

INSPECTION REPORT

**GREAT MARSDEN ST JOHN'S C of E
PRIMARY SCHOOL**

Nelson

LEA area: Lancashire

Unique reference number: 119436

Headteacher: Mr D C Dennis

Reporting inspector: Mrs C E Waine
23081

Dates of inspection: 21st – 24th May 2001

Inspection number: 197813

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided (C of E)
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Trent Road Nelson Lancashire
Postcode:	BB9 0NX
Telephone number:	(01282) 615055
Fax number:	(01282) 515055
Appropriate authority:	The governing body
Name of chair of governors:	Mr G Tunbridge
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23081	Mrs C E Waine	Registered inspector	English Information and communication technology History Special educational needs Equal opportunities English as an additional language	How high are standards? How well are pupils taught? How well is the school led and managed?
9505	Mr H Meggitt	Lay inspector		How well does the school work in partnership with parents? Attitudes, behaviour and personal development
22740	Mr R Coupe	Team inspector	Art and design Geography Music Provision for the children in the foundation stage	Spiritual, moral, social and cultural development
10859	Mr M Heyes	Team inspector	Mathematics Science Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a pleasant semi-rural position on the edge of Nelson and is of similar size to most primary schools. The proportion of pupils receiving free school meals is average. This does not reflect the full social or economic picture as the area is identified as having considerable social deprivation and receives significant funding through development grants. Most pupils attend nursery school before entering St John's. Attainment on entry is below average overall. There are only five pupils from minority ethnic backgrounds. Two have English as their first language and all but one spoke English on entry to school. One child had short-term support from the local authority support service when he entered school with no spoken English. The proportion of pupils on the school's register of special educational needs is average. They mainly have difficulties with literacy and a small group has significant emotional and behavioural difficulties. Three pupils have statements of their needs, which is average. In addition to pupils with special educational needs, there is a small minority who suffer significant social stress.

HOW GOOD THE SCHOOL IS

The school demonstrates a sound level of effectiveness. The Christian ethos provides a caring environment in which pupils grow in confidence. They achieve well in Years 1 to 3 but then the pace of learning is not as rapid and achievement is satisfactory when pupils leave the school at age 11. Leadership and management are satisfactory, overall, but some improvement is needed to the way in which the school implements changes to its provision and monitors the quality of teaching and learning. The costs per pupil are average and the school gives satisfactory value for money.

What the school does well

- Standards are above average at age 7.
- Standards in art are above average at ages 7 and 11.
- Teaching is good in Years 1 to 3 and pupils make good progress.
- Pupils have good attitudes to school. They work hard and behave well.
- The school provides well for pupils' social and moral development and relationships are good.
- The school provides a warm and secure environment, which reflects its Christian ethos.
- There is a good range of visits to enrich the curriculum.

What could be improved

- Standards in mathematics at age 11.
- Standards of information and communication technology at age 11.
- Assessment procedures and the use of assessment information to raise standards in all subjects.
- The implementation of new policies and procedures and monitoring of teaching and learning lack rigour.
- Much of the work of older pupils is too directed and they have insufficient opportunities to investigate independently.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1997 and since that time has made satisfactory improvement. In response to the key issues of that inspection, the school has improved provision for the pupils with special educational needs; policies and schemes of work are in place for all National Curriculum subjects; the curriculum for the Foundation Stage has been improved and is in now line with national guidelines; the roles of co-ordinators are better developed and the monitoring of teaching and learning is now in place. Standards have improved at age seven but at age 11 they have not improved as much as other schools nationally and the school now compares unfavourably in results of national tests.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	D	D	E	E	well above average A above average B average C below average D well below average E
Mathematics	D	E	E	E	
Science	D	E	E*	E*	

The table shows that in the national tests in 2000, pupils' results were well below those of other schools in English, mathematics and science. In science, they were in the lowest five per cent nationally. Standards were significantly affected by the changes to the group during Years 3 to 6, when several higher attaining pupils left the school and others with special educational needs entered. Overall, achievement was satisfactory, with the vast majority of pupils who had been at the school since the reception year attaining the levels that are expected, at age 11. Most of those who had attained a higher level in tests at age 7 also attained a higher level at age 11. At age 7, in 2000, results in the national tests in reading and writing were well above average. In mathematics, results were average and in teacher assessments in science, results were above average.

