

INSPECTION REPORT

Queen's Drive Primary School
Preston

LEA area: Lancashire

Unique Reference Number: 119292

Inspection Number: 187508

Headteacher: Mr J Dalglish

Reporting inspector: Mr J Earish

Dates of inspection: 1st - 4th November 1999

Under OFSTED contract number: 707519

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| Type of control: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Black Bull Lane Fulwood Preston PR2 3LA |
| Telephone number: | 01772 718344 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Dr David Parker |
| Date of previous inspection: | 5 th - 9 th February 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

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|------------------------|--|--|
| J Earish, RgI | Science | Attainment and progress |
| S Drake, Lay Inspector | Information technology | Teaching Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community Pupils' spiritual , moral, social and cultural development |
| M Egerton | Under fives History | Leadership and management |
| M Griffiths | Geography Physical education Design and technology | Special educational needs Special educational needs unit |
| J O'Hare | Religious education Equal opportunities | Staffing, accommodation and learning resources |
| J Stirrup | English | Curriculum and assessment |
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MAIN FINDINGS

What the school does well

- Standards in English, mathematics and science are above national expectations at the end of Key Stage 1.
- Standards in mathematics and science are well above national expectations at the end of Key Stage 2.
- Pupils with special educational needs are well supported and make good progress.
- Teaching is at least satisfactory in 96.6 per cent of lessons, and very good or better in 23 per cent.
- Learning for children under five is of high quality and provides a good start to formal education.
- The headteacher provides positive leadership and is well supported by a hard working deputy headteacher.
- The very good relationships that exist between all members of the school community ensure the very good capacity for future development.
- The school ethos is good.
- The school gives good value for money.

Where the school has weaknesses

- I. Standards in information technology are unsatisfactory at the end of both key stages.
- II. Pupils' progress in writing at Key Stage 2 is unsatisfactory. Whilst pupils are able to use good English skills within English and across the curriculum, the school does not provide pupils with the opportunity to write for a wide range of purposes, and for a variety of audiences.
- III. There are insufficient opportunities for higher attaining pupils, particularly at Key Stage 2, to be involved in planning and organising their own work.
- IV. Despite recent improvements to the quality and provision for hardware, the ratio of pupils to computers remains high.
- V. The separate play area for children under five is unfenced.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

Progress since the last inspection has been good. Since his appointment just over two years ago, the headteacher has provided the necessary impetus to move the school forward rapidly. He has been ably supported by a hard working deputy headteacher together with a committed and dedicated staff. Weaknesses have been clearly identified, and procedures and systems for improvement have been implemented. The headteacher and deputy now regularly monitor the quality of teaching, and this is having a positive impact on standards. The school has successfully introduced whole school curriculum planning to achieve better continuity and progression. Teachers produce plans for each curriculum area and weekly, short term plans, which are monitored by subject coordinators. The governors are fully aware of all their responsibilities, and in partnership with the headteacher and the staff, now play a very active part in the strategic planning of the school. They now meet all their statutory responsibilities in relation to policies and the curriculum, and this is an improvement on the findings of the previous inspection. Standards in music have improved and are now in line with national expectations, and there has been a substantial investment in good quality learning resources. However, standards in information technology are still unsatisfactory, since pupils have been unable to develop their skills in all aspects of the subject year by year because, previously there was a limited range of suitable hardware available within the school. Substantial sums of money have been found to improve the quality and provision for computers, but the range of resources remains unsatisfactory. The current ratio of pupils to computers remains high compared to the national picture. The school is now well placed to sustain recent developments, and the capacity for improvement is very good.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools | | Key |
|----------------|---------------------------|-------------------------------|---------------------------|----------|
| | | | <i>Well above average</i> | <i>A</i> |
| | | | <i>Above average</i> | <i>B</i> |
| English | B | C | <i>Average</i> | <i>C</i> |
| Mathematics | A | A | <i>Below average</i> | <i>D</i> |
| Science | A | A | <i>Well below average</i> | <i>E</i> |

The information shows that while standards in English are above average, they are satisfactory when compared with schools with a similar percentage of pupils eligible for free school meals. Inspection evidence indicates that standards in speaking and listening, reading, writing and mathematics are above national expectation at the end of Key Stage 1. At eleven, attainment in speaking, listening and reading is above national expectations, and in writing it is in line. However, standards in mathematics and science are well above national expectations at the end of Key Stage 2. Attainment in information technology is below national expectations at both key stages. Standards in religious education are in line with the expectations of the locally agreed syllabus at Key Stage 1, and above at the end of Key Stage 2. Standards in art are unsatisfactory at Key Stage 2. All other subjects are in line with those expected of pupils of a similar age, except in design and technology and physical education which are above.

Quality of teaching

| | | | |
|------------------------|-----------|-----------------------|-----------------------|
| English | Very good | Good | Satisfactory |
| Mathematics | Very good | Good | Good |
| Science | | Good | Good |
| Information technology | | Insufficient evidence | Insufficient evidence |
| Religious education | Very good | Good | Good |
| Other subjects | Very good | Good | Satisfactory |

The overall quality of teaching is good, and has improved since the last inspection. Seventy-three per cent of teaching was satisfactory to good, and just over 23 per cent was very good or better. Teaching was unsatisfactory in 3.3 per cent of lessons. The quality of teaching of literacy and numeracy is good.

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

Other aspects of the school

| Aspect | Comment |
|---|--|
| Behaviour | Good throughout the school |
| Attendance | Very good. The attendance rate is higher than the national average, few pupils are late and lessons start on time. |
| Ethos* | The ethos of the school is good, and fully reflected in the life of the school. Expectations of politeness, courtesy and getting on with others are evident in the work of the school. |
| Leadership and management | Good. The headteacher gives a very strong sense of purpose and direction to the school. He is ably supported by enthusiastic and hard working deputy headteacher, staff and governors. |
| Curriculum | The curriculum is broad and balanced, and successfully promotes the pupils' intellectual, physical and personal development. |
| Pupils with special educational needs | Provision for pupils with special educational needs is good overall, and they make good progress. |
| Spiritual, moral, social & cultural development | Good. |
| Staffing, resources and accommodation | Good overall. However, the school needs to increase the numbers of computers. Resources for ceramics and textiles are unsatisfactory. |
| Value for money | The school provides good value for money. |

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- VI. Children like school.
- VII. It easy to approach the school with questions or problems.
- VIII. Parents are encouraged to play an active part in the life of the school.
- IX. It enables their children to achieve good standards of work.
- X. Values and attitudes have a positive effect on children.

What some parents are not happy about

There were no significant responses.

Inspectors' judgements support parents' positive views about the school.

· **KEY ISSUES FOR ACTION**

XI. Raise attainment in information technology by:

XII. ensuring statutory requirements are met;

XIII.

computers;

XIV.

expectations of what pupils can achieve.

improving the provision for

raising teachers'

[Paragraphs 7, 11, 72, 129, 131, 138]

XV. Provide increased opportunities for higher attaining pupils, particularly at Key Stage 2, to be involved in the planning and organising of their own work.

· *[Paragraphs 10, 17, 23, 24, 104, 122, 124, 144]*

· Improve pupils' attainment in writing at Key Stage 2, by widening its range and purpose.

[Paragraphs 8, 101]

XVI. Update the portfolios of pupils' work in English, mathematics and science and complete a portfolio in information technology, so that they become useful reference points for teachers when assessing their pupils' work.

[Paragraphs 36, 105, 115, 137]

XVII. Fence the separate play area for children under five.

[Paragraphs 71, 89]

XVIII. Carry out and record risk assessments.

[Paragraph 50]

XIX. Ensure that statutory requirements are met with regard to the school prospectus.

[Paragraph 52]

INTRODUCTION

Characteristics of the school

- 1 Queen's Drive Primary School is situated in the Cadley ward, and serves an area composed mostly of privately owned housing on the outskirts of Preston. The school was formed by the amalgamation of the former Infant and Junior Schools, which were located on the same site. The school buildings are surrounded by hard playing surfaces, well maintained gardens, and playing fields. The majority of pupils come from the immediate area and are from relatively advantaged homes, although the school does have the full social range. Children under five enter the two reception classes with a wide range of experience but the majority have above average levels of attainment. Parents have high expectations of their children, and value the work done by the school.

- 2 There are 445 full time pupils on roll, and the majority are from white European families. There are 55 pupils for whom English is not the first language, which is high compared with national figures. There are 48 pupils on the register of Special Educational Needs, of whom five have statements. This is below the national average. The percentage of pupils entitled to free school meals is below the national average at 6.29 per cent. During the previous year there have been no exclusions. The attainment of children on entry to the school is above national expectations, and socio-economic backgrounds are favourable.

- 3 The school aims to provide a challenging learning environment for its pupils, and to continue working to raise attainment within a community that celebrates their achievement. Its current targets in key areas include:
 - implementing the requirements of the National Literacy Strategy;
 - introducing the Numeracy Strategy across all classes;
 - raising attainment in information technology;
 - introducing a policy for higher attaining pupils.

Key indicators

Attainment at Key Stage 1¹

| Number of registered pupils in final year of Key Stage 1 for latest reporting year: | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 34 | 30 | 64 |

| National Curriculum Test/Task | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Results | | | | |
| Number of pupils at NC Level 2 or above | Boys | 29 | 27 | 29 |
| | Girls | 29 | 31 | 29 |
| | Total | 58 | 58 | 58 |
| Percentage at NC Level 2 or above | School | 94(85) | 96(90) | 92(93) |
| | National | 82(80) | 83(81) | 87(84) |

| Teacher Assessments | | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 29 | 31 | 29 |
| | Girls | 30 | 29 | 28 |
| | Total | 59 | 60 | 57 |
| Percentage at NC Level 2 or above | School | 92(90) | 94(93) | 89(96) |
| | National | 82(81) | 86(85) | 87(86) |

.....

Attainment at Key Stage 2²

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for latest reporting year: | Year | Boys | Girls | Total |
| | 1999 | 31 | 32 | 63 |

| National Curriculum Test Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 24 | 26 | 26 |
| | Girls | 31 | 32 | 31 |
| | Total | 55 | 58 | 57 |
| Percentage at NC Level 4 or above | School | 86(71) | 92(77) | 91(82) |
| | National | 70(65) | 69(59) | 78(69) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 21 | 23 | 24 |
| | Girls | 28 | 26 | 30 |
| | Total | 49 | 49 | 54 |
| Percentage at NC Level 4 or above | School | 78(80) | 77(83) | 85(83) |
| | National | 68(65) | 69(85) | 75(72) |

Attendance

| | | | |
|---|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year: | | | % |
| | Authorised | School | 4.5 |
| | Absence | National comparative data | 5.7 |
| | Unauthorised | School | 0 |
| | Absence | National comparative data | 0.5 |

Exclusions

| | | |
|--|--------------|--------|
| Number of exclusions of pupils (of statutory school age) during the previous year: | | Number |
| | Fixed period | 0 |
| | Permanent | 0 |

Quality of teaching

| | | |
|---|------------------------|------|
| Percentage of teaching observed which is: | | % |
| | Very good or better | 23.5 |
| | Satisfactory or better | 96.7 |
| | Less than satisfactory | 3.3 |

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

- 1 Results of the National Curriculum tests for 1999 show that, when compared with all schools, attainment of seven year olds is well above national averages in reading and writing, and above in mathematics. When results are compared with those of similar schools, standards are above average in reading and in writing, and average in mathematics. Results of the National Curriculum Tests for 1999 show that in comparison with all schools, attainment of eleven year olds is above national averages in English, and well above in mathematics and science. When these results are compared with those of schools with pupils from similar backgrounds, standards remain higher in mathematics and science, but average in English.
- 2 Children under five enter the two reception classes with a wide range of experience, but the majority have above average levels of attainment. Children's development in mathematics, literacy and language is good. They use language confidently, learn phonic skills, and use stories to identify key words through shared reading. Children can recite number names up to ten and beyond, and use correct mathematical vocabulary. By the age of five, children have made good progress in all the areas of learning, and the majority have achieved the nationally recognised 'Desirable Learning Outcomes' with a number exceeding this target.
- 3 Inspection findings broadly support test evidence, and show attainment at the end of Key Stage 1 to be above the national averages in reading, writing, speaking and listening, mathematics and science. Attainment in information technology is below national expectations, and standards in religious education are in line with the expectations of the locally agreed syllabus. Improvements in mathematics can be explained by the systematic introduction of regular mental arithmetic, and the adoption by all teachers of National Numeracy Project strategies. This is having a significant effect on pupils' confidence in dealing with numbers, and on their knowledge and understanding of mathematical concepts. The better performance in English is largely the result of curriculum planning and the in service training of teachers, which has taken place in the subject. Also, the staff say that the National Literacy Strategy is beginning to have a positive effect on standards generally in the school. Standards in science have improved because of the systematic introduction of challenging investigational work.
- 4 Inspection findings broadly support the test evidence, and show attainment at the end of Key Stage 2 to be well above the national averages in mathematics, science. However, standards in speaking and listening and in reading are above national expectations, but standards in writing are in line. Attainment in information technology is below national expectations, but standards in religious education are above the expectations of the locally agreed syllabus. In most other subjects, standards are in line with what would be expected for pupils of a similar age, with the exception of physical education, which are above them. Standards in art are below what would be expected of pupils of a similar age at Key Stage 2.
- 5 Pupils are making good progress in speaking and listening at Key Stage 1, satisfactory progress at Key Stage 2. The majority of pupils listen attentively to the teacher and to one another, and respect each other's points of view. Pupils' speech is generally clear, confident in delivery, and usually grammatically correct. However, there are insufficient opportunities for pupils at Key stage 2 to explore and develop speaking and listening skills as a discrete English attainment target. Progress in reading is good at Key Stage 1, and satisfactory at Key Stage 2. Pupils enjoy reading books. They critically reflect on what they have read, and recall in detail the plot of a story. Pupils use a wide range of strategies to decode unknown words, and the majority use phonic skills and contextual clues well. Older pupils make satisfactory progress in using an index to locate a reference book, but have insufficient opportunities to plan and research on their own. Progress in writing is good at Key Stage1, but unsatisfactory at Key Stage 2. At Key Stage 1 pupils develop a good knowledge of punctuation, grammar and spelling skills relevant to their age, and use them accurately in more detailed and extended pieces of writing. While pupils at Key

Stage 2 use good English skills in a range of comprehension activities and imaginative and creative writing, both within English and across the curriculum, the school does not provide pupils with the opportunity to write for a range of purposes, and for a variety of audiences. This is having a direct impact on the standards they achieve.

