averages.
69. Pupils' attainment in speaking and listening is above the national average by the end of Key Stage 1. The majority of pupils listen attentively and with interest during lessons. They listen to the teacher and to each other during paired or small group

work. Pupils listen to each other, for example, when they are sharing and recording ideas for a topic, showing a keen interest in what each of them has to say. When they have to talk to the class they can be a little shy but they speak clearly. In groups they talk to each other more confidently and they communicate what they mean quite effectively. Higher attaining pupils use interesting sentences and appropriate vocabulary to explain their ideas. Lower attaining pupils express themselves clearly, using simple sentences which are correctly constructed. Pupils' attainment in speaking and listening is in line with the national average at the end of Key Stage 2. They listen well in class, sometimes for extended periods of time. Most pupils understand what they have heard and are able to get on with tasks and activities without the need for further explanation from the teacher. They respond well to questions and most pupils answer clearly and show that they have understood the content and detail for example, when listening to samples of each others' work and making suggestions for improvement. In group work pupils ask each other questions and check anything that they do not understand. In writing, for example, pupils work in pairs to proof-read their work and ask each other appropriate questions about what has been written. In this way they use questions as a means of acquiring more knowledge and understanding.

70. Pupils' attainment in reading is in line with the national average at the end of Key Stage 1. Higher attaining pupils read confidently and use for example, the sounds of letters and reading whole words to help them tackle unfamiliar words. They talk with interest about the books they read, the plot and the characters and are keen to share their interest with others. They understand about authors and illustrators and the contribution both make to books. Lower attaining pupils apply phonic skills to words they do not know. They use pictures to help them and can talk about the story using the pictures as clues. Their reading is not yet fluent but they have an interest in books and are enthusiastic about reading and are happy to read to others.
71. Pupils' attainment in reading is in line with the national average at the end of Key Stage 2. Higher attaining pupils read confidently. They use expression when reading, responding appropriately to speech marks for example, or changing their tone to create more interest when characters are talking. They are fluent and confident and can talk about the characters and plot and how the story-line develops. They read regularly at home and this is a significant factor in their attainment. All pupils read a range of literature including novels, short stories, poetry and non-fiction books on matters which interest them. Lower attaining pupils read confidently and with a reasonable degree of fluency. They enjoy reading and are happy to read and share ideas. Pupils are aware of how books are written and show a healthy respect for them. They know what the library is for and know how to use it.
72. Pupils' attainment in writing is in line with the national average at the end of Key Stage 1. Many have developed a clear and legible writing style. Most use capital letters and full stops consistently in their work. Simple words are spelt correctly. Lower attaining pupils spell using a phonetically correct alternative. Pupils sometimes use dictionaries to help them. Pupils write stories using their imagination. Higher attaining pupils write simple stories with a clear structure and with identifiable characters. A few pupils have developed and use joined handwriting. Pupils write in other subjects, for example in history, when they record their ideas during a

‘brainstorming’ session.