Children make satisfactory progress through the Foundation Stage¹. When they enter Year 1, attainment is below the level expected, overall. Inspection evidence shows that standards, at age 7, are similar to those reflected by test results in reading and writing and are rising in mathematics, with more pupils working at a higher level. Standards in science are above average. Inspection evidence shows that, although the current Year 6 has also been adversely affected by change, action taken by the school has raised standards, overall. The vast majority of pupils are now working at the expected levels in English and science. Although numeracy lessons are improving standards in mathematics, they remain below average, overall.

In information and communication technology, standards are in line with the levels expected at age 7 but are below the level expected at age 11, because pupils have not covered the whole range of the curriculum. In art, standards exceed the levels expected at ages 7 and 11 and in design and technology, geography and history standards match the levels expected. In music and physical education, there was insufficient evidence to make an overall judgement on standards but work seen matched the levels expected.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and work hard.
Behaviour, in and out of classrooms	Good overall. Most pupils are well behaved in lessons and out of the classroom.
Personal development and relationships	Good. Pupils form constructive relationships with each other and with staff. They accept responsibilities willingly.

¹ The Foundation Stage is the provision for pupils in the reception class.

Attendance	In line with national average. There is no unauthorised absence.
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Relationships are good and pupils' good attitudes and behaviour contribute well to their achievements. There has been only one pupil excluded on a temporary basis in the last school year.

TEACHING AND LEARNING

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

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

Teaching was at least satisfactory in all but one of the 43 lessons observed. It was good or better in 58 per cent of lessons and unsatisfactory in one lesson. Teaching in English and mathematics is satisfactory, overall, and good in Years 1 to 3, where tasks are matched closely to the needs of all pupils and enable them to learn at a good rate. For older pupils the pace of learning is slower because teachers do not always use their assessment information well to provide appropriate levels of challenge to all pupils. This particularly affects the learning of higher and lower attainers who are capable of more. Teaching for pupils with special educational needs is satisfactory and they make sound progress towards their individual learning targets. The basic skills of literacy and numeracy are taught well but older pupils have only limited opportunities to apply them in independent research and investigation.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Meets all statutory requirements of the National Curriculum and the Foundation Stage. It provides well for personal, social and health education.
Provision for pupils with special educational needs	Satisfactory provision enables pupils to make sound progress towards their individual learning targets.
Provision for pupils with English as an additional language	Satisfactory provision. Additional support is provided when pupils enter the school with no spoken English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall, and provision for social and moral development is good.
How well the school cares for its pupils	The school provides a safe and secure environment. Assessment information is not used efficiently to check the progress of all pupils or to plan work to meet the needs of individuals.

Most parents have positive views of the school and support their children well at home. Several volunteer to work in school and provide valuable support. However, a minority holds negative views of the working relationship. Overall, this is satisfactory but there are areas for improvement. Whilst the curriculum is mainly broad and well balanced, it does not offer sufficient opportunities for older pupils to undertake personal research and investigation. The teaching of some subjects for a number of weeks, followed by a break of several weeks, limits opportunities for older pupils to express themselves creatively or physically. The school has recently introduced new formal assessment procedures but currently there is no system for tracking the progress of individuals and setting personal targets for improvement. There is no systematic approach to using teachers' day-to-day

assessment information in planning tasks to meet the needs of all pupils. This leads to inconsistencies between year groups and is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory, overall, but more focus is needed to ensure a rigorous whole-school approach to implementing new developments. The roles of curriculum co-ordinators have improved since the last inspection and they work hard to develop their subjects.
How well the governors fulfil their responsibilities	Governors fulfil all their statutory duties effectively.
The school's evaluation of its performance	The school analyses the results of national assessments and compares its standards with those of other schools. Areas are highlighted for improvement and satisfactory action taken.
The strategic use of resources	Appropriate use is made of resources. Finances are tight and the governors plan carefully to fund the school's priorities.