- 6 Pupils make good progress in mathematics at both key stages. This is because effective strategies are used as the basis for planning, such as the introduction of regular mental arithmetic, and the use of the draft National Numeracy Project materials. Overall, pupils are making good progress over time in number, shape, space, measure and data handling. Progress is best at the end of both key stages. Even better progress would be made by pupils at both key stages if they were given more opportunity to explain their thinking in class which would help develop clearer understanding and better speaking and listening skills.
- 7 Progress in science is good at both key stages. This is because of the way in which teachers plan their lessons and carefully identify what is to be learned. Good scientific habits are encouraged from an early age. Teachers try to ensure that the work planned is interesting and builds effectively on pupils' natural curiosity about their environment. Older pupils carefully record their results using simple diagrams and tables, and make good progress at providing explanations for their observations. However, there are few opportunities for higher attaining pupils to plan their own investigations and become independent learners.
- 8 Progress in information technology is unsatisfactory across both key stages. This occurs because pupils have previously not received their full entitlement to the breadth of the National Curriculum programmes of study, and have not been able to systematically develop their skills, knowledge and understanding in all aspects of the subject year by year. Improvements in information technology are one of the school's priorities, and there is a detailed and useful development plan. New ranges of skills are being successfully introduced, including access to the internet. Progress is now rapid within the range of activities that have been recently introduced. For example, older pupils are able to use the technology suite at a neighbouring upper school, and produce impressive work using a data handling package.
- 9 Pupils are making good progress in religious education at both key stages. Pupils are aware that the Bible is the holy book of Christians, and they are making sound progress in understanding the significance behind parables and other religious stories. At Key Stage 2, pupils make good progress at understanding the Christian religion and its impact on people's lives. They explain with considerable maturity and confidence, difficult issues about life; for example, pupils talk about the purposes of different religions: 'we learn the meaning of life from them'. They respect different religious beliefs but understand that there is common humanity that unites us.
- 10 Overall, the majority of pupils with special educational learning needs are making good progress towards their individual targets within classes. This is largely due to the good level of support they receive from class teachers and learning support staff. When working individually with adult support, pupils make good progress. Pupils in the local authority special educational needs resource facility [SERF] are also making good progress.
- 11 Pupils with English as an additional language are well supported, have equal access to the curriculum and make good progress at both key stages.
- 12 Progress since the last inspection has been good. Since his appointment just over two years ago, the headteacher has provided the necessary impetus to move the school forward rapidly. Weaknesses have been clearly identified, and procedures and systems for improvement have been implemented. The school is now well placed to sustain recent developments, and the capacity for improvement is very good.
- 15 **Attitudes, behaviour and personal development**
- 13 Pupils have good attitudes towards learning, behave well, form very good relationships with both their

peers and adults, and mature in a satisfactory manner during their time at the school. Their friendliness, cooperation and unselfishness helps to create an orderly community in which purposeful learning can take place. The school is successful in its stated aim of developing in its pupils' curiosity and enthusiasm for learning. These findings are similar to those of the previous inspection.

14 The youngest pupils quickly adapt to school routines and are interested and eager to learn. They are sufficiently confident to make suggestions in lessons, independently choose suitable resources for the task in hand and share them sensibly, are well behaved and show a keen interest in books. These positive attitudes to learning are also shown by pupils throughout the school who sustain their concentration well, persist when they find an activity difficult, and are willing to learn from their mistakes. They take pride in both the content and the presentation of their work. Pupils in Year 1, who were designing a dinosaur park, thought hard about their work, made adaptations, used their "muscles" with determination to manipulate the plasticine, and tidied up very swiftly at the end, using their initiative to see what needed to be done. Pupils of all ages work well in pairs and small groups, and are helpful towards each other, particularly in literacy and numeracy lessons when the teacher's concentration is focussed on a few pupils. In a Year 5 games lesson in the hall, 32 pupils in a restricted space listened well to instructions and practised chest throws in pairs and groups sensibly, productively and with due care for each other. Many pupils carry out work at home, researching information, writing creatively or reading. However, at school they have too few opportunities to plan and organise their own work and, therefore, to develop the skills of independence that would help to move their learning on at a greater pace.

15 Most pupils behave well both in school and outside. They are polite and trustworthy, abide by the school's rules and expectations, and show good self discipline. There have been no exclusions in the past 12 months and very little need to record or monitor poor behaviour. A small number of pupils do challenge teachers by misbehaving but staff generally deal with these difficulties well, and only occasionally does poor behaviour have an adverse effect on learning. Pupils in the special educational needs resource unit [SERF], some of whom have severe behavioural difficulties, generally behave very well and have positive attitudes to learning. Pupils with special educational needs, those from different ethnic heritages, boys and girls work and play alongside each other in harmony, creating a happy, family atmosphere in which there is little or no bullying. Pupils respect resources and the building, dispose of litter carefully, and are honest in their dealings with others.

16 Pupils reliably carry out their various responsibilities around the school, but staff do not create enough opportunities for pupils to show their initiative and make a strong contribution to the community. There is no school council or occasions when older pupils help younger with, for instance, reading. Much of the teaching is prescriptive which means that pupils do not develop sufficient self motivation and discipline to work well in less formal situations, for example physical education, or in lessons when teaching is weaker. However, pupils do develop a real respect for others' opinions and beliefs. This is particularly apparent in religious education lessons and assemblies where they have opportunities to discuss deep issues and reflect on different beliefs and talents.

19 **Attendance**

17 Pupils' levels of attendance at school are very good and above the national average. The incidence of unauthorised absence is very low. The great majority of pupils attend school regularly and arrive punctually which contributes positively to their levels of attainment since they can make uninterrupted progress in their work. These high levels of attendance have been sustained since the time of the previous inspection.

20 **Quality of education provided**

Teaching

18 The quality of teaching is good overall. In just under 97 per cent of lessons observed, the quality of teaching was at least satisfactory and in just over 58 per cent of lessons it was good or better. Three per

cent of lessons were unsatisfactory. These inspection findings represent a significant improvement on the findings of the last inspection, when the quality of teaching was a key issue. Weaknesses in teaching have been clearly identified, and procedures and systems for improvement have been implemented. The headteacher and deputy now regularly monitor the quality of teaching, and this is having a positive impact on standards.

- 19 The quality of teaching for children under five is very good. Lesson planning reflects the national Desirable Outcomes for Learning, with a clear focus on links to the National Curriculum programmes of study. Activities are very effectively planned, take into account children who work at different rates, and are carefully assessed through group work and individual discussion. Links are made with previous learning and progressive demands are made on children. There are high expectations of work and behaviour. Lessons proceed at a lively pace, and there is skilful intervention to develop pupils' learning through questioning and explanation. This is having a direct effect on children's progress. Good support is provided by the classroom assistants, who are skilful in developing appropriate vocabulary, and in sustaining high levels of children's concentration.
- 20 At Key Stage 1, the quality of teaching is good overall. Just over 79 per cent of lessons were good or better. Where teaching is good or better, effective short term planning and high expectations of work ensure that all pupils are appropriately challenged. There is a good balance between directed learning and opportunities for individual investigation. Questioning techniques are skilfully used to establish what pupils understand, and to challenge their thinking. Teachers' responses are positive and encouraging. For example, in a Year 2 science lesson, there was a genuine air of anticipation and pleasure as the class began to explore aspects of electricity through discussion, listening, observing, experimenting and recording. The teacher used very good open ended questions to establish what children already understood, and challenged their thinking. When teaching is satisfactory, lessons are well planned, teachers have a sound understanding of what they have to teach, and resources are well matched to the differing needs of pupils. However, the pace of lessons sometimes slows, and there are missed opportunities for higher attaining pupils to plan and organise their own work
- 21 The quality of teaching at Key Stage 2 is satisfactory overall. Just over 17 per cent of lessons were very good, 22 per cent were good, and 55 per cent were satisfactory. Just under 6 per cent were unsatisfactory. The best teaching was seen in the core subjects across the key stage. When teaching is good, there are good expectations of behaviour, and the good working atmosphere that is created in classes enables pupils to work effectively without unnecessary interruption or distraction. For example, in a Year 5 mathematics lesson, assessment opportunities were well planned and linked to previous learning. The pace of the lesson was good, and there were good opportunities for pupils to think and reflect on the work they were doing. When teaching is satisfactory, there is a satisfactory balance between direct teaching, and opportunities for pupils to work individually and in small groups. Activities are well matched to the abilities of pupils of average and lower ability. However, in some lessons for older pupils particularly in English, mathematics and science, activities are too prescribed and opportunities are missed to challenge higher attaining pupils to plan and resource their own research and investigations. When teaching is unsatisfactory at Key Stage 2, the pace of the lesson slows and there is insufficient challenge for higher attaining pupils.
- 22 Teachers know their pupils well at all key stages. They use assessment methods such as observation, skilful questioning and end of module test to good effect. Work is usually thoroughly marked. Pupils regularly take work home, and the vast majority of parents surveyed were very satisfied with the work which their children are expected to do at home.
- 23 The high priority given to literacy and numeracy within the school is appropriate, and lessons are planned in line with the National Numeracy and Literacy Strategies. The quality of planning for literacy varies from satisfactory to very good, and provides a structured progression of skills for pupils. Planning for numeracy is good, and lessons are well taught. Mental arithmetic plays a key part in mathematical lessons, and is well used by teachers to assess pupils' knowledge and understanding. It is common to see whole class introductions to lessons and effective plenary sessions to sum up learning objectives, and this is having a beneficial effect on progress.

24 Teachers are aware of the specific requirements for pupils with special educational needs and some attempt to match work and resources to pupils' individual needs. Unfortunately this practice is not yet consistent throughout the school and there are still occasions when all pupils are expected to do the same work. This applies equally to pupils who are more able who are not always sufficiently challenged. The school has already recognised this fact and is taking steps to ensure that their needs are also met. Individual Education Plans are in place for all pupils requiring them and there is a high level of involvement of teachers in setting and monitoring targets. However, Individual Education Plans are not sufficiently used as working documents, and some teachers do not specifically identify what tasks are to be done in their planning.

27 **The curriculum and assessment**

25 The school provides a broad, balanced and relevant curriculum, which meets all statutory requirements and reflects the aims and objectives of the school. The school is also meeting the requirements of the locally agreed syllabus for religious education. There are strengths in some subjects, for example science and mathematics, resulting in well above average attainment for pupils at both key stages. However, the curriculum for English is somewhat restricted particularly at Key Stage 2, and statutory requirements for information technology have only recently been met. The soon to be introduced new curriculum for information technology will address this issue. There is now a better focus on attainment targets and programmes of study within planning. This was an issue at the time of the last inspection.

26 The curriculum for children under the age of five is very good, and it offers a very good range of experiences based on the desirable learning outcomes recommended for this age group. Planning is detailed and states very clear learning objectives for each activity. A strength of the planning are the links that are created between the different areas of learning providing children with a clear understanding of how their learning in language and literacy connects with mathematical knowledge and leads into history and science. Detailed records are kept of their progress and all assessments including the baseline assessment are effectively used to inform future planning.

27 The schools' considered decision to focus on literacy and numeracy, and the slimming down of the curriculum is however having an effect upon the school's ability to fully respond in depth to some of the foundation subjects. The curriculum successfully promotes pupils' intellectual, physical and personal development and prepares pupils for the next stage of education. The governors have a suitable policy for sex and drugs education, which is usually delivered within the science curriculum and personal, social and health education lessons. The provision for personal and social development for children under five, and for all other pupils is very good. The school operates as a community in which all are encouraged to grow in confidence, to develop respect and sensitivity for others, and to increase their awareness of the world beyond the school gate. This is an improvement on the findings of the previous inspection when policies for educational visits and social education had only been recently devised and were not fully implemented.