73. Pupils’ attainment in writing is in line with the national average by the end of Key Stage 2. Higher attaining pupils write extensively, creating imaginative stories using well-constructed sentences and a range of imaginative vocabulary. Pupils use stories they read as a basis for creative writing. They use story boards and flow-diagrams to assist them in constructing their work. Lower attaining pupils use ‘frames’ for ensuring that they order their thoughts correctly. The vast majority of pupils’ handwriting is joined and spelling is generally accurate. Higher attaining pupils use punctuation correctly and for effect. Lower attaining pupils write legibly and spell the majority of words correctly. They communicate their ideas effectively. Pupils write in a range of subjects and develop the use of writing across a range of purposes for example, by taking notes and writing rough drafts, lists, letters and poetry.
74. Pupils make good progress in speaking and listening by the end of Key Stage 1. They improve their capacity to listen for extended periods and improve their ability to follow instructions. They develop their speaking skills well and become more confident speakers, using longer sentences and using some expression in what they say. Lower attaining pupils make good progress in speaking, developing increased confidence in small group work. Pupils make satisfactory progress in speaking and listening by the end of Key Stage 2. They have improved their use of questions for example, when developing ideas in English and in geography when they are asked to work in pairs or small groups. They listen to each other and have developed sound skills in appreciating and valuing the contributions of the group.
75. Pupils make satisfactory progress in reading by the end of both Key Stages 1 and 2. By the end of Key Stage 1 pupils have become confident readers, using a range of strategies to help them read individual words and sentences. By the end of Key Stage 2 pupils continue to make satisfactory progress, extending the range of books and literature they read and becoming more fluent in reading. Some lower attaining pupils make very good progress in reading and are attaining close to or in line with the national average by the end of the key stage compared to being below the national average at the end of Key Stage 1.
76. Pupils make satisfactory progress in writing by the end of both Key Stages 1 and 2. By the end of Key Stage 1 most pupils have improved their writing and are spelling simple words correctly and are using capital letters. They have increased their range of words and are writing simple stories which demonstrate their improved range of vocabulary. By the end of Key Stage 2 pupils have made satisfactory progress. Many have extended their writing, write interesting stories and have improved the complexity of their sentences and the use of punctuation. Lower attaining pupils have made good progress in writing, making significant gains in handwriting and spelling.
77. Pupils’ attitudes to learning are good. At Key Stage 1 they are interested in all aspects of their work. They listen at the start of lessons, they start their work quickly and work hard either on their own or in pairs. They enjoy what they do and this has a positive effect on the standards they attain. They use the resources sensibly, try hard to produce their best work and show a respect for books and other materials. At Key Stage 2 pupils concentrate well. They work hard on tasks which are challenging and

do their best to get the right answers. They try hard, for example, to learn their spellings and to ensure through re-drafting and proof reading that their work is of a good quality. In these activities they work well together in pairs to support each other. Behaviour is generally good. Pupils are enthusiastic about reading and take their books home to read. This attitude has a positive effect on their reading particularly for the low attainers.

78. The quality of teaching is good. Teaching was good or very good in just over half of the lessons observed. Lessons at both key stages are well planned. Teachers have clear objectives for their lessons and have a secure knowledge of the subject. At Key Stage 1, activities are well matched to the interests and ages of the pupils. Teachers effectively support the development of writing, spelling and vocabulary through tasks which draw on the pupils' own ideas and experiences, for example, in writing a letter to a wildlife centre which the pupils had visited a few days before. At Key Stage 2, teaching is often challenging and sets high standards. Teaching ensures that the different needs of the pupils are appropriately met through a range of activities which extends the highest attainers and supports the lowest in for example, spelling and punctuation. Worksheets are carefully written so that the pupils are working at a level which is appropriate. At both key stages teachers use the time effectively and lessons have a good brisk pace which ensures that the pupils work quite hard. Teachers monitor the work of the pupils effectively and provide them with feedback which helps them to correct errors in their work quickly. Homework is used very effectively to support reading, writing and spelling and this has a positive impact on learning.
79. The curriculum is well planned. The medium-term plans are detailed and ensure that, over a term, the pupils receive a broad and balanced range of activities. The curriculum pays sufficient attention to the development of literacy skills and the subject is well placed to implement the principles and content of the National Literacy Strategy. Assessment is good. Teachers assess and record pupils' progress and use the information to inform their planning. Pupils' work is displayed in classrooms and around the school and this has a positive impact on the environment, creating stimulating places for pupils to learn. There are sufficient resources overall, with a wide range of literature in each classroom. The library is used effectively and pupils have the opportunity to change their library books every week. The school is developing the limited range of non-fiction books in the library. Staff development is good and time has been set aside for the implementation of the literacy strategy.

Mathematics

80. National Curriculum tests in 1997 indicated that by the end of both key stages attainment in mathematics was in line with the national average. Improvement has been achieved through good use of assessment and analysis of test results to target areas for development, for example mental mathematics.
81. Attainment in mathematics is now above the national average at the end of both Key Stages 1 and 2. By the end of Key Stage 1 pupils carry out a local traffic survey. They decide what information to record, draw up an accurate table of data and use this to

represent their findings as a bar chart. Pupils use a variety of strategies when solving mental problems for example, when adding three numbers together they use the one hundred number square or number line displayed on the classroom walls, count on their fingers or their rulers and use unifix cubes. They use the properties of two-dimensional and three-dimensional shapes to identify them.