The school is in a state of transition with much of its work. Whilst potentially effective policies and procedures have been developed, more urgency is needed in implementing these fully across the whole school. New curriculum policies and schemes, together with new assessment procedures in English and mathematics, form a sound basis on which to build. The school is careful to ensure it gets satisfactory value when making spending decisions. The school has an adequate number of suitably qualified teachers and resources are satisfactory, overall. Accommodation is adequate but there is insufficient storage space for Foundation Stage equipment, some of which is in poor condition and in urgent need of replacement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • There are high expectations and their children make good progress, particularly in the younger age groups. • Behaviour is good. • The school helps their children to be mature and responsible. 	<ul style="list-style-type: none"> • Homework. • Information, particularly on progress. • The range of activities outside lessons. • The working relationship with parents.

Whilst the inspection team agrees with most of the positive points made by parents, they find that progress is satisfactory rather than good. They do agree that progress in the younger age groups is good. In relation to the negative points made, the inspection team agrees that improvements can be made in homework, information and working relationships but that the range of activities outside lessons is good. There are many interesting, often exciting, visits to support pupils' learning and the range of clubs is appropriate for the size of the school and the ages of the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils achieve well in Years 1 and 2 and standards are above average at age 7. Most pupils are working at the levels expected for their age and a good proportion are exceeding them. At age 11, standards are average, overall, but are below average in mathematics. The majority of pupils are working at the levels expected and a small group are exceeding them. Pupils achieve well overall, but some could achieve more, particularly older higher and lower attainers. Standards at age 7 have shown good improvement since the previous inspection but, at age 11, there has been little change.
2. When children enter the reception class, attainment is below average, overall, particularly in communication, language and literacy and early mathematical skills. They make satisfactory progress, overall, and good progress in personal, social and communication skills, knowledge and understanding of the world and creative development. In these areas of learning, they match the levels expected for their age on entry to Year 1 but attainment is still below average in the important areas of language and literacy and mathematics.
3. At age 7, in the national tests of 2000, pupils' results in reading and writing were well above the national average and those for similar schools. In mathematics, results were average and in the teacher assessments in science, results were above average. There are variations in the comparative performance of boys and girls from year to year but, overall, their attainments are similar. Test results have risen faster than in most schools in reading and writing and at a similar rate in mathematics. Inspection evidence shows that standards are being maintained in reading, writing and science and are improving in mathematics, with more pupils gaining a higher level. The improved quality of teaching and the introduction of the National Strategies for Literacy and Numeracy have had a beneficial impact on standards.
4. At age 11, test results in English, mathematics and science were well below the national average and the average for similar schools. In science, results were in the bottom five per cent of similar schools. The marks that pupils gained in the tests are similar to those gained by eleven-year-olds at the time of the last inspection. However, most schools nationally have improved their results at a faster rate and therefore the school does not compare as well with others as it used to do. The results also appear to indicate unsatisfactory progress in Key Stage 2 but do not reflect a full picture of pupils' achievements. The changing nature of the area is resulting in increased mobility amongst the population and this affects older pupils more than younger ones. The school loses more pupils than it gains and whilst it loses average and higher attainers, it most often gains pupils with special educational needs (SEN) related to literacy and behaviour. For example, of the group who undertook national tests at age 7 in 1996, four pupils left the school prior to the tests at age 11, in 2000. One of these pupils had attained the level expected, and three had gained the next higher level. Both pupils who entered had special educational needs. This had a significant effect on the overall test results. There is a similar picture in the current Year 6, where there is also a much higher proportion of pupils entitled to free school meals than in the rest of the school. This proportion is above the national average. However, because of the impact made by the National Literacy and Numeracy Strategies and the introduction of a new scheme of work in science, current standards show an improvement on those reflected by the test results in all three subjects. Standards of literacy are average and standards of numeracy are below average but showing signs of improvement. Targets set in English and mathematics are not always achieved because of changes in the groups. The school has records to show that pupils who remain in school after the tests at age 7, make satisfactory progress. Inspection evidence supports this point but also indicates that there are some lower and higher attaining pupils who could achieve more, through the provision of carefully targeted work and more opportunities for independent research and investigation. The school is now beginning to collect on-going assessment information that should help them to match work more closely to the needs of all pupils and set targets for individuals.