28 Pupils with special educational needs have full access to all areas of the curriculum and to a range of extra curricular activities. The closer links that have been established with the SERF unit enable these pupils to share certain curriculum activities such as physical education, with other pupils and teachers. There are clear procedures for the early identification and assessment of pupils and all staff understand these. Rigorous assessment and monitoring procedures are strengths of the school, and these are having a positive impact on the good progress pupils are making. Statutory requirements are fully met in respect of pupils with statements. There is very good provision for pupils with English as an additional language. Both groups of pupils make good progress throughout both key stages. A policy for ensuring that the needs of more able pupils are met has recently been drafted. However, this is at an early stage of development and has yet to make significant impact on standards.

29 All subjects have a coordinator, with two key stage coordinators for English, mathematics and science. All subjects have policies and schemes of work, which give good guidance to staff. Teachers' weekly and half term plans and modules of work are closely linked to national curriculum programmes of study, and

ensure continuity across years and key stages. The majority of teachers' plans take account of the range of abilities within individual classes, although there are some inconsistencies in planning for higher attaining pupils, particularly at Key Stage 2.

- 30 The school provides a good range of extra curricular activities for both sport and the arts, as well as providing pupils with the opportunity to take part in a range of visits, including a residential activity week for pupils in Year 6. All these make a valuable contribution to the varied and extended curriculum provided by the school.
- 31 Assessment for under fives is good. Detailed records are kept of children's progress and all assessments including the baseline assessment are effectively used to inform future planning. Teachers use good formal and informal procedures to assess children, and have a clear understanding of what they have achieved.
- 32 The school uses a good range of assessment procedures at Key Stage 2, with teachers' half term plans and modules of work providing opportunities for regular assessment. Teachers' marking of pupils' books is generally consistent. Teachers correct pupils' work and write encouraging comments in their books. These comments however do not always identify areas for development or set targets for improvement. Apart from fulfilling the requirements for end of key stage assessments, all pupils take optional national tests at the end of Year 4. All national test results are closely analysed in order to identify areas for development. Subject coordinators regularly monitor and analyse teachers' planning documentation, and are provided with planned opportunities to observe the quality of teaching through classroom observation.
- 33 All pupils have standardised pupil profiles that contain evidence from formal reporting procedures and end of key stage national test results. Pupils are also involved in collecting samples of work from core and foundation subjects to form a record of achievement which is a useful record of progress. Staff have been involved in a wide range of assessment and standardising procedures, but recently these have been reduced in order to concentrate on the implementation of the literacy and numeracy strategies. There are portfolios of evidence to support standardising procedures in the core subjects, but they need updating. Pupils with particular concerns are highlighted through a range of assessment procedures, including annual reading tests. Once identified, strategies are put into place which are regularly and systematically monitored by the headteacher and deputy headteacher to assess individual progress. In contrast, at a more informal level, and yet equally valid, pupils are provided with the opportunity to take part in an achievement assembly each week. Details of achievement are kept on a Roll of Honour, and displayed on the school's achievement board. Pupils are presented with a suitably worded certificate.
- 34 The school fulfils all statutory requirements to provide parents with annual reports, and the results of end of key stage national test results.

37 **Pupils' spiritual, moral, social and cultural development**

- 35 Provision for pupils' spiritual, moral, social and cultural development is good overall. The provision for pupils' moral and social development is very good. The school operates as a community in which all are encouraged to grow in confidence, to develop respect and sensitivity for others, and to increase their awareness of the world beyond the school gate. This is an improvement on the findings of the previous inspection when policies for educational visits and social education had only been recently devised and were not fully implemented.
- 36 Assemblies make a very positive contribution to pupils' spiritual growth since those who present them provide opportunities for both thought and reflection. Pupils of all ages behave impeccably during assembly time, entering and leaving quietly to the strains of emotive music, so that a calm, meditative atmosphere is created. Displays around the school also invite pupils to stop and think. The autumnal displays in the Key Stage 1 building are full of interesting detail, and pupils' work on kites is thoughtfully displayed with poems such as 'Who has seen the wind?' In the Key Stage 2 building, high quality

photographs inspire those who look at them to consider attributes such as determination. In many lessons pupils are also encouraged to consider themselves and their lives. At the end of an outstanding physical education lesson in which all reception pupils, together with those from the SERF unit, took part, pupils cooled down lying on their sides, contemplating the good things that had happened so far during the week and anticipating more. The manner in which religious education is taught also encourages pupils to consider such abstract ideas as love while in English, pupils in Year 3 have recently been writing poems about, for instance, anger, happiness and boredom, which require them to know themselves.

- 37 Assembly themes are generally based on the promotion of moral and social behaviour, with speakers putting forward strong messages in an humane and encouraging manner. The difference between right and wrong is made clear to pupils in assemblies, and also through the rest of the day. The school's positively stated rules are displayed around school and are generally put into practice by staff and pupils each of whom shows respect for the other. When appropriate, staff draw attention in the curriculum to moral messages, for instance the importance of keeping promises as portrayed in *The Pied Piper of Hamelin* but, in English they fail to make the most of opportunities for pupils to debate or write about moral issues.
- 38 One of the main messages that staff consistently make clear to pupils is the importance of cooperation and thoughtfulness. Community values feature large in the weekly achievements assembly during which pupils from each year group are formally thanked and praised by the headteacher for their contributions to the life of the school, whether through diligent working or kindness to others. Pupils support charitable fundraising activities and, occasionally, suggest them, such as last year's Book Fair for the victims of the Central American earthquake. Year 5 pupils have the opportunity to raise their awareness of European issues during their annual visit to the neighbouring high school, while the week long residential visit to Hothersall Lodge for Year 6 pupils provides much practical experience of the benefits of acting in a sociable manner. Pupils with special educational needs are well integrated into a school that is both caring and supportive. Their happiness and confidence within school is a high priority and their independence skills are well developed. The SERF unit has a very positive impact on pupils throughout the school to the mutual benefit of everyone. Pupils' moral and social obligations are very well developed.
- 39 Children under five make good progress in all areas of personal and social development. The children are very tolerant, listen to each other, take turns and share resources when working together. They relate well to all teachers and to other adults who all play a part in encouraging them to be well behaved, polite and well mannered.
- 40 Library and class books contain an appropriate range of stories and facts about pupils' own and others' customs, beliefs and ways of life, which foster their cultural development. Religious education lessons make a strong contribution in this area since they introduce pupils to, for instance, the differences and similarities between the celebration of festivals of light around the world, and teachers actively encourage, for example, Muslim pupils to share their knowledge and beliefs with their class mates. Older pupils study the ancient Egyptians, Greeks, Tudors and Victorians in a way that enables them to relate their own life to those of people long ago. Younger pupils compare Preston with a Scottish island, their own experience of school with that of children from a different age and study the work of artists such as Picasso and Archimboldo. However, the great emphasis now placed on literacy and numeracy within the curriculum has led to a reduction in the amount of time devoted to these wider areas of study and the possibilities for visits to theatres and other places of interest.
- 41 Pupils with special educational needs are well integrated into a school that is both caring and supportive. Their happiness and confidence within school is a high priority and their independence skills are well developed. The SERF unit has a very positive impact on pupils throughout the school to the mutual benefit of everyone. Pupils' moral and social obligations are very well developed.
- 44 **Support, guidance and pupils' welfare**
- 42 Overall, the provision for support, guidance and welfare of pupils is good, and this makes a positive

contribution to pupils' achievement and progress. The school provides good levels of support and guidance for pupils, which ensure that they feel secure in school and can, therefore, make the most of the opportunities that are available to them. Parents are content that the school supports their children well, and pupils confirm that they are happy in school. The school successfully achieves the aim of its pastoral care policy, to 'provide a sanctuary for children during school hours' and has maintained this high level of support for pupils since the previous inspection.

- 43 Teachers regularly assess pupils' academic achievement and use the findings both to monitor pupils' progress over time and to guide them when planning future work. Pupils are grouped appropriately for English, mathematics and science, and staff provide suitably graded work and guidance according to individual need. A policy for ensuring that the needs of more able pupils are met has recently been drafted. This is still a developing area. Teachers also monitor pupils' personal progress by recording the awards given at achievement assemblies and by general observation. Teachers know well both the pupils in their class and their family circumstances. They cater well for individuals whether their particular need is due to their beliefs, their uncertainty during a specific activity, or a medical problem.
- 44 The procedures for monitoring and promoting discipline and good behaviour are very good. The school's behaviour policy concentrates on encouraging good and helpful behaviour, and positive attitudes. School rules are clearly displayed throughout the school. Sanctions are usually consistently applied for inappropriate behaviour, while good work and conduct are celebrated through the presentation of stickers and certificates in assembly. Pupils with special educational needs are well supported and arrangements for their guidance and welfare are good. There are clear guidelines relating to their responsibilities. On occasions when behaviour becomes quite challenging there is a need to review support for individuals within classrooms. There are good links with a range of outside support agencies and their involvement is valued.
- 45 The procedures for monitoring and promoting good attendance are very good. The daily recording of attendance is met, and registers are formally scrutinised by the headteacher and education welfare officer, on a termly basis. The school already involves the educational welfare officer when there is concern about any pupil's punctuality or non attendance. Requirements for the reporting of attendance are well met.
- 46 The school has effective child protection procedures and staff maintain good links with a range of outside support agencies to ensure the welfare of all those in their care. Parents greatly appreciate the services of the after school 'QD Kids' Club' whose staff provide high levels of supervision and interesting activities for children after school. Young children entering the reception classes settle well due to the care taken with their introduction to school life, while those who progress to secondary school also make a smooth transfer, due to good preparation.
- 47 A large number of school staff are qualified first aiders and pupils are generally well supervised in the playground. However, the fact that so many pupils need to be supervised while they eat sandwiches in their classrooms means that, at some periods during the lunch break, midday assistants are hard pressed to oversee adequately those who are already playing outside. Staff pay suitable attention to the demands of health and safety on a day to day basis. The member of staff with responsibility for health and safety has received much training in this area and carries out both audits of the site and risk assessments in order to identify potential hazards. However, there is insufficient formal recording of the findings from these checks, or of the action taken in order to ensure that any danger is minimised. During the week, inspectors alerted the school to some health and safety concerns.
- 50 **Partnership with parents and the community**
- 48 The school has maintained the satisfactory partnership with parents and the wider community, which was identified at the time of the previous inspection and which has a positive impact on pupils' levels of attainment and personal development.
- 49 Parents are well informed about the life of the school through the prospectus, governors' annual report

and regular letters, but the prospectus entry about admissions does not reflect the school's current practice. Pupils' progress reports give some indication of individuals' attainment and progress in English, mathematics and science but the comments about other subjects generally relate to the pupil's attitude rather than their achievement. As yet, the school does not provide parents with information about what pupils will be studying in the coming term. The school operates a genuine open door policy and so parents have easy access to staff if they have any queries or concerns. The school also holds two parent consultation evenings about pupils' progress during the year and organises various presentations about, for instance, how reading is taught, so parents have good opportunities to keep themselves informed.

50 Parents are very appreciative of the school's efforts on behalf of their children but only a few give active support through, for instance, regular help in the classroom. Through the parent teacher association, they raise funds to augment the school's own resources and have recently bought, among other things, a library box for reception pupils and physical education equipment for pupils at both key stages. Parents support their children's education by ensuring that they attend school regularly and by overseeing their homework, although only a few use pupils' homework diaries and reading records as a means of two way communication with teachers. Parents of pupils with special educational needs are very supportive of what the school is trying to achieve. Their involvement in their children's learning is good. They are well informed about what the school is doing to meet pupils' needs, and their attendance at annual and other review meetings is very good.

51 The school has good links with its neighbouring schools through, for instance, opportunities to sample information technology, and the occasional curriculum enrichment days for older pupils at some high schools, and joint activities, such as science presentations from an outside speaker, with other primary schools. Various school and college students undertake work experience or community service in the school, which provides welcome extra help and new ideas in classrooms. Regular visits, particularly to assemblies, from representatives of Christian groups promote pupils' spiritual, moral and social development. Despite the fact that the school is a member of the steering committee of the local Education Business Partnership, there are few positive links with business that enhance pupils' education. Year 3 pupils benefit from their visits to sample bricklaying and wallpapering at Preston College on an annual basis.

54

54 **The management and efficiency of the school**

54 **Leadership and management**

52 The management of the school is good. The newly appointed headteacher has a clear vision of what he wants to achieve and provides very strong, purposeful direction to the work of the school, in a sensitive and caring manner. He has earned the respect of the governors, staff and parents for his professional skill and commitment to the school and to the children. He has established management procedures to support the work of the school and to improve the quality of education received by all the pupils. The school offers a warm and welcoming environment to all who enter. There is an immediate feeling of being in a community where people care for each other and for those who are visiting the school.

53 The governing body, through its appropriate committee structure, is significantly more involved in all aspects of managing the school than it was at the time of the previous inspection. For instance, governors now play a full part in the production of the school development plan, and in the monitoring and evaluating of its outcomes. The governors are fully aware of all their responsibilities and in partnership with the headteacher and the staff they play a very active part in strategic planning and in the everyday life of the school. The governing body meets all its statutory responsibilities in relation to policies, financial and personnel issues and the curriculum. The support they give to the school is very much appreciated by both staff and parents.