82. By the end of Key Stage 2 pupils use appropriate mathematical language to describe angles. They accurately measure and draw to the nearest degree right, acute, obtuse and reflex angles. Pupils divide and multiply simple fractions and recognise equivalent fractions. They accurately multiply three digit numbers by two digit numbers. Pupils practise basic mathematical concepts every day and as a result have a good understanding of the most often used language like 'digit, number, round up, odd, even, greater and less'. Such practice also improves their familiarity with more specialist language like 'reflection, symmetrical, angle, standard units and negative numbers'.
83. Pupils make good progress by the end of both key stages. Pupils identified as having special educational needs make very good progress. This progress over the key stages is supported by a commercial scheme of work. The scheme is effectively used in conjunction with a wide variety of practical activities to offer all pupils an equal opportunity to cover all areas of the National Curriculum at a rate suitable to their needs. They consolidate previous knowledge and then move on quickly, for example in Year 3 where pupils successfully complete an assessment test on fractions before being assigned appropriate work at the next level. In Year 1, pupils are accurately assessed at the beginning and end of a session on 'time'. This information is used to help the teacher provide the right level of work, in carefully considered steps, to enhance each pupil's progress. The pupils work on their own, complete the task successfully and enthusiastically choose their next activity. All classes use computer programmes to support learning in mathematics. This significantly helps in the consolidation of knowledge and in helping pupils with special educational needs make progress. Many pupils have good knowledge of basic number facts like their multiplication tables. In Key Stage 2 particularly, such instant recall enables them to concentrate on the concepts rather than the mechanics and this aids their understanding. Instant recall often results in the completion of more work in less time and also a greater sense of achievement.
84. The response of pupils in mathematics lessons is good. They co-operate with one another and with their teachers. They settle quickly to their work, persevere well when faced with difficulties and produce good quantities of quality work. Behaviour in lessons is always good and on one occasion was exemplary. Pupils show respect and enthusiasm for their work and they respect the views of others. They listen and concentrate well when receiving instructions. Most pupils take a pride in presenting their work. They are well-motivated and enthusiastic.
85. The quality of teaching throughout the school is always good. Teachers plan their lessons well, with clear objectives linked to the National Curriculum Programmes of Study. They make good use of clear exposition at the start of lessons to motivate the children, consolidate previous work and then to introduce new ideas and challenges. They also sum up and assess progress well at the end of lessons. Day-to-day assessment is used effectively and helps teachers to know their pupils well. As a result,

teachers have high expectations of them and plan work for the appropriate levels of attainment. Classroom management is firm and calm and teachers quickly establish an appropriate atmosphere for learning. They organise a wide variety of activities, often supported by the effective use of a good range of visual aids.

86. The subject is well led by a knowledgeable and enthusiastic co-ordinator. She has achieved much in the short life of this school. Not only has she established a scheme of work and policy but has also reviewed its weaknesses, through careful monitoring and analysis, and taken successful action which has improved standards. The subject is suitably resourced and the governing body is aware of a need to increase expenditure if pupil numbers continue to rise. Homework is effective because parents support and contribute to it. Teachers use it to encourage interest in mathematics, consolidate knowledge when completing work set in class, or as an aid to progress when setting pupils the task of learning their tables. The use of number skills supports learning in other areas of the curriculum, for example in geography and science, where graphs and tables of information are produced.