5. Pupils who have SEN make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. They have individual programmes of work with clear and realistic targets for improvement and adequate support in the classrooms to help them achieve the targets. The very few who have English as an additional language (EAL) receive appropriate support when necessary from the local education authority support service and make satisfactory progress in their communication skills and understanding. The comparative performance of boys and girls varies from year to year but there are no significant differences, other than those related to the fact that there are more boys with special educational needs.
6. In information and communication technology (ICT), standards are in line with those expected in the National Curriculum at age 7, but are below expected levels by age 11. The school has only recently acquired enough up-to-date resources to teach the full range of the new curriculum for older pupils. Teachers have not yet completed the national programme of training and lack sufficient expertise to be confident in teaching all aspects of the subject for the older pupils.
7. In art, standards are above average at both ages 7 and 11, although this is not fully celebrated in displays of work around the school. Standards in design and technology, geography, and history are in line with those expected in the National Curriculum at ages 7 and 11. Standards in music are in line with those expected at age 7. In physical education, it was only possible to observe a very limited range of the curriculum and, therefore, an overall judgement cannot be made. However, pupils made good progress in the two lessons observed and standards were in line with those expected at ages 7 and 11.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to the school are good and they are enthusiastic and happy to attend. On arriving at school, many play outside where supervision is organised appropriately. At the start of school, pupils arrange themselves quickly into class groups and waste no time. This positive attitude continues throughout the school during registration and the daily assemblies. Pupils settle quickly, showing eagerness to start their lessons. They participate actively in class and have good attitudes towards their learning. They are polite and show respect to each other and the staff.
9. Behaviour at the school, overall, is good with some examples of very good behaviour in lessons. Pupils are keen to earn points and stars for good individual or group behaviour and this leads to awards and certificates. There are some pupils with behavioural difficulties but they are supported appropriately and make satisfactory progress towards their personal behaviour targets. Their behaviour rarely impinges on the learning of other pupils. There was one exclusion, for a fixed period, in the last school year.
10. Relationships are good and pupils relate well to each other both in class and at play. They are confident and, within the secure Christian ethos of the school, develop understanding, respect and tolerance of each other. Pupils happily accept a range of opportunities to take on responsibility. They are willing and eager to help and this contributes to the all round caring and friendly atmosphere in the school. New entrants into the reception class are allocated a 'buddy' from Y6 and this ensures that the older children learn to take responsibility for helping the younger ones to settle into school life. However, older pupils do not have enough opportunity to accept responsibility for their own learning, either through independent study in school or through a consistent programme of homework.
11. Attendance is in line with the national average and there is no unauthorised absence. Registration procedures are sound and absences are followed up by class teachers, in conjunction with the school secretary.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Teaching is satisfactory, overall, and is often good. Teaching in the Foundation Stage is satisfactory, with occasional examples of both good and unsatisfactory teaching. Teaching in Years 1 to 3 is good and during the inspection, it was good in almost all lessons and very good

in almost a quarter. In these year groups, pupils make good gains in their knowledge, skills and understanding but in older year groups the pace of learning slows a little and is no more than satisfactory. During the inspection, 43 lessons were observed and teaching was satisfactory in all but one. In 46 per cent of lessons, teaching was good and in 12 per cent, it was very good. This is an improvement on the previous inspection when teaching in 14.5 per cent of lessons was unsatisfactory and only 3 per cent was very good. The biggest improvement has been in Year 1, where much was unsatisfactory previously, and in art, where teaching is now good overall.