54 The deputy and the senior management team who in turn devolve responsibility to team leaders and curriculum coordinators, ably support the headteacher. The staff work well as a team sharing

responsibility for the curriculum and for raising standards of attainment. Coordinators monitor their subjects and offer advice and support to colleagues through staff meetings and training days. Staff development is closely tied into the needs of individual teachers and to areas of the curriculum that are in need of development or where changes are taking place e.g. the literacy and numeracy hour.

- 55 The school has introduced a self evaluation programme, which is aimed at evaluating the quality of education, which is available to the pupils. It specifies the data that is to be used, including lesson observations, and the timescale for the first phase. In the first instance the headteacher, deputy and senior management team monitor lesson plans and the County Adviser will be used to observe lessons in literacy. These procedures for monitoring and evaluating the curriculum are still in the early stages of development but when further developed they should have a positive impact upon standards. The school has successfully implemented the literacy and numeracy hour.
- 56 The school development plan is a comprehensive document giving a clear indication of where the school is moving. This is a marked improvement since the time of the previous inspection. It identifies targets for the next two years, and how they will be resourced and evaluated. It has been drawn up with the full involvement of all staff, governors and senior management team. It is an excellent document for shaping the future development of the school. The aims of the school and the curriculum policies provide a good focus for work, both in curriculum and pastoral development.
- 57 Progress since the last inspection has been good. Weaknesses have been clearly identified, and procedures and systems for improvement have been implemented. The headteacher and deputy now regularly monitor the quality of teaching, and this is having a positive impact on standards. The school has successfully introduced whole school curriculum planning to achieve better continuity and progression. Teachers produce plans for each curriculum area and weekly, short term plans, which are monitored by subject coordinators. The governors are fully aware of all their responsibilities, and in partnership with the headteacher and the staff, play a very active part in strategic planning of the school. They meet all their statutory responsibilities in relation to policies and the curriculum. Standards in music have improved and are now in line with national expectations, and there has been a substantial investment in good quality learning resources. However, standards in information technology are still unsatisfactory, since pupils have been unable to develop their skills in all aspects of the subject year by year because, previously there was a limited range of suitable hardware available within the school. Substantial sums of money have been found to improve the quality and provision for computers, but the range of resources remains unsatisfactory. The current ratio of pupils to computers remains high compared to the national picture. The school is now well placed to sustain recent developments, and the capacity for improvement is very good.
- 58 The aim of helping pupils celebrate their true potential and their achievements is apparent in all aspects of the school, but particularly in the SERF unit. Pupils are very well integrated into class activities, such as physical education, and this is done in a sensitive manner adding quality to the social, moral, spiritual and cultural development of all pupils. There are good systems in place to identify pupils' needs and to monitor their progress, these are detailed and well documented. All reviews are up to date and parents are fully involved in all discussions.
- 59 The day to day management of special educational needs is effectively carried out by a committed coordinator who keeps staff well informed. An improvement since the last inspection has been the release of the co-ordinator for one half day each week for administrative duties and the support of staff and pupils. The headteacher and governors are very supportive in ensuring that the school fulfils its statutory obligations. The school is operating the Code of Practice effectively although the policy does not reflect this and should be updated. Good leadership has ensured that procedures for monitoring and evaluating the progress of pupils are very well detailed and documented. A policy has recently been drafted to ensure that the needs of more able pupils are met.
- 60 The school has a good ethos for learning. There is a welcoming sense of community where the personal and academic achievements of individual pupils are developed and valued. The mutual respect between staff and pupils is evident in the good relationships that exist in the school, and the purposeful and

industrious atmosphere in classrooms shows there is a strong commitment to high achievement.

61 Since his appointment the headteacher has provided the necessary impetus and, together with a committed and dedicated deputy headteacher and staff, is moving the school forward. He has identified weaknesses and has initiated procedures and systems for improvement. Most of the issues identified at the time of the last inspection have been successfully addressed although the target relating to information technology still requires considerable further development. The school is well placed to continue to develop and improve.

64 **Staffing, accommodation and learning resources**

62 The provision of staff, accommodation and learning resources are good overall. The arrangements for induction, appraisal and professional development are very good. Accommodation is generally satisfactory. The provision of learning resources is unsatisfactory.

63 The school is well staffed. It has an appropriate number of well qualified teachers with the experience to meet the requirements of the National Curriculum, the agreed syllabus for religious education, and the Desirable Learning Outcomes for children under five. There is a good balance of experienced and recently qualified teachers. There is also sufficient number of qualified support staff, who all make a positive contribution to pupils' learning. Staff who work with pupils with special educational needs are suitably experienced. The school clerical assistants both contribute greatly to the smooth running of the school. The cheerful site manager, the cleaning staff, midday assistants and the kitchen staff, all work hard for the school. They all make a positive contribution to the ethos of the school and the quality of education provided.

64 At present the school has sufficient, experienced support staff to meet pupils' special educational needs. They operate very effectively by working alongside the class teacher or by occasionally taking pupils out of the classroom for specific support. They are a committed group and work well as a team. Accommodation is good. Although there is no special educational needs base for pupils other than those in the SERF unit, good use is made of communal areas, including the libraries, for individual or small group tuition. The SERF unit is located within the Key Stage 1 building. It is staffed by a well qualified teacher and nursery nurse who have worked together for a number of years. Accommodation, although small, is bright and stimulating. A wide range of resources helps to support pupils with a wide range of speech and language difficulties. A large proportion of these have been designed and made by the head of the unit.

65 Staff development is very good. A particular strength is the very close link between appraisal, the school development plan and the in service training available to teaching and non teaching staff. Appraisal is up to date. Training needs for individual teachers are carefully identified and matched to the needs of the school through the development plan. Teaching and non teaching staff attend a large number of training courses, including preparation for the implementation of the literacy and numeracy strategies. Another strength is the effective way in which newly qualified staff are supported by the colleagues. Training days are well used and contribute to staff's effectiveness. A particular strength of these arrangements is the way courses are disseminated at staff meetings and ideas shared and discussed. Teachers' subject expertise is well used, for example, in religious education and in music where teachers exchange classes. These factors all contribute to the progress and subsequent attainment that pupils make.

66 The available accommodation is adequate for the delivery of the curriculum. There are some limitations, such as the school consists of two buildings, one of which is on two floors and, as yet, there is no access for disabled pupils to the Key Stage 2 building. Classrooms are spacious, light and airy. All available space is fully utilised. The accommodation includes a County unit for pupils with special educational need [SERF], which is a bright and stimulating environment, impressive work takes place to support pupils with a wide range of speech and language difficulties.

67 The accommodation has recently been improved to create two libraries. Plans are under way to improve

the facilities further when funds are available. The school recognises the need to make greater use of the libraries to encourage pupils' independent learning and research.

68 Internally, the accommodation is clean, tidy and well maintained by the conscientious site manager. Throughout the school, good use is made of high quality displays by all teachers, which serve to enhance the learning environment. There are adequate hard play areas for pupils and there is a grassed playing field for sport and team games. There is a separate area for children under five, which offers a secure space for their outdoor play, but it is unfenced. Externally, the buildings are well maintained.

69 Resources for learning are unsatisfactory overall. There is good provision for most subjects including English, mathematics and science but it is unsatisfactory for information technology throughout the school and for art at Key Stage 2. Since the first inspection report, the school has successfully addressed all the issues with respect to learning resources with the exception of information technology. Once the new headteacher had secured the financial stability of the school, a number of new machines were purchased. However, although the number of computers is much better than at the time of the last inspection, it remains low compared to the national picture. This is having a direct effect on the pupils' ability to make progress.

72 **The efficiency of the school**

70 The quality of financial planning is very good. Staff and governors are all involved in influencing budgetary decisions which leads to very careful financial planning. In the most recent school audit report the school's established financial systems and procedures were reported as being of a high standard. The levels of spending reflect the school's needs and link closely to established priorities for development. For example, funding has been made available to improve resources in music and information technology, two areas of weakness identified in the last inspection.

71 From a position of limited financial resources when the headteacher was appointed two and a half years ago, the school has continued to plan for and use its money well. Senior staff members play an active and effective part in the day to day financial management of the school. Subject coordinators are given an annual budget with which to resource their subjects. Consequently, through careful management of the budget and steadily increasing pupil roll numbers it has been possible for the school to build up a healthy balance, which represents just less than five per cent of its total income.

72 The school's financial position is checked regularly and the cost effectiveness of initiatives are systematically evaluated by the finance committee which monitors the budget every half term and reports back to the governing body. Advice is taken from local education officers before final decisions are taken. The governing body conducts its responsibilities very well.

73 The teaching staff are effectively deployed throughout the school. Good use is made of the subject coordinators, many of whom are leading the subject for which they were trained. Coordinators are given time to monitor the quality of teaching and learning in the classrooms. The school has a policy of providing internal cover for teachers to attend professional development courses, teacher absences and for subject coordinator monitoring. However, the school is aware that better staff deployment could help raise standards, for example in information technology and by extending the effective practice of mathematics groupings of Years 2 and 6 into more year groups.

74 The day to day management of special educational needs is effectively carried out by the coordinator who is released for half a day each week for administrative duties and the support of staff and pupils. Good use is made of the funding for special educational needs together with the additional funding committed by the school.

75 Support staff collaborate well with class teachers. They are very effective in helping special educational needs pupils and those for whom English is a second language to fully participate in lessons and make

good progress. Non-teaching assistants are used effectively to support teachers in their work and to maintain assessment records for all pupils.

76 Recent increases in the school roll is making full demands on the accommodation, and the school makes good use of the buildings. Teachers make efficient and regular use of the school's learning resources which has a positive impact on the quality of their lessons and the progress pupils make, although during the inspection it was observed that the libraries were under used. There has been a significant amount of spending last year particularly on computers, and in the current financial year on learning resources including new books for the libraries and a reading scheme. A rolling programme of furniture renewal has seen replacements in some of the junior classrooms and the provision of carpets in Years 3 and 4, all of which impact on the quality of education provided.

77 A Finance Administrator works closely with the headteacher to ensure a very efficient monitoring of financial administration. The school's finances are in excellent order. Computerised systems give easy access to current information. Financial transactions are regularly checked and different sources of information are carefully reconciled. The work of the Finance Administrator ensures excellent budgetary control and enables the headteacher to have more time to be effective in his managerial role.

78 The school receives below average funding. It provides pupils with a secure and caring environment. The attitudes and behaviour of pupils is good. In their personal development pupils are not given sufficient opportunities to take responsibility for their own learning although they attain good standards and the school provides good quality education. Taking all factors into consideration the school provided good value for money.

81 **PART B: CURRICULUM AREAS AND SUBJECTS**

81 **The special education resource facility [SERF]**

79 The local authority funded unit is still an integral part of the school. It is a happy place, which currently supports eight pupils with a wide range of speech and language difficulties. A well qualified and experienced teacher and nursery nurse ensures that pupils receive good quality support on a daily basis. This is delivered within the unit as well as within the mainstream school when pupils join in certain activities, such as physical education and music. High quality support ensures that pupils make very good progress and rapidly gain in confidence.

80 The unit which is situated at the centre of the Key Stage 1 building, is bright and stimulating. Resources, which are of good quality, are wide ranging and many have been effectively designed and made by the unit teacher. Since the last inspection the school has taken steps to create better liaison between the unit and the main school. This is having a positive impact on pupils throughout the school to the mutual benefit of everyone.

83 **Areas of learning for children under five**

81 The overall provision for the education of children under five is good with a broad and balanced curriculum planned to the desirable learning outcomes and leading naturally into the National Curriculum. There are no nursery facilities at the school but almost all the children have experience of either preschool education or a nursery school. Children enter the two reception classes with a wide range of experience but the majority has above average levels of attainment. By the age of five, children have made good progress in all the areas of learning and the majority will have achieved all of the desirable learning outcomes with a number exceeding this target. In both the reception areas an exciting and challenging learning environment has been created where there is ample scope for learning through play and through teacher directed activities. At the time of the last inspection there were no issues related to the education of children under five.