Science

87. Pupils' attainment in science is above the national average at the end of Key Stage 1 and is in line with the national average at the end of Key Stage 2.
88. In the 1997 National Curriculum tests all pupils attained Level 2 in teacher assessments at the end of Key Stage 1. Pupils carry out fair tests with support, make appropriate suggestions and put forward their own ideas and make simple predictions based on what they know and observe. In experiments they understand, for example, that a force changes the direction or movement of an object. By the end of Key Stage 2, pupils carry out fair tests and demonstrate an understanding of them through, for example, changing one factor at a time while keeping the rest the same. They make sensible predictions based on their experience and knowledge, when, for example, they use switches to control electrical devices. They represent their work on series circuits using diagrams and drawings.
89. Pupils make good progress at Key Stage 1. They develop their skills in experimenting and investigating and broaden their knowledge of science. Pupils make satisfactory progress by the end of Key Stage 2, extending their knowledge across the Programmes of Study and refining their skills in predicting and recording. Low attaining pupils make good progress overall and some make very good progress by the end of Key Stage 2, making significant gains in knowledge. A few older pupils, however, made unsatisfactory progress in learning during one lesson when they lost concentration and interest in their work.
90. Pupils' attitudes to science are generally good. At Key Stage 1 the pupils respond well during class discussions, answer questions and make sensible suggestions and contributions to the lesson. They concentrate well; for example they sustained their effort during an experiment and investigation on forces. Pupils at Key Stage 2 have satisfactory attitudes to learning. Pupils showed considerable enthusiasm and interest when for example, sorting and classifying rock. A few older pupils, however,

sometimes lose concentration during investigations and are easily distracted by each other. Most pupils listen carefully during lessons.

91. Teaching is satisfactory overall. It is good at Key Stage 1, where lessons are well planned and the organisation of the work is effective, leading to a good use of time and resources. Investigations are well planned and carried out efficiently. Teaching is satisfactory at Key Stage 2, although there are some weaknesses in the organisation and management of investigations. Lessons are thoughtfully planned and contain appropriate objectives for the pupils. Teachers however, are not always secure in the carrying out of investigations and do not ensure that all pupils make best use of the resources available. Teachers assess effectively and record what the pupils know and can do. This information is used by the teacher to inform their planning. Teachers use different forms of recording pupils' progress and attainment but this does not have an adverse effect on assessment and planning.
92. The curriculum is planned satisfactorily at both key stages. Medium-term and long-term plans ensure that all aspects of the Programmes of Study are taught and that pupils' learning is continuous, building on previous experiences and knowledge. The development of the subject is in its early stages. There has been no whole-school staff development on the subject. Not all staff are confident in all aspects of teaching science, for example in investigations. Resources are adequate and teachers use them well.

Other subjects or courses

Art

93. Pupils' attainment is in line with national expectations at the end of both key stages. In Key Stage 1, pupils work with a range of tools to produce two-dimensional, observational drawings in pencil and crayon of themselves and their classmates. They produce a three-dimensional collage of daffodils out of different papers and make clay hedgehogs. Pupils plan and carry out the sewing of a pattern on binca, using a variety of stitches in different coloured threads. They make a wide variety of prints in ink and paint using shells and polystyrene patterns. In Key Stage 2, pupils study the works of well-known artists such as "the Kiss" by Klimt. They study the history of artists such as Lowry. Pupils draw using pastel crayons, still life, observational drawings of fruit. They explore the use of shade when drawing leaves. In both key stages pupils benefit from a good range of activities.
94. Progress throughout the school is satisfactory. The support given by the local education authority adviser has resulted in a scheme of work and a good policy which outlines coverage of the National Curriculum and step by step progress as pupils move through the school. Monitoring of planning by the co-ordinator and headteacher ensures a broad and balanced art curriculum. In Key Stage 1, pupils look at one another's work and the work of other artists. They improve their art skills through regular practice with a range of tools and techniques to represent what they see and touch. In Key Stage 2, pupils make good use of note books to develop their ideas, to make sketches and to plan their art work. They analyse, compare and reproduce different artists' styles to help them

improve their appreciation and use of different techniques and ideas.

95. Pupils have satisfactory attitudes to art at both key stages and enjoy the subject. In Key Stage 2, pupils co-operate well when for example, four pupils copied parts of a Klimt picture and brought their work together to represent the whole. They listen with interest and work industriously, showing enjoyment of the task. Pupils throughout the school take pride in their work, which they present carefully and with an eye for detail.
96. The quality of teaching is satisfactory. Lessons are generally well-planned and organised with a variety of interesting activities. They have a sound knowledge of the subject and provide the pupils with feedback on their work. Teachers give good support and provide a well-balanced curriculum including art from other cultures. They use finished work to good effect by creating bright and colourful displays which enhance the learning environment.
97. The co-ordinator has quickly established the necessary systems to support the development of art across the school. There are already signs that this is contributing to an improvement in the standards of art. Although the recording of art assessment is new and at the moment inconsistent across classes, the individual pupil assessment sheet provides a good record of achievement. Displays around the school are imaginative, clearly labelled and sometimes interactive. Pupils use information technology to enhance their art provision, for example when producing coloured copies of their pictures and experimenting with fonts to design labels for their work. Resources are sufficient, easily accessible and well used.