13. Teaching in the reception class is satisfactory. The teacher has good knowledge and understanding of the needs of young children and has improved the quality of the curriculum. She plans an interesting range of activities and prepares well, with appropriate opportunities for children to learn through play and structured activities. Occasionally children's behaviour is not well controlled and noise levels rise, impeding the learning of other pupils. The classroom assistant and willing volunteers provide good support. In most activities, adults encourage children to talk about their work and help them to develop social and communication skills. However, some activities are insufficiently structured to ensure that children can learn independently.
14. In Years 1 to 3, teachers have good knowledge and understanding of most of the curriculum and most have satisfactory understanding of ICT. They have high expectations and plan a good range of interesting, sometimes exciting activities, matching tasks well to the needs of all pupils. Teachers make clear teaching points and give clear instructions so that pupils know exactly what they are expected to do. They provide many opportunities for pupils to learn independently by investigating for themselves and provide appropriate support to help pupils achieve learning targets. Pupils enjoy their lessons and work enthusiastically to complete a good amount of work.
15. In Years 4 to 6, teachers also have good knowledge in most subjects, although information and communication technology is a weakness, overall. Again they plan interesting lessons but expectations are not as high and work is often too teacher directed and does not allow pupils to investigate for themselves. This was also the case at the time of the previous inspection but there has been some improvement, in that where investigative work is planned, it now has clearer learning targets than at that time. Teachers provide clear instructions and make good teaching points and basic skills are taught well, in a progressive and structured way. However, independent tasks are not sufficiently well matched to the needs of all pupils at the top end of the school. They do not offer sufficient challenge to the higher attainers and are too demanding for lower attainers, so that the teacher has to provide too much support to them to help them achieve the learning targets. For example, in a Year 6 history lesson, pupils had to write captions to match a series of pictures, using their knowledge of the story of Cortez and the Aztecs. The only difference in the tasks was that the teacher read the passage to average and lower attainers and then guided lower attainers on what to write. The only additional challenge to higher attainers was that they had to read the passage for themselves, when they could have been challenged to seek out information from a range of sources and make decisions on how to record their findings. Whilst pupils enjoy their lessons because of the interesting content and most make sound gains in their learning, both lower and higher attainers do not have enough opportunities to be independent.
16. Throughout the school, teachers have good relationships with their pupils and know them well. They manage pupils' behaviour in a positive way and create a good learning environment in their classrooms. They expect pupils to work hard and pupils respond positively, showing good levels of interest and concentration, which contributes well to their learning. Work is marked regularly and teachers write constructive comments that help pupils to improve their work. Homework is appropriate for the younger pupils but is inconsistent in quality and quantity in Years 4 to 6; it does not build sufficiently through these year groups.
17. Teaching for the pupils with SEN is satisfactory and they make appropriate progress towards their personal learning targets. Targets are clear and are regularly reviewed to ensure that progress is being made. Provision has improved since the last inspection and pupils now work

mainly within the classroom on the same topics as other pupils. Occasionally they are withdrawn to work on these topics where classroom space is at a premium in Years 4 to 6.

18. Wherever possible, teachers in some year groups make use of computers to practise skills and support learning in other subjects, but this is insufficiently developed across the whole school. Some teachers have appropriate knowledge and understanding about computers and their use across the curriculum, but others lack expertise. Only three teachers are currently undertaking the national programme of training, although the others will do so in the near future.
19. Overall, teaching is sound but there is scope for improvement in the older year groups, by building on the good practice shown by teachers in younger year groups in matching tasks more closely to individual needs and by providing more opportunities for independent research and investigation.