- 82 Children's development in language and literacy is good. All children use language confidently. They have a good vocabulary for their age and this is well developed through whole class sessions where they are encouraged to share their ideas, talk about interesting things they have done and answer questions. Children are taught how to listen carefully and when others are speaking they pay attention and wait until it is their turn to speak. There is a strong emphasis on the learning of phonic skills and using stories to identify key words through shared reading.
- 83 Very good links are created between shared reading and the development of story writing. After reading together "Mrs Mopple's washing line" there are planned activities, through shared writing, for the lower attaining children to write from story cards while the higher attaining are doing free writing story work. Links between the different desirable learning outcomes are a strength of the planned work for the under fives. When writing, most children use recognisable letter shapes and are writing their own names. Some understand and can use upper and lower case letters and know that a sentence starts with a capital letter and ends with a full stop. A positive environment for reading has been established where words are used to maximum effect around the classrooms. Displays contain many words for children to read and books are displayed in such an attractive way that children cannot fail to want to look at them. Children enjoy reading with the teacher. They understand how to look at a book and that all words carry meaning. Their attitudes to reading are very positive and they make good progress. Children are introduced to the literacy hour through short sessions using the "big books" and encouraging the children to read together using the guided readers.
- 84 Children make good progress in mathematics and are well on course to attain, and in some cases exceed, the standards expected by the time they reach the age of five. Number work is developing well and they can recite the number names, in order, up, to ten with some able to count beyond. Through songs and rhymes they consolidate their counting skills and are able to construct their own number line to use as a future reference point. There is a strong emphasis on oral sessions where children can count on in their heads and arrange jumbled numbers. During these oral sessions children are introduced to the use of correct mathematical vocabulary to describe shape and to compare, sort and match everyday objects. In a practical session where children were using a number line they were able to show a clear understanding of the concept of none/nought. Teachers use an extensive range of number games and practical experiences to challenge pupils and develop their thinking.
- 85 Children's knowledge and understanding of the world is good. Learning is often linked to other areas of experience and this makes a significant contribution to the progress they make. The story of "Mrs Mopples washing line" used in literacy forms the basis of a washing topic to illustrate the concept of evaporation through clothes drying. The children then go on to experience how people used to wash in the past washing and rinsing clothes by hand. In this way they are developing an understanding of the differences between the past and present. They are taught how to use the computer and become familiar with the keyboard and the mouse. During this work the more able are often paired with the less able in order to encourage the notion of being helpful to each other. Through the experiences provided in sand and water children explore the properties of materials and how the addition of water to sand changes its nature.
- 86 Good progress is made in children's physical development and they are well on course to achieving the standards expected of five year-olds. They are developing their manipulative skills when using scissors to cut out circles and printed pictures and they are learning to hold their pencils correctly when writing stories or copying over the teacher's words. Physical education sessions taken in the school hall are developing spatial awareness and hand and eye co-ordination is being improved through the catching and throwing activities using balls, bean bags and quoits. They are given opportunities to explore large physical education equipment where they develop skills in moving in different ways. There is a separate area for children under five, which offers a secure space for their outdoor play, but it is unfenced.
- 87 Children are engaged in many opportunities to explore the use of colour, texture and shape, and they make good progress towards attaining and exceeding the required standards in creative development. Using leaves and other materials they have collected from the environment they make winter habitats for

animals and hedgehog collages. They have good control of pencils and crayons and make accurate drawing of hedgehogs. Role play both in the classroom and in physical education is used to enhance and develop experiences and stories they have encountered.

- 88 Children make good progress in the areas of social and personal development, and are well behaved. Teachers place a strong emphasis on establishing clear routines that underpin general behaviour, hygiene and safety. The children are very tolerant of each other and are sensitive to the needs of others when they require help. They listen carefully to each other, take turns and share resources when working together. In the role play area they can be observed organising themselves into the staff of a café with a waiter, cook and someone taking down the orders of the customer. They relate well to all the teachers and to other adults who all play a part in encouraging them to be well behaved, polite and well mannered. Independence is developing well and they can organise themselves into different activities with the minimum amount of fuss.
- 89 Teaching for the under fives is very good. Teachers' planning is detailed and states very clear learning objectives for each activity. Strengths of the planning are the links that are created between the different areas of learning providing children with a clear understanding of how their learning in language and literacy connects with mathematical knowledge and leads into history and science. Children are very well managed and supported during lessons and support staff have very clear roles and responsibilities and make a significant contribution to children's progress. Detailed records are kept of their progress and all assessments including the baseline assessment are effectively used to inform future planning. Links with parents are excellent and they are appreciative of the open relationship that exists and the information they receive about their children's progress. The quality of the teaching and the warm relationship with the parents promotes very positive attitudes to learning from the children. They enjoy coming to school and show this in the many ways in which they try to please the teachers and support staff.
- 90 Learning for under fives is well managed. Resources are of a high quality and the accommodation creates a warm and welcoming start to formal education. This is a strength of the school.

93 **English, mathematics and science**

English

- 91 The results of the 1999 National Curriculum Tests at the end of Key Stage 2 show that in comparison with all schools, attainment is above the national expectation. When compared with that of similar schools, attainment is in line with national averages. Inspection evidence, based on the current year group of pupils, suggests that attainment is above national averages in speaking and listening, and in reading, but satisfactory in writing. Comparison with previous results reveals that average attainment at the end of Key Stage 2 was above the national standard in 1996, but remained broadly in line for 1997 and 1998. The effective introduction and implementation of the National Literacy Strategy, and the extra time for reading and creative writing outside the literacy hour is a significant factor in the raising of standards particularly at Key Stage 1.
- 92 The results of the 1999 National Curriculum Tests at the end of Key Stage 1 show that, in comparison with all schools, attainment was well above national expectation in reading and in writing. When compared with that of similar schools, attainment in reading and writing is above national figures. Inspection evidence suggests that attainment is above national expectations in both reading and writing. At the time of the previous inspection standards in English were 'equal to and at times above, the national expectation' at both key stages.
- 93 By the end of Key Stage 1, pupils display good speaking and listening skills, with the large majority of pupils speaking confidently to both their friends and adults. Standards of attainment in reading at the end of Key Stage 1 are also good. For example, pupils in Year 2 explore an imaginative text 'What's Under

the Bed' both as a piece of literature, and as a book containing factual information. They demonstrate a good understanding of the text and the information it contains through their sensible and informative responses to teacher's questions. Whilst a minority of pupils with special educational needs, and pupils with English as an additional language have identified reading problems, the majority of pupils read with clarity, interest and enthusiasm. Standards of attainment in writing at the end of Key Stage 1 are good, with the majority of pupils writing in an extended manner, relative to their age, about events in their own lives. They produce imaginative responses to the stories and poems read to them in class, such 'The Owl Babies', and 'The Sunflower That Went Flop'. Pupils also write imaginatively about 'The Shipwreck'.

- 94 By the end of Key Stage 2, pupils display good social speaking and listening skills, though a number of pupils lack the ability to structure their ideas in an organised manner, and to express their ideas and opinions in a formal situation. Standards of attainment in reading are good, with a number of pupils being able to discuss their reading books in an informed and detailed manner. Pupils also demonstrate good reference and research skills, though there are limited opportunities to put them into practice within the subject. However, standards of attainment in writing at the end of Key Stage 2 are satisfactory overall. Pupils engage in good extended creative and imaginative writing, through the writing of modern versions of fairy stories, and the exploration of characters and the retelling of events. For example, pupils in Year 6 wrote a character study about one of the people in the book 'Carrie's War' based upon what they said and did, whilst another group of pupils wrote about a persons' feelings, based upon his or her relationship with other characters in the book. Pupils' writing reveal that pupils have good comprehension skills, and write in an informed manner about a range of extracts from books. Pupils have a good knowledge of English skills, punctuation, grammar and spelling and use them in an effective manner in their work. Handwriting and presentation at both key stages is of a variable nature, but good overall.
- 95 Progress is good overall across Key Stage 1. Pupils make good progress in their speaking and listening skills. They listen quietly to their teachers and are eager to respond to their questions. Planned opportunities for structured play make a valuable contribution to the development of pupils' oral skills. Pupils make good progress in their reading as they move through Key Stage 1. Reading is well taught with teachers using a good range of appropriate strategies linked to the commercial reading scheme used by the school. Pupils identified as having reading problems receive good support from teachers, classroom assistants and visiting parents. The school/home reading scheme also makes a valuable contribution to the development of good reading skills. Pupils make good progress in their writing as they move though Key Stage 1. Pupils make continuous improvement in their word and sentence building skills. They develop a good knowledge of punctuation, grammar and spelling skills relevant to their age, and use them accurately in more detailed and extended pieces of writing.
- 96 Progress is satisfactory overall across Key Stage 2. Pupils make satisfactory progress in their social speaking and listening skills. Examination of teachers' planning indicate that most oral activities come about as a response to pupils' reading and written work rather than the planned provision to explore and develop speaking and listening as a discrete English attainment target. However, pupils are provided with occasional opportunities to engage in role play activities.
- 97 Pupils make satisfactory progress in their reading skills as they move through Key Stage 2. They continue to read a range of books from a commercial scheme of work, as well a good range of reading books. Pupils' progress is much influenced by regular opportunities to share in the reading of novels as a class, and to engage in silent reading periods outside of the national literacy hour.
- 98 Pupils' progress in writing at Key Stage 2 is unsatisfactory. Whilst pupils use good English skills in a range of comprehension activities and imaginative and creative writing, both within English and across the curriculum, the school does not provide pupils with the opportunity to write for a range of purposes, and for a variety of audiences. Although pupils occasionally write their own poetry they do not explore pre-twentieth century poetry and literature on regular basis, or use this as a stimulus for their own work. Limited opportunities are provided for pupils to write in an informative manner on such areas as the media, including newspapers and advertising, or to write for a variety of audiences on a range of contemporary issues and events.

- 99 There is good equality of access and opportunity for all pupils including those with special educational needs and with English as an additional language. Pupils with special educational needs are well supported in the classroom. They have full access to the curriculum, and make good progress in relation to their prior attainment, achieving standards that are close to those expected of pupils of similar ages. Pupils with English as an additional language make good progress.
- 100 Pupils' attitude towards their work in both key stages is good. Pupils listen quietly to teachers' exposition and instructions and soon settle down to work. They work with sustained interest and concentration. Pupils' behaviour is always good, and good relationships exist between pupils and their teachers. An active working atmosphere existed in most lessons observed. All this contributes to progress in individual lessons.
- 101 The quality of teaching is good at Key Stage 1, and satisfactory at Key Stage 2. Just under 67 per cent of lessons at Key Stage 1 are good or better, and never less than satisfactory. At Key Stage 2 20 per cent are good, and 70 per cent are satisfactory. One lesson was unsatisfactory. Lessons at both key stages are well planned and organised. Teachers provide pupils with a satisfactory range of group activities, though some group activities at Key Stage 2 are inappropriate and do not sufficiently challenge pupils. Teachers demonstrate a satisfactory knowledge of the National Literacy Strategy and apply and deliver it in an effective manner. Teachers display good questioning skills and use these to extend pupils' knowledge and understanding. Teachers use the plenary sessions at the end of lessons in a satisfactory manner to recap and reflect on the content of the lesson, and to assess what pupils have learned. When teaching is good and better, teachers demonstrated a personal enthusiasm for the work being carried out, and challenging activities are well matched to the abilities of groups of pupils who learn at different rates. Plenary sessions are well used to share and celebrate what has been learned. A good example of this occurred in Year 4 after the shared reading and exploration of a poem 'The Dinner Lady', and class as a whole created their own poem entitled 'The Caretaker'. The teacher then provided pupils with a challenging range of activities, which matched their abilities, including the opportunity to write a poem of their own choice about a member of staff. The well paced lesson was concluded with an effective plenary session in which pupils were provided with the opportunity to share what they had written. When teaching is satisfactory there are limited opportunities for pupils to take control of their own learning, and to develop independent learning skills.
- 102 The curriculum is satisfactory overall, but good at Key Stage 1. Whilst there is satisfactory scheme of work, it is in need of modification to reflect the needs of the school, and shows how the National Literacy Strategy is delivered in practice. Assessment is good at both key stages. The school effectively analyses the National Test results, commercial reading tests, and pupils' classroom work, to evaluate the success of the literacy strategy. There are detailed pupil profiles and records of achievement, which are well used to monitor progress. Although the subject has a portfolio of evidence to support the standardising of teachers' marking it needs to be updated to reflect current practice.
- 103 Leadership is satisfactory. The National Literacy Strategy has been successfully introduced along with good in service support for teachers. Planning follows the national guidelines, and teachers make good use of the plenary session at the end of lessons. The National Literacy Strategy is beginning to have a positive effect on standards generally in the school.

106 **Mathematics**

- 104 In the 1999 national test for seven year olds an above average proportion of pupils attained the expected Level 2 and the higher Level 3. Overall the pupils' performance in the test was above the national average and close to the average for schools with similar backgrounds. The school's results in mathematics rose slightly in 1997 but dipped slightly in 1998 and rose again in 1999. At the time of the previous inspection standards were described as 'being in line with national expectations for their ages in the great majority of lessons'. However, a significant minority of pupils at Key Stage 2 'achieve standards which are below those expected for their ages'.