Design and technology

98. Pupils' attainment at the end of both key stages is in line with national expectations. By the end of Key Stage 1, for example, pupils use their experiences of examining different kinds of vehicles to help them generate their own ideas for designing and making a moving vehicle. They reflect and think about their ideas and come up with ways of changing and improving what they have made. Pupils investigate, disassemble and evaluate products; this was evident when they looked at how Easter egg boxes are made as part of their work in designing and making a container for holding eggs. They work with a range of materials and use them confidently as when making protective bags for carrying food and preparing a healthy sandwich. By the end of Key Stage 2 pupils gather information independently and use it to generate ideas when for example, designing and building a bridge. They look at photographs, assess the different materials they can use and evaluate the different needs of the people who use the bridge.
99. Pupils make satisfactory progress by the end of both key stages. By the end of Key Stage 1, they improve their skills in using and manipulating tools and materials. By the end of Key Stage 2, they develop their designing and planning skills and improve their understanding of technology.
100. Pupils have positive attitudes to design and technology. At Key Stage 1 the pupils listen carefully to the teacher and are very keen and enthusiastic to get on with their

work. They take care in what they do and take a pride in their finished product. At Key Stage 2 the pupils are enthusiastic, concentrate well and work well together.

101. Teaching is satisfactory overall. It is good at Key Stage 1 and satisfactory at Key Stage 2. Lessons are well planned and teachers manage learning effectively. Teachers are confident in the subject, manage the pupils well and provide them with feedback which helps the pupils to make progress. Teachers at Key Stage 2 do not always, however, ensure that the pupils make a detailed enough plan of their design.
102. The curriculum is well planned. The subject uses the Design and Technology Association curriculum as a basis for its own. Medium-term planning is thorough and ensures that pupils make progress across the key stages. Assessment procedures are good and pupils are involved in assessing their own work at the end of a project. Parents are encouraged to send in useful materials and photographs. Resources are adequate and the accommodation is good.

Geography

103. Pupils' attainment at the end of Key Stage 1 is in line with national expectations. Pupils use maps well and understand how to represent different features on them as they did when mapping their journey to school and the school's environment. They have a secure understanding of environmental issues shown for example, when they determined where to place nesting boxes and bird feeders in the school grounds. They explain their ideas and reasons very clearly. Pupils make good progress by the end of the key stage. They develop their reasoning skills and improve their recording of what they know. For example, in their study of transport they were able to count the different types of vehicles using the roads around the school and present their results using information technology.
104. Pupils' attainment by the end of Key Stage 2 is in line with national expectations. They discuss, for example, the reasons for the location and development of a new town in Holland, using information available in the text book and drawing on their previous knowledge of settlements. Pupils can pick out the different features of a river and offer simple reasons why the features of the river change along its course. Pupils make satisfactory progress by the end of the key stage, extending their knowledge of different localities and improving their skills in explaining how, for example, the development of towns has an effect on the lives of the people. Progress in lessons is sometimes unsatisfactory when the teaching does not provide activities which match the different attainments of the pupils and the pupils are not taught the appropriate vocabulary to describe what they are studying.
105. Pupils have very positive attitudes in Key Stage 1. They are keen, enthusiastic, work well in pairs and share ideas readily. Pupils have satisfactory attitudes in Key Stage 2. They work well on their own, concentrate on what they are doing and answer questions sensibly. Behaviour is generally good, although some pupils lose interest in their work when they do not understand what is expected of them.
106. Teaching is satisfactory overall. It is very good at Key Stage 1, where the planning is very good and the tasks and activities enable the pupils to be actively engaged in

learning and to use their own knowledge effectively. Teaching is satisfactory at Key Stage 2. Planning is sound and lessons provide suitable challenge for the pupils. There are weaknesses however, when work is not well matched to the different attainments of the pupils and the teaching does not adequately develop and promote the use of appropriate vocabulary for the subject.