- 105 Inspection findings show that the attainment of the current cohort of Year 2 pupils is above average. At seven pupils are confident with adding and subtracting numbers up to 20. The majority count accurately forwards and backwards in 1's and 2's to 20 and beyond and the more able extend this considerably with sequences in 5's and 10's between zero and 100. The great majority have a good grasp of number sequences and can use patterns and sequences to predict missing numbers to 100. Pupils mentally recall some two, five and ten times tables facts, although not generally quickly, and identify odd and even numbers. Pupils use their digital cards well to show answers to questions, for example, the number of 10's from 30 to 70. They have begun to understand place value involving tens and units and halve and quarter numbers and shapes. Their mathematical vocabulary is developing well and they successfully identify the names and properties of several two and three dimensional shapes. They are able to give a number of alternative names for "add" and "subtract" and when comparing objects they generally use appropriate mathematical language. Most pupils interpret graphs correctly and are able to make their own graphs using scale to represent larger numbers. They recognise all coins and are able to add together the value of two and three coins presented to them.
- 106 Pupils' attainment in the 1999 test for 11 year olds was well above the national average at the expected Level 4 and high for the higher Level 5. Overall the pupils' performance in the test was well above the national average and well above average in comparison with schools from similar backgrounds. Over the past three years pupils' standards in mathematics at Key Stage 2 have been maintained at a high level. These results are due to a particular focus on mathematics by the school, which is continuing to build successfully on pupils' learning with the recent introduction of the national numeracy strategy and by good teaching and good knowledge of the subject.
- 107 Inspection findings show that the attainment of the present cohort of Year 6 pupils is well above average. Pupils have a very good understanding of number operations with a majority of pupils able to add and subtract to thousands accurately and multiply and divide large numbers including those involving decimals. Pupils are developing good mental skills and can work out such examples as 135 shared by 100 and the reverse process, with the use of the decimal point understood by a majority. Pupils have good knowledge of multiplication tables although not with sufficiently quick mental recall by a majority. Pupils are taught to use calculators, however these are not used effectively to check their working and to extend the range of their mathematical investigations. Pupils solve problems successfully using a range of mathematical skills. They make good approximations when estimating number and length and the majority see the equivalent relationships between fractions, decimal fractions and percentages. They have a very good knowledge of two and three dimensional shapes and can describe their main properties using correct mathematical vocabulary such as "lines of symmetry, vertices, number of angles and sides". Pupils use mathematical equipment to draw and construct accurately, for example, equilateral and isosceles triangles. They calculate both internal and external angles of shapes and understand the idea of an angle as the amount of turning. More able pupils show a good understanding of probability and confidently use tally charts, frequency tables and graphs in their working. They use and interpret first quadrant coordinates to plot line graphs and interpret a range of graphs and diagrams accurately, for example when making comparisons of hottest and coldest in world temperatures. Pupils do not use computers sufficiently to extend their experiences of interesting data and as a tool for representing data.
- 108 Pupils make good progress as they move through the key stages. The good early mathematical skills acquired in the reception classes are built on appropriately at Key Stage 1. As they move through Key Stage 2 pupils continue to make progress, with best progress being made at the end of the key stage. Their confidence and competence increases as they learn how to use developing mathematical skills in a wide range of subjects and contexts, and when solving everyday problems. Pupils' progress with the knowledge and use of mathematical language is very good throughout both key stages. Progress with mental arithmetic is good and is set to improve even further with the introduction of the National Numeracy Strategy this term. The use of digital cards in mental arithmetic times helps teachers to check quickly on the progress of understanding by all pupils in the class and involves all pupils with the need to keep thinking about the questions being asked. Even better progress would be made by pupils at both key stages if they were given more opportunity to explain their thinking in class which would help develop clearer understanding and better speaking and listening skills. Lessons are well planned and structured to help ensure continuity and progression. Pupils of differing abilities make good progress, including those

pupils with special educational needs in mainstream classes and those in the special needs unit at Key Stage 1. Pupils who speak English as a second language respond well to work planned for them and maintain the same good rates of progress as other pupils.

- 109 Numeracy is promoted well through both key stages, and teachers find opportunities for further development and application across many subjects of the curriculum. For example, in science pupils present their data from the comparison of the sensitivity of the left and right ear graphically. In Art, they investigate the repetition and symmetry of reflections in water observed in the work of William Morris. In design and technology they measure accurately to make movable joints, and in music they accurately count beats in a bar.
- 110 At both key stages pupils are well motivated in mathematics and their response in lessons is good. They show interest, are usually attentive and have good attitudes to the subject. Behaviour is almost always good in lessons although rarely some fidgeting and not paying close attention occurs at the beginning of a lesson with the need for teachers to settle pupils down to work. Pupils are willing to answer teachers' questions and to interact with teachers and each other. They cooperate well when given the opportunity and work collaboratively often informally. They generally take care with the presentation of their work and are courteous and respectful for each other and adults. Their good response to mathematics makes a positive contribution to the high standards being achieved.
- 111 The quality of teaching is good at both key stages. Teachers have good knowledge and understanding of the subject, and are effectively introducing the national numeracy strategy. In the best lessons pupils are frequently asked to explain their thinking, which helps them rationalise their ideas, and provides teachers with checks on pupils' understanding. Group work is generally well organised, and is particularly good at Key Stage 1 where pupils are encouraged to share and work collaboratively. Lessons start promptly, are conducted at a good pace with little time wasted. Teachers' lesson plans are good, and include appropriate tasks for pupils who work at different rates. The format for planning is uniform across the school, which gives consistency, and is having a positive impact on the rate at which pupils learn. Every lesson has key objectives clearly identified, although these are not consistently shared with the pupils at the beginning of lessons. At both key stages teachers use praise and encouragement effectively, and show care and respect for their pupils which helps form good relationships. Teachers collaborate well with support assistants, and ensure they know what pupils are to learn, which enables them to contribute effectively to pupils' learning. The support given to pupils with special educational needs is good. Teachers use assessment effectively to check on individual pupils' progress as lessons proceed. Good use is made of learning resources. However, teachers make insufficient use of computers and calculators to support work in mathematics.
- 112 The curriculum for mathematics is good, and meets statutory requirements. The school has effectively introduced the National Numeracy Strategy, and structures its mathematics lessons in accordance with the numeracy framework. Clear learning objectives are identified in planning, and mental arithmetic and mathematical language skills are being developed well across the school. This is already having a positive impact on the standards achieved within the school. The subject portfolio of evidence to support the standardising of teachers' judgements needs updating.
- 113 Management of the subject is good. The two well qualified and experienced coordinators have a clear vision for the development of the subject, and give very good support to colleagues. They have opportunities to monitor the quality of teaching and learning, and are looking at ways to use this information to further raise standards.
- 116 **Science**
- 114 At the end of Key Stage 1, the 1999 results based on teacher assessments of seven year olds show that the number of seven year olds reaching Level 2 or above was average, but the number reaching the higher Level 3 was well above the national average. Inspection evidence suggests that pupils in Year 2 are on course to achieve standards that are above national expectations. This is an improvement of the findings

of the previous inspection report, when standards were describes as being 'in line with national expectations'.

- 115 The 1999 test results at the end of Key Stage 2 show that the percentage of pupils achieving the national targets of Level 4 and Level 5, were well above the national average. Performance data from previous years show that standards at Key Stage 2 were well above national figures in 1996 and 1998, but dipped in 1997. Attainment is well above national averages when compared to all schools, and when compared with schools with pupils from a similar background. This is supported by inspection evidence, which suggests that pupils in Year 6 are on course to achieve well above the national average. These judgements show a significant improvement on the findings of the previous inspection report where standards were ' some pupils achieve the national expectation while many achieve below'.
- 116 Attainment at the end of Key Stage 1 is above national expectations. Pupils in Year 2 can name the different components needed to make a simple electrical circuit. They connect the components together to light a bulb, and incorporate a switch to turn the light on and off. They are able to make sensible predictions, draw simple conclusions from their experiments, and carefully record their observations using tables and diagrams.
- 117 Attainment at the end of Key Stage 2 is well above national expectations. Pupils in Year 6 carry out experiments and investigations with a partner. They recognise the need for fair tests, and select appropriate apparatus for adequate observations and measurements. For example, pupils were able to construct an electrical circuit, and arranged the components in different configurations to vary the brightness of a bulb. They adapted the circuit to make a simple burglar alarm, incorporating their own pressure sensitive switches. They made predictions when it is appropriate to do so, presented their ideas through the use of diagrams, graphs and charts, and carefully used appropriate scientific vocabulary.
- 118 Pupils at Key Stage 1 make good progress, including those identified as having special educational needs and English as a additional language. This is because of the way in which teachers plan their lessons and carefully identify what is to be learned. Good scientific habits are encouraged from an early age. Teachers try to ensure that the work planned is interesting and builds effectively on pupils' natural curiosity about their environment. For example, pupils in Year 1 know that light comes from a variety of sources, including the sun. They explore and recognise the difference between primary and secondary sources of light, and make good progress at linking their observations to simple scientific concepts. For example, shadows are caused when light is obscured. A small number of higher attaining pupils understand that the moon gets its light from the sun, and acts like ' a big mirror in the sky'.
- 119 Although progress is variable across Key Stage 2 it is good overall, and is best at the end of the key stage. This is directly linked to the quality of teaching. Pupils make good progress in the consolidation of skills, knowledge and understanding across the key stage. For example, pupils in Year 3 discuss the properties of materials and can explain how these properties determine their use. They begin to make simple generalisations, and use scientific vocabulary carefully. Year 4 pupils continue to build on their knowledge of materials, and describe ways in which the characteristic of rocks can be used for a simple system of classification. Year 5 pupils record their observations from a circus of experiments on the theme of sound. They carefully record their results using simple diagrams and tables, and make good progress at providing explanations for their observations. However, there are few opportunities for higher attaining pupils to plan their own investigations and become independent learners.
- 120 Pupils' attitude to work in science is good at both key stages. In the vast majority of lessons, pupils sustain good levels of concentration and perseverance. Relationships are good, and they collaborate well together. Pupils sustain interest throughout lessons and take pride in their achievements. They respond well to teacher's questions, and respect each other's views and opinions. Pupils became restless during one lesson because it was too long for them to sustain their concentration.
- 121 The quality of teaching in science is good overall, and is an improvement on the findings of the previous inspection where teaching was described as 'sound' with shortcomings in important areas at both key

stages'. At Key Stage 1, 75 per cent of the lessons were good or better, and 25 per cent were satisfactory. At Key Stage 2, 50 per cent of lessons were good or very good, and 50 per cent were satisfactory. No unsatisfactory lessons were observed. Teachers have good subject knowledge and understanding, and in the most effective lessons, communicate this effectively to pupils. They check the understanding of concepts and ideas regularly during the lesson, and are enthusiastic in their teaching. At Key Stage 1, lessons are well structured, expectations are usually high and all pupils including the higher attaining are suitably challenged. In these lessons the teachers ensure that effective use is made of time, and work is well matched to pupils' abilities. At Key Stage 2, planning for the lower attaining and average child is good, and work is carefully matched to their individual needs of these pupils. Teachers have high expectations of work and behaviour, and make good use of praise and encouragement. However, planning does not generally take sufficient account of the needs of the higher attaining pupils in providing them with opportunities to plan their own investigations and become independent learners. Good emphasis is placed on the use of scientific language, and sound use is generally made of a period at the end of lessons in which learning is reviewed.

- 122 Leadership in science is good. The coordinators have a good understanding of science, and a clear vision for the development of the subject. The curriculum is good and meets the statutory requirements for science. Considerable work has been undertaken to improve the curriculum since the last inspection, and a new curriculum is being introduced. Opportunities for pupils to investigate and experiment are clearly identified within planning, and there are plans to develop open ended investigations for pupils of all ability.
- 123 Assessment is good overall. The teachers keep detailed records, which allow the progress of every pupil to be tracked carefully. However, the school is aware that the portfolios in science need updating in order to ensure the accuracy and consistency of teachers' assessments. Teachers use assessment data to plan subsequent work and to alter the composition of groups within classes.
- 124 There is good equality of access and opportunity for all pupils including those with special educational needs and with English as an additional language. Pupils with special educational needs are well supported in the classroom. They have full access to the curriculum, and make good progress in relation to their prior attainment, achieving standards that are close to those expected of pupils of similar ages. Pupils with English as an additional language make good progress and achieve good standards.
- 125 Resources are good in range and number to meet the needs of pupils at both key stages. The accommodation is adequate, and is used well by the staff.

128 **Other subjects or courses**

128

128 **Information Technology**

- 126 At the time of the last inspection, standards in information technology were 'sometimes satisfactory across the key stages, but there were significant areas of weakness'. Improvement in performance in information technology was a key issue in the last inspection report. Progress has been unsatisfactory, and attainment in information technology is still below national expectations. This occurs because pupils have previously not received their full entitlement to the breadth of the National Curriculum programmes of study, and have not been able to systematically develop their skills, knowledge and understanding in all aspects of the subject year by year. Improvements in information technology are one of the school's priorities, and there is a detailed and useful development plan. New ranges of skills are being successfully introduced, including access to the internet.
- 127 There were very limited opportunities to see direct teaching of information technology during the inspection. At present information technology is integrated into most of the subjects taught, and for this reason information technology does not appear on class timetables. The evidence gathered was obtained

through some observations of pupils using information technology equipment, from scrutiny of pupils' work and teachers' plans, and through discussion with pupils. There was insufficient evidence to make a judgement about the quality of teaching at either key stage.

- 128 At the end of Key Stage 1, pupils in Year 2 enter text into simple word processing packages and produce hard copy. They use a CD-ROM to support their work in science and mathematics, and can successfully select different icons using a mouse. At the end of Key Stage 2, pupils in Year 6 can enter text into word processing packages, successfully select appropriate fonts, and change the properties of text, including size, style and spacing. Some pupils are able to integrate images within text. They also have opportunities to enter information into data handling packages and produce graphs and pie charts, as part of their work in mathematics.
- 129 Progress is now rapid within the range of activities that have been recently introduced. For example, older pupils are able to use the technology suite at a neighbouring upper school, and produce impressive work using a data handling package. However, progress overall is unsatisfactory since pupils have been unable to develop their skill in all aspects of the subject year by year. This is because previously there was a limited range of suitable hardware and a lack of a comprehensive scheme of work across both key stages. In Year 1, pupils are introduced to simple word processing skills, including the use of a keyboard and mouse. Pupils in Year 3 continue to develop their keyboard skills, and change the size of fonts and the colour of their work when writing their own poems. They use a CD-ROM effectively to draw weather maps of the United Kingdom using appropriate weather symbols. Pupils in Year 4 continue to develop their skills in data handling, and are introduced to simple graphs to record the numbers of animals on a farm. They continue to practise their word processing skills, and some are beginning to merge text and graphics. Pupils in Year 5 continue to develop their skills at graphics, practice using the fill, drawing tools. However, there are limited opportunities for pupils to systematically develop modelling, monitoring and control skills across the key stages.
- 130 Pupils with special educational needs are well supported by teachers, and make sound progress in relation to their prior achievement.
- 131 Pupils' attitudes to information technology are good. On the occasions when pupils were observed using computers, they worked well either individually or in small groups. They sustained satisfactory levels of concentration on their tasks and treated equipment sensibly.
- 132 The scheme of work is unsatisfactory since it is not broad and balanced enough, and provides little guidance for non specialist teachers. However, the school has devised a new scheme of work to support teaching based on the Qualification and Curriculum Authority guidelines, and there are plans for its full implementation early next year. The headteacher and coordinator are also actively pursuing plans for a computer suite in the school.
- 133 Leadership is satisfactory. Since arrival of the new headteacher, the coordinator has been enabled to raise the profile of information technology within the school. He has a clear vision for the development of the subject, and intends to introduce discrete information technology lessons at Key Stage 2. He has worked hard to support colleagues with the introduction of new initiatives, and has devised a new scheme of work.
- 134 Assessment is unsatisfactory overall. Although teachers regularly document pupils' attainment, systems have yet to be developed to ensure that data is carefully moderated and fully evaluated. The coordinator recognises that it would be helpful if examples of moderated work were collated centrally to provide a reference against which all teachers could standardise their judgements.
- 135 Since the appointment of the new headteacher, considerable sums of money have been used to improve the quality and provision for computers, but the range of resources remains unsatisfactory. The current ratio of pupils to computers is high compared to the national picture. An internet link is being installed in all classrooms at Key Stage 2.

Religious education

- 136 The majority of seven year old pupils attain the standards expected by the Lancashire Agreed Syllabus for religious education. By the time they are eleven, pupils attain levels that are above those expected by the agreed syllabus. All pupils including those with special educational needs and English as a second language make good progress. There has been a considerable improvement in standards since the last inspection when standards were described as 'mainly sound, but with instances of low achievement'.
- 137 By the end of Key Stage 1, pupils have a sound knowledge of Bible stories and can retell some of them with obvious understanding. They know about the birth of Jesus and some of the parables that Jesus told. They talk about the 'Good Samaritan' and know the stories about some of the miracles which were performed. They remember, for example, the story of Jairus' daughter, curing the leper and the feeding of the five thousand. Pupils know about Jesus in the temple and talk about his parents being 'amazed' about seeing him there. Pupils learn about other religions too, such as Hinduism, Islam and Sikhism, and talk with confidence and accuracy about significant festivals and features of these religions. Pupils know about the Christian festivals at Christmas and Easter. They know about Divali and that some religions have gods, whilst Christians and Muslims believe in one God.
- 138 By the end of Key Stage 2, pupils have increased their knowledge to include Buddhism and Judaism. They talk knowledgeably about these religions without confusing the elements of each one. For example, they understand that Jews have Old Testament stories, but that Christians have another section of the Bible, which is New Testament. These record the life and work of Jesus. The oldest pupils have significant strengths in linking religious ideas they are learning about with their everyday lives. For example, after learning about the Christian values expressed in the work of Lord Shaftesbury, they went on to express ideas and values which were important to them. These included 'honesty, trust and helpfulness', and explain that Christians learn about these values from the Bible. They give very good examples of individuals known to them who practise these values in their daily lives, such as charity workers, volunteer helpers and neighbours who are particularly helpful. Pupils explain that people who do not hold any religious beliefs also have a code by which they live and which guides their lives.
- 139 Pupils make good progress in learning about different religions. For example, pupils at Key Stage 1, learn about values, beliefs and attitudes through exploration of Christianity and other religious practices. In Key Stage 2, pupils acquire and use appropriate terminology such as 'belief', 'value' and 'conscience' and show their growing understanding of religious ideas. Younger pupils make references to dark and light and some ably cross reference these to the Nativity. They reflect on how evil can overshadow the good. They make good links about religious ideas and their everyday lives, for example, how they can be 'guiding lights'. Older pupils explain with considerable maturity and confidence, difficult issues about life; for example, pupils talk about the purposes of different religions: 'we learn the meaning of life from them'. They respect different religious beliefs but understand that there is common humanity that unites us.
- 140 Throughout the school, pupils' attitudes to religious education are good and this has a positive impact on the progress they make. They sustain concentration, listen courteously to one another and to their teacher and show respect for the ideas of others. Pupils with special educational needs and those for whom English is a second language also respond well to the discussions about life and work of Jesus and about the values that are important to them.
- 141 The quality of teaching religious education is good overall, and is an improvement on the findings of the previous inspection where teaching was described as 'sound'. At Key Stage 1, all of the teaching was good. At Key Stage 2, 50 per cent of lessons were good and 50 per cent were satisfactory. No unsatisfactory lessons were observed. When teaching is good or very good the teacher posed some challenging questions for pupils to deepen their understanding. In these very good lessons, teachers make references to other subjects such as science, to natural and artificial light or to photosynthesis, when discussing light. In another very good lesson, the teacher helped pupils to make further progress by successfully using examples from history to illustrate how the lives of people made a significant impact

upon society. In a dance lesson, pupils were asked to create a sequence of patterns based on the flickering of candlelight. In art, the teacher used candles as a stimulus for work on collages. In all lessons, teachers make very good use of speaking and listening where pupils can learn to articulate their ideas, to exchange views and to have these challenged by others. This helps pupils to understand the deeper issues in their lives. Teachers also make good use of pupils' developing literacy skills, to record new learning and to gauge pupils' understanding. When teaching is satisfactory opportunities are missed for pupils to be involved in planning and organising their own work, and pupils are sometimes given worksheets to complete or copy from the board.

144

- 145 The curriculum for religious education follows the Agreed Syllabus for Lancashire. Teachers' planning reflects the expectations clearly and this successfully promotes continuity and progression between year groups and key stages. However, the school has not yet developed effective procedures for assessments in religious education. This results in teachers not using information from assessments to plan their work and impacts upon pupils' progress. Resources for religious education are satisfactory overall and these are well used by teachers. The school has recently acquired several books on different faiths, which celebrates the multicultural nature of British society. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

Art

- 142 It was only possible to observe a limited number of art lessons during the period of the inspection. Evidence was obtained from a scrutiny of pupils' work, the work on display in classrooms and around the school. Standards of attainment in art at Key Stage 1 are broadly in line with that of pupils of a similar age. However, the quality of work at Key Stage 2 is just below that normally expected of pupils of a similar age. The main reason for this is the somewhat restricted curriculum offered to pupils at the key stage.

- 143 Pupils in Year 2 effectively combine the use of chalks and pastels in haystack paintings based upon the work on Monet. In Year 3, pupils design their own cartouches, incorporating their name made from ancient Egyptian hieroglyphics, and transfer their designs onto clay blocks. In Year 4, pupils use pieces of tissue paper and other materials in the creation of an individual collage based upon candle flames, whilst in Year 5, pupils compose paintings about buildings reflected in water, based upon the works of Monet, Renoir and Turner. In Year 6 pupils produce some imaginative block printing work and drawings based on the work of William Morris.

- 144 Examination of teachers' plans and observation of pupils' work across Key Stage 1, indicates that pupils are provided with the opportunity to consolidate and make satisfactory progress in a range of media, skills and techniques. Pupils draw, paint and make collage faces in the style of Picasso and Arcimboldo. They effectively draw in a symmetrical manner and create geometrical patterns, and butterfly paintings. Pupils also make individual collage pictures as well as contributing to whole class collages and murals.

- 145 Progress at Key Stage 2 is unsatisfactory. This is because there are insufficient opportunities for pupils to explore ceramics, three dimensional work and textiles. The majority of artwork in this key stage focuses on the development of drawing and painting skills, with pupils producing some imaginative artwork based upon the work of a number of artists.

- 146 Pupils' response to their artwork at both key stages is good. Pupils stay on task and demonstrate real interest in the activities they are involved in. Pupils at both key stages use materials and working equipment in a safe and sensible manner. Pupils are able to talk about the work in an informed manner and take real pride in their finished efforts.

- 147 The quality of teaching is never less than satisfactory, and in 50 per cent of lessons it is good or better. Teachers have secure knowledge of the subject and good expectations of work and behaviour. Materials and pupils are well organised. Lessons feature good introductions and demonstrations to gain pupils' interest and to improve their skills and techniques.

148 Whilst there is a scheme of work for the subject it needs to be revised and updated particularly for Key Stage 2. Resources for drawing and painting are good, but unsatisfactory for ceramics and textiles. The range of artwork on display makes a valuable contribution to the welcoming atmosphere in the school and its overall ethos.

Design and technology

149 Standards in design technology are often better than would normally be expected for pupils of a similar age, particularly at Key Stage 1. Judgements are based on evidence from a small number of lessons, interviews with teachers, looking at teachers' planning, talking to pupils and observing a limited amount of display. Findings are broadly in line with those of the previous inspection. Pupils have opportunities to work with a range of media including junk materials and many show a good understanding of the nature of different materials. For example, pupils soon realise that their plasticine boats will not float if they are too thick and heavy. This leads them to redesign for a specific purpose and eventually they are successful. Pupils have developed good designing skills and they learn from an early age to record details of the processes they go through. They are keen to demonstrate how their bow ties spin when connected to a circuit and they are proud to show their Egyptian collars in the achievements assembly. The majority of pupils are capable of working independently with clay as they design and make Egyptian cartouches.

150 Progress at both key stages is good with pupils demonstrating increased knowledge and understanding as well as improvement in their skills. The progress of pupils with special educational needs is also good, particularly those in the special educational needs resource unit, where tasks carefully match their Individual Educational Plan targets. Pupils who do not have English as their first language also make good progress through opportunities to interact and improve their vocabulary.

151 Pupils' attitudes to learning are mainly good. Many respond positively to teachers' expectations and persevere when they do not achieve success immediately. Levels of concentration are high and pupils cooperate well together. Behaviour is almost always good.

152 Teaching is good at Key Stage 1, and is occasionally very good. It was judged to be satisfactory at Key Stage 2, where observations were limited. Work is successfully linked to classroom topics, particularly in science and history. Activities are well chosen to suit pupils' individual needs as a result of teachers having secure knowledge of the subject. Appropriate challenges are presented to pupils through open ended tasks which sometimes enable pupils to take responsibility for their own learning. A good example of this is when pupils construct sail boats with plasticine that have to travel across an expanse of water carrying a load. Classroom assistants are used effectively and teachers use the published scheme well, adapting it successfully to suit their needs in relation to topics being covered.

153 Standards have been maintained since the previous inspection but there are insufficient opportunities for pupils to use information technology to explore and develop designs. The school has recognised the need for a full audit of resources. Opportunities for pupils to visit the local college where they experience bricklaying and wallpapering are to continue

157 Geography

154 During the inspection it was not possible to see geography being taught because of the topic cycle used by the school. Work in topic folders, discussions with pupils and examples of work done in the previous year shows standards and progress to be satisfactory at both key stages. These standards are similar to those noted in the previous inspection report.

155 Pupils at Key Stage 1 have a sound knowledge of their locality and understand many of the most important features. They talk about their journey from home to school and some of the features of the route. Older pupils are introduced to map work and are able to draw and explain the different kinds of

climate conditions and changes to the environment. At Key Stage 2, pupils carry out river studies following the course of a river from its source to the sea and learn about river flow and its effects on the surrounding land. Older pupils extend their earlier knowledge of maps by learning how to interpret a range of maps and atlases, picking out particular features of interest and making comparisons. When drawing maps of their own they are able to use Ordnance Survey symbols accurately to mark particular features or buildings. They study and compare two different cities in contrasting environments, and they are able to identify and explain differences and why they occur.

- 156 As no lessons were seen in geography it is not possible to judge the quality of teaching. However, teachers' planning is sound, and examples from the previous year show that it provides continuity and progression in all aspects of the subject. Pupils' work, which is well presented and carefully completed, indicates that they enjoy the subject and try hard in their lessons.
- 157 The subject is well managed and resources are adequate and of good quality. The school is concerned that there is less time for the teaching of geography since the introduction of the literacy and numeracy strategies. Teachers are particularly concerned about the impact this might have on the number of schools visits that can be fitted into the learning programme.