107. The curriculum is well planned at both key stages. Medium-term plans ensure breadth and balance and that pupils build on their knowledge and experience as they move through the school. Resources are satisfactory. Good use is made of the school grounds and the locality to promote practical work.

History

108. Pupils' attainment by the end of Key Stage 1 is in line with national expectations. Through their work on transport for example, they show an understanding of how methods of transport have changed over time and use a time line to represent this. Pupils in Year 2 have studied famous people for example, Christopher Columbus, and demonstrate in their classwork an appreciation of what being famous is and how this affects their lives. Pupils make good progress in history by the end of Key Stage 1. They develop their skills of working together effectively and deepen their understanding of the past.
109. Pupils' attainment by the end of Key Stage 2 is in line with national expectations. In their work on Britain since the 1930's, they show a sound understanding of the events leading up to the end of the second World War and can discuss, for example, the reasons why the war might have ended. Their work on famous people associated with the second World War shows that they have researched effectively and that they have a secure understanding of the impact of, for example, Winston Churchill on events during that time. Pupils make satisfactory progress by the end of the key stage. They extend their knowledge and understanding of significant historical events and develop their research and presentation skills satisfactorily.
110. Pupils have positive attitudes to their work. At both key stages they listen well, answer questions sensibly and use the resources appropriately. In Key Stage 1, they work very well together in groups, sharing and recording their ideas. In Key Stage 2, they think carefully about their answers, work well on their own and listen to the contributions of others.
111. Teaching is satisfactory overall. Planning is good and lessons are based on the medium-term plans for the subject. Teachers have secure understanding of the subject and use methods and approaches which engage and interest the pupils. At Key Stage 1, pupils are encouraged to work together and to use their own ideas. At Key Stage 2, the reasons why war might end are related to experiences in real life which helps the pupils develop a sound understanding of this complex issue. Teachers make good use of the pupils' own knowledge and experiences. Teachers provide pupils with ideas on how to improve their work.
112. The curriculum is well planned at both key stages. Medium-term plans ensure a

breadth of coverage and a wide range of experiences for the pupils. Resources are satisfactory and good use is made of, for example, role play and activities which enable to pupils to experience what life might have been like in the past. The subject is well managed and there is monitoring of planning by the co-ordinator.

Information technology

113. Pupils' attainment in information technology is in line with national expectations by the end of both Key Stages 1 and 2. By the end of Key Stage 1, pupils use information technology to generate text, tables, pictures and sound. They can retrieve their work and sort and classify information. By the end of Key Stage 2, pupils have developed extensive word processing skills; for example they can cut and paste and combine text with pictures. They also interrogate information that has been stored and select information for different purposes, independently.
114. Progress is satisfactory in Key Stage 1 and good in Key Stage 2. In Key Stage 1, pupils develop their skills and progress from using simple text, symbols and explaining information held on the system in Year 1 to generating text, tables, pictures and sound, retrieval and storage of work by the end of Year 2. In Key Stage 2, pupils progress from being able to save data and accessing stored information, controlling equipment by giving a series of instructions in Years 3 and 4 to selecting information needed for different purposes, checking its accuracy and processing the information by the end of Year 6.
115. Pupils' attitudes to learning information technology are good across the school. They are comfortable using the programmes and system and apply themselves well.
116. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1, pupils are well organised and the work is planned effectively to provide revision and new challenges. Teachers ensure that information technology is used effectively to support learning in a range of subjects. In Key Stage 2, pupils are well organised and the work is well planned. The necessary encouragement and guidance to support pupils is not always evident during some lessons and this is linked, in some cases, to a lack of confidence in the subject by the teacher.
117. The curriculum is well planned. The school has identified information technology as a priority for both staff development and the improvement of resources. In both key stages, for example, two classes share the same printer and this prevents pupils from gaining immediate access to a printing facility for their work. The system of allocating specific software to each class ensures effective progression and continuity across each key stage.