History

- 158 Standards in history at the time of the previous inspection were sound. Inspection evidence indicates that standards have been maintained, and broadly correspond with those of the previous inspection. Pupils in both key stages make satisfactory progress including those with special educational needs, and English as an additional language.
- 159 By the end of Key Stage 1 pupils are able to show that they have acquired a good knowledge of the past and are well aware of the differences between past and present. At the beginning of the key stage they are beginning to understand about the passage of time and can compare old and new when looking at how household chores have changed with changes in technology. Higher attaining pupils in Year 2 are able to write interesting descriptions of bath night in 1904 and how different it is to their own experiences. In carrying out these investigations they are presented with a range of sources of information including artefacts, photographs, pictures and written sources. Opportunities for role play are introduced into their history work, and there are good opportunities for pupils to use historical artefacts.
- 160 Pupils at Key Stage 2 study a range of different periods in history through a variety of civilisations. Younger pupils have a good understanding of Ancient Egypt. They understand the way in which Egyptians farmed the land, the social hierarchy and how the pyramids were constructed. Older pupils study the life and times of the Tudors and Stuarts. As well as learning about the Kings and Queens, they compare and contrast domestic life in towns and learn about well known characters such as Sir Francis Drake. Pupils in Year 6 carry out an extensive study of life in Victorian times using a wide range of texts, computer programs and artefacts. They learn about the great Victorian reformers and use role play well to argue the case between the factory owners, workers and significant characters such as Lord Shaftesbury.
- 161 Pupils' attitudes to history are good. They are enthusiastic about their learning and enjoy the challenge of finding facts and information about the topics that they are studying. Pupils work with concentration and interest, and enjoy learning about the world and how it has changed. They are able to use books and artefacts well to find information and they are confident in joining in discussion and answering questions about the past.
- 162 Teaching is satisfactory at both key stages. When teaching is good, planning is done with care and effective use is made of a range of secondary sources such as photographs, artefacts and visits, to stimulate interest. There is a good working atmosphere, and good use is made of praise and encouragement. When teaching is satisfactory, opportunities are missed to challenge higher attaining pupils to plan and resource their own research and investigations. Where it is appropriate, teachers draw

effectively on other curriculum areas in order to stimulate interest. For example, pupils' skills in art are often used to illustrate the topic they are studying, and in Year 6, pupils use their writing skills to describe the life of a weaver in a Victorian mill.

- 163 The school has an appropriate policy, which ensures that pupils' learning is systematically built upon previous work. The subject is well managed, and resources are adequate and well cared for. Although the computer is used for the retrieval of information from commercial programmes, it is insufficiently used to record pupils' evidence as part of their topic work.

Music

- 164 At the time of the last inspection standards in music were described as 'at or below national expectations'. Standards have improved, and pupils at both key stages are now securely in line with that expected for pupils of a similar age, and they make satisfactory progress. This has been achieved through a substantial investment in good quality learning resources, improved teaching and good support and direction for the subject from the coordinator. However, pupils at Key Stage 2 are still at an early stage with their performing and composing.

- 165 By the end of the Key Stage 1, singing in collective worship and hymn practice is good. Pupils are full of enthusiasm, and they sing confidently either unaccompanied or following the lead from prerecorded accompaniments, keyboard and guitar. Their words are clear and melodies are sung tunefully with good attention to loud and soft sections, often making very expressive performances. They listen carefully to introductions and link passages, and enter on time readily managing the varieties of rhythm encountered. Pupils know words of hymns and songs from memory, and can follow the words accurately on the overhead projector. Just occasionally in lessons a tendency to shout spoils the quality that they are capable of achieving. When clapping and playing musical instruments pupils are able to maintain a steady beat and tap out a rhythm with reasonable accuracy. They know the names of some classroom percussion instruments and make good attempts to recall the names such as 'glockenspiel' and 'xylophone'. However, the organisation of two classes working together for music lessons restricts pupil opportunities to have experience with classroom instruments, and they do not make the progress of which they are capable in composing and performing their music. When listening to recorded music pupils recognise some orchestral instruments and make good attempts to explain what the music is about, for example, 'Aquarium' from Carnival of the Animals. All pupils experience a wide range of music to listen and appraise.

- 166 At Key Stage 2, singing in assembly is of variable quality. Pupils sing rhythmically, tunefully and with a good sense of pitch. They follow the lead of prerecorded accompaniments making accurate entries from introductions and link passages. Singing is usually done sitting on the floor which restricts breathing and dynamic control, and sometimes pupils mumble words, and perform with little vigour and musicality. Throughout the key stage pupils have good opportunities to listen to a wide range of music. They listen well to music as they enter the hall for assembly when the strains of Enya, for example, create an atmosphere of reflection. In class lessons pupils are provided with good opportunities to listen and appraise music. A wide and varied range of music is selected, sometimes to link with other subjects such as history, for example, the Tudor period being studied in Year 5. There are good opportunities for pupils to experience the music from other cultures, and includes music from India, Indonesia, the Caribbean, the Middle East, and Europe. For example, during the inspection pupils in Year 6 wrote detailed and imaginative descriptions of Mussorgsky's 'Pictures at an Exhibition'. However, pupils are at an early stage with their performing and composing using instruments. The school recognises this aspect as an area for development, and expects significant improvements once the recently introduced scheme of work has had time to make an impact on standards. Pupils are already beginning to read simple conventional and graphic notation, and are using their knowledge to compose four bar rhythms. They are developing a sound knowledge of musical terms, and notation conventions.

- 167 The great majority of pupils have good attitudes to music. They are usually interested, concentrate well, behave well and are willing to contribute to lessons. Many pupils derive real enjoyment from singing and in discovering for themselves the sounds instruments make. Pupils of all ages work well together in

music lessons, and usually enjoy good relationships with their teachers and each other.

- 168 The quality of teaching is never less than satisfactory and in 40 per cent of lessons is good. Teachers are enthusiastic about music and have satisfactory subject knowledge. Planning is satisfactory, and there is a good range of practical music making activities that are appropriately matched to the pupils' age and ability. Teachers use resources well, and are becoming more confident in teaching the subject. However, they do not use the available information technology resources effectively to extend learning opportunities, for example, as a means of retrieval of information or for composing. The coordinator is enthusiastic, and provides good support and leadership for colleagues. A range of good quality classroom instruments has been purchased which is enabling improvements in performing and composing skills. The newly purchased quality audio equipment in each hall is already having an impact on the development of listening and appraising skills. Pupils at Key Stage 2 have music for half of each term, and this arrangement limits the overall progress pupils are able to make.
- 169 The school provides satisfactory opportunities for pupils to take part in several musical activities beyond the classroom. Peripatetic teachers cover a range of instrumental tuition including guitar, brass, violin and keyboard. There is also a lunchtime recorder club. A school choir performs to a good standard, and is well supported by the teaching staff. Pupils sing in two parts and engage in a variety of rhythmical songs with good attention to complex melody and diction. Pupils take part in community concerts including the Preston Guildhall music festival and the high school 'Proms' held annually each summer. Concerts for parents and friends are given at Christmas, and include contributions from all year groups.

Physical education

- 170 At the time of the last inspection standards in physical education were described as 'satisfactory at both key stages with many pupils 'achieving above and some below'. Standards have improved, and pupils at both key stages are achieving standards that are above those expected for pupils of a similar age, and they make good progress.
- 171 By the end of Key Stage 1, pupils are using space well to climb, roll, jump and slide safely in gymnastics. They balance well and use interesting ways of travelling on a variety of body parts. Apparatus handling is well developed from an early age. Pupils use movements well in their fireworks dance, and smoothly link movements together when interpreting the speed and strength of fireworks. By the end of Key Stage 2 most pupils are proficient games players and have good hand/eye co-ordination. They change direction effectively and use space well during netball and soccer activities. The majority of pupils pass a ball accurately using their hands or their feet. Good teaching enables younger Key Stage 2 pupils to develop good control and achieve good quality movement during gymnastics. For example, at least 25 per cent of pupils in one class performed balances that were very sophisticated for their age. However, not all pupils achieve well in gymnastics, and in a minority of lessons movement lacks quality, and pupils do not always handle apparatus safely. In dance, the majority of pupils move sensitively and accurately when interpreting the movements of different types of flames.
- 172 Progress of pupils of all abilities is good. Those with special educational needs and those for whom English is not their first language make good progress through open ended tasks that enable them to perform to the best of their ability. Pupils enjoy performing with a partner in gymnastics, and make good progress at appraising the work of others with sensitivity. They move and arrange gymnastics equipment with confidence, and generally have a good awareness of safety procedures. Inappropriate behaviour of a minority of pupils at Key Stage 2 occasionally results in unsatisfactory progress.
- 173 Pupils' attitudes to their work range from unsatisfactory to very good, but are satisfactory overall. Pupils are enthusiastic about physical activity. They dress appropriately for lessons and for after school clubs. Response is best at Key Stage 1, where relationships with teachers are good, and pupils work with enthusiasm. Behaviour is good in the majority of lessons and pupils work hard, applying themselves well to tasks that have been set. In a single lesson at Key Stage 2 where response was unsatisfactory, pupils do not listen carefully to instructions and did not sustain concentration throughout the lesson.

174 Teaching at Key Stage 1 is good, while at Key Stage 2 it ranges from unsatisfactory to very good, making it satisfactory overall. Most teachers have secure subject knowledge and their planning successfully adapts the local authority scheme of work to the needs of the school. When teaching is good or very good, organisation and management of pupils enables the lessons to be physically challenging and safe. Lessons are well paced and activities are vigorous. When teaching is unsatisfactory too much time is spent on lengthy explanations and too little on pupil activity. However, expectations of pupils are frequently high. In the single unsatisfactory lesson too much time was spent queuing on apparatus, together with ineffective use of pupils' observations to appraise performance and lack of challenge.

175 A satisfactory curriculum enables pupils to receive a balanced programme of activities, which are complemented by a good programme of extra curricular activities. Pupils successfully compete in a wide range of interschool events. Accommodation is good and there is a good range resources which teachers use well. The last inspection report recommended that apparatus should not be put out at the start of the lesson. This practice still occurs, and does not allow pupils sufficient space to warm up properly before lessons start.

179 **Swimming**

The inspection of this school included a focussed view of swimming which is reported below.

176 Standards in swimming are satisfactory. Almost all pupils are able to swim before they leave school and are competent at swimming on their fronts and backs. The majority of pupils find it difficult to maintain a steady body position in front crawl and although many are still unable to perform the correct breathing technique they nevertheless understand how it is done.

180 **PART C: INSPECTION DATA**

180 **Summary of inspection evidence**

1 The school was inspected for four days by a team of seven inspectors, one of whom was a lay inspector. During the inspection period:

- total time spent in direct observation of teaching and learning was 63 hours 25 minutes;
- discussions were held with the pupils, staff, governors and parents;
- readers were sampled from each year;
- samples of pupils' work were inspected from each class;
- teachers' records and plans were scrutinised;
- assemblies were attended;
- a range of documentation and information supplied by the school was studied;
- attendance records and pupils' records were scrutinised;
- forty parents attended a pre-inspection meeting;
- thirty five per cent of parents returned questionnaires;
- lunch and playtimes were observed.

- Data and indicators

- 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 | 445 | 5 | 48 | 28 |

- Teachers and classes

- Qualified teachers (YR - Y6)

| | |
|--|------|
| Total number of qualified teachers (full-time equivalent): | 17.5 |
| Number of pupils per qualified teacher: | 25.4 |

- Education support staff (YR - Y6)

| | |
|--|--------|
| Total number of education support staff: | 10 |
| Total aggregate hours worked each week: | 174.25 |

- Financial data

| | |
|--|---------|
| Financial year: | 1998/9 |
| | £ |
| Total Income | 645,038 |
| Total Expenditure | 629,670 |
| Expenditure per pupil | 1402 |
| Balance brought forward from previous year | 11660 |
| Balance carried forward to next year | 27028 |

Parental survey

Number of questionnaires sent out: 445

Number of questionnaires returned: 156

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 | 37.8 | 56.4 | 4.5 | 1.3 | |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 51.3 | 44.9 | 3.8 | | |
| The school handles complaints from parents well | 21.2 | 49.4 | 27.6 | 1.9 | |
| The school gives me a clear understanding of what is taught | 21.2 | 54.5 | 15.4 | 8.3 | 0.6 |
| The school keeps me well informed about my child(ren)'s progress | 23.1 | 56.4 | 14.7 | 5.8 | |
| The school enables my child(ren) to achieve a good standard of work | 35.3 | 52.6 | 10.3 | 1.9 | |
| The school encourages children to get involved in more than just their daily lessons | 25.0 | 53.2 | 18.6 | 3.2 | |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 29.5 | 55.1 | 9.0 | 4.5 | 1.9 |
| The school's values and attitudes have a positive effect on my child(ren) | 34.6 | 55.8 | 9.0 | 0.6 | |
| The school achieves high standards of good behaviour | 33.3 | 57.1 | 9.0 | 0.6 | |
| My child(ren) like(s) school | 59.6 | 36.5 | 2.6 | 1.3 | |