Music

118. Pupils' attainment is in line with national expectations by the end of both key stages. Pupils develop their knowledge, understanding and skills in the two attainment targets of composing and performing and listening and appraising. Music lessons are planned in line with the National Curriculum Programmes of Study and are supported by the BBC radio music series Time and Tune.
119. By the end of Key Stage 1, pupils listen to music with interest and enthusiasm. They have a good knowledge of the names of percussion instruments and appreciate many of their musical qualities.
120. By the end of Key Stage 2 pupils sing with confidence as they acquire an increasing repertoire of songs but opportunities to improve standards by focusing on pitch, dynamics and diction are not always fully exploited. They listen to music of famous composers like 'Fiesta' by William Walton and interpret the mood. They relate their opinions to the story of Columbus and discuss how musical effects are achieved with different instruments. Many pupils know the names of a variety of instruments and can say which family of instruments they belong to; for example, they identify the viola and violin as belonging to the string family.
121. Pupils make satisfactory progress. The development of music in this new school has not been a major priority. However, the co-ordinator has established a music policy, medium-term plan and a system for assessment. She has also provided sufficient resources and encouraged outside visits. These have all supported steady progress throughout the school. Teachers refer to the Liverpool visit where pupils saw a performance from the Liverpool Philharmonic Orchestra and use this to build on pupils' knowledge and experiences. Pupils' knowledge of musical terminology is constantly being added to, for example in Years 5 and 6 where the terms 'ostinato' and 'pizzicato' were introduced to describe parts of music they were listening to.
122. The response of pupils is satisfactory. They are interested, enjoy music and are generally well behaved. They concentrate well and work co-operatively in groups. Relationships are good between pupils and adults.
123. The quality of teaching is satisfactory. Teachers plan lessons thoroughly and have clear learning objectives. On the whole, teachers have reasonable expectations of pupils. Although staff are enthusiastic and conscientious, they lack sufficient subject expertise to fully exploit the potential and opportunities of the range of experiences they plan for their pupils. This is particularly so in the composing and playing elements of the National Curriculum. The features of the good teaching include the effective use of good quality resources, provision of time for consolidation of previous knowledge and the opportunity for pupils to reflect on what they have learned and good use of pupils' ideas to support lesson objectives.
124. A good policy document and long term-plan provide for a broad and generally balanced curriculum covering the National Curriculum Programmes of Study. The new assessment and recording system is developing well. The subject is monitored and action taken to address identified weaknesses; for example a commercial company has been used to provide peripatetic teaching for instruments.

Physical education

125. Attainment by the end of Key Stage 1 and Key Stage 2 is in line with national expectations. Pupils in Key Stage 1 jump, run and stretch with control and energy. They co-operate when changing groups and work safely at all times. Pupils move around the hall avoiding class mates by changing direction. By the end of Key Stage 2, in gymnastics, pupils create a variety of ideas to link movements and balances on apparatus. They find ways of travelling including change of pace and direction. When they visit a local outward bound centre they take part in indoor caving, they climb and enjoy working together to succeed in events which require them to find solutions to practical problems. On their annual school sports day pupils compete in a friendly environment. They throw the javelin, hurdle, sprint, relay race, throw and catch as well as long jump.
126. Progress throughout the school is satisfactory. Pupils pass a ball with growing confidence as they practise using the inside and the outside of the foot to trap the ball when they receive it. They improve their swimming through participation in weekly swimming lessons. The opportunities to create dances for school performances like "The Bell That Cried" help to motivate pupils to improve their movement skills. Progress is also enhanced by extra-curricular activities including clubs for skipping, athletics, soccer, netball and 'Kwik' cricket. These clubs are supported by parental help and provide opportunities to extend skills and for friendly competition with other schools.
127. Pupils' response to their work is satisfactory. They show interest and respond well to physical challenges like learning to dribble a ball round markers or seeing how many times they can catch and throw a beanbag before dropping it. They enjoy physical education and listen to instructions, carrying them out to the best of their ability. They form good relationships and collaborate well when working in groups, for example when practising travelling and balancing sequences on apparatus.
128. The quality of teaching is generally satisfactory, although some teachers lack confidence. They do not have sufficient subject knowledge or expertise to consistently promote best practice. This manifests itself in missed opportunities to make significant teaching points at appropriate moments; for example when Key Stage 1 pupils practise sending and receiving bean bags they need to be told how best to do this. Lesson planning is satisfactory and long-term plans map out step-by-step coverage of the National Curriculum. Teachers manage pupils well and make satisfactory use of time and resources.
129. The subject co-ordinator is new to the role and has received no training but she is enthusiastic and committed. Long-term and medium-term planning ensure coverage of the National Curriculum Programmes of Study, but because there is no scheme of work the continuity between classes and balance of coverage of all elements of the physical education programme are not clear. Very good accommodation includes a modern hall equipped for gymnastics, a large flat playing field and three tarmac playgrounds.

Religious education

130. Very few lessons were observed during the inspection. Pupils' attainment in religious education is in line with the expectations at the end of both key stages as measured by the locally agreed syllabus. The scheme of work appropriately reflects the requirements of the LEA Agreed Syllabus, ensuring that pupils are introduced to content, skills and attitudes that match their age and maturity in both key stages.
131. By the end of Key Stage 1 pupils understand that Jesus asked the disciples to spread God's word and that the Church does this today. They are able to contemplate the way in which they can spread God's word by being good. They begin to study two religions other than Christianity, which are Hinduism and Islam. They learn that Hindus believe in a variety of gods. Pupils from an early age discuss moral and social issues dealing with right and wrong.
132. By the end of Key Stage 2, pupils have an understanding of many detailed aspects of Judaism and Jewish life. They focus on examples of human beings for the common good as well as the characteristics and qualities of human beings. Progress is satisfactory in both key stages.
133. Pupils' attitudes to learning are good across the whole school. They listen well and respond appropriately to questions.
134. Teaching is satisfactory and lessons are well planned. Teachers are confident in the subject and monitor pupils' progress effectively. The curriculum is well planned. Teachers assess pupils knowledge and understanding. Resources are satisfactory although the range of artefacts is limited.

PART C: INSPECTION DATA

Summary of inspection evidence

135. The school was inspected by a team of four inspectors who spent a combined total of ten days in school. A total of 45 lessons or parts of lessons was observed. Inspectors spent a total of 28 hours and 15 minutes observing lessons and a further 15 hours and 42 minutes looking at pupils' work, listening to them read, observing break-times and lunch-times, assemblies and looking at pupils' work displayed around the school.
136. All teaching staff with a subject or curriculum responsibility were interviewed. Governors had the opportunity to speak with the inspectors. A range of school documentation was analysed. A meeting was held with the parents prior to the inspection at which 16 parents attended.

Data and indicators

137. PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	138	1	17	5

1. TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

5.5

Number of pupils per qualified teacher

25.09

Education support staff (YR - Y6)

Total number of education support staff

2

Total aggregate hours worked each week

29

Primary and nursery school

Average class size:

27.6

1. FINANCIAL DATA

Financial year:

1996/7

	£
Total income	127,372
Total expenditure	135,244
Expenditure per pupils	1,502
Balance brought forward from previous year	8,155
Balance carried forward to next year	283

1. PARENTAL SURVEY

Number of questionnaires sent out:

91

Number of questionnaires returned:

74

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	62	7	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	50	42	3	5	0
The school handles complaints from parents well	18	41	38	3	1
The school gives me a clear understanding of what is taught	24	51	9	14	1
The school keeps me well informed about my child(ren)'s progress	18	55	9	14	4
The school enables my child(ren) to achieve a good standard of work	38	50	8	3	1
The school encourages children to get involved in more than just their daily lessons	23	57	12	8	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	55	9	4	0
The school's values and attitudes have a positive effect on my child(ren)	34	53	11	3	0
The school achieves high standards of good behaviour	32	53	14	0	1
My child(ren) like(s) school	57	36	4	1	1

1. Other issues raised by parents

Some parents raised the issue of the school's policy for homework and wished for the policy to be made clear to parents.