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

20. As at the time of the previous inspection, the school provides a broad and balanced curriculum, which meets the statutory requirements for the National Curriculum. It provides appropriately for pupils' academic development and there is good provision for their personal, social and health education. Weaknesses in the provision for the Foundation Stage, which were identified in the previous report, have been rectified, and the curriculum is now appropriately planned to meet the needs of children in this age group. The National Literacy and Numeracy Strategies are fully in place and overall planning and provision for literacy and numeracy have been effectively implemented. Subject co-ordinators check planning to ensure that all aspects of the curriculum are being taught progressively but this is after the event and does not allow them to influence the curriculum for the better.
21. All subjects have new policies and schemes of work that provide appropriately for the progressive development of skills and knowledge across the whole school. Most subjects are given suitable allocations of time but the practice of blocking lessons in physical education and music at the top end of the school limits the progressive development of skills. It hinders pupils' understanding of the need for regular exercise and restricts their opportunities for regular creative expression. There is not enough use of ICT to support learning across the curriculum, particularly in the older year groups.
22. Provision for pupils with SEN is now satisfactory, which is an improvement since the previous inspection. Pupils have clear learning targets, which are incorporated into teachers' planning and pupils are appropriately supported in the classroom. All pupils have full access to the curriculum.
23. A good range of educational visits enriches and supports the curriculum. For example, reception year children visit the ponds at Wycollar to hunt for minibeasts. Year 3 visit Preston Museum as part of their studies on World War 2 and Year 6 visit Ribchester whilst studying the Romans. There are regular visits to the Science Museum in Manchester. A residential visit to the Kingswood Centre in Shropshire provides Year 6 pupils with a good social experience, as well as deepening their awareness of a more distant environment and providing learning experiences in ICT. Visiting speakers such as police officers, the school nurse, and the visiting Harlequin Theatre group, also contribute well to this provision.
24. The programme for personal, health and social education is good. The school nurse comes into school and discusses health education issues with pupils in Year 6, including sex education. There are appropriate policies in place to deal with issues regarding drugs and substance awareness. This was clearly demonstrated in a personal and social education lesson in Year 5, when pupils discussed the issues surrounding misuse of alcohol.
25. The contribution of the community to pupils' learning is good. A number of visitors come into the school to support learning in the classroom. For example, the local vicar comes into

school to take assemblies on a regular basis. The school has developed constructive relationships with its partner institutions. There are good links with the local nursery, Walton High School and Nelson and Colne FE College, as well as links with a local business and school link.

26. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Provision for pupils' moral and social development is good, whilst that for their spiritual and cultural development is satisfactory. The school's provision for pupils' spiritual development reflects the tradition and values of the Anglican faith and spirituality is developed appropriately in the daily acts of collective worship. The school grounds are attractive and managed well and the amphitheatre enables pupils to sit and enjoy the countryside or engage in quiet conversation with their friends. Aspect of spirituality are sometimes evident in lessons, such as when pupils blend colours in Year 1 art lessons, or watch butterflies hatch in the reception class. However, spiritual opportunities in lessons arise incidentally and teachers generally do not identify potential opportunities in their planning.
27. Provision for moral development is good. The school raises pupils' moral awareness through personal and health education, religious education lessons, and class and school assemblies. Good, and sometimes very good relationships between pupils, and between pupils and staff, encourage the free and frank exchange of views, in which pupils are encouraged to give their personal opinions. Pupils develop a very good sense of right and wrong and a sense of morality in dealing with others.
28. The provision for pupils' social development is good and promotes good relationships. Pupils are supportive of their friends who are physically impaired, and of young children when they first start in the reception class. Teachers give generously of their time to provide a good range of extra-curricular activities. There are a variety of clubs, including a chess club, mathematics club, choir, country dancing and a wide range of sporting activities, which are well organised by staff and well attended by pupils. The residential visit for pupils in Years 5 and 6 provides a good opportunity for them to develop their personal and social skills. Pupils are encouraged to be responsible for their actions and are keen to assume a number of monitorial duties.
29. Provision for cultural development is satisfactory. Pupils learn about their own culture through literature, poetry and music. In geography, religious education and history, pupils learn about the traditions, faiths and cultures of people from around the world, for example, when learning about Jamaica in Year 5, or in Year 2 when pupils try carrying water pots on their heads, like the pictures they had seen of the Ghanaians during their lessons. However, provision for the teaching of multicultural education, particularly in relation to life in modern multicultural Britain, is not well developed and is generally not identified in teachers' planning. However, in a Year 4 lesson, when the class shared a text about a boy of Caribbean origin who lived in Britain and had gone to visit his grandparents in Tobago. Pupils empathised with his feelings when comparing the different lifestyles of the two countries.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. Provision for health and safety, welfare and child protection is good. There is a secure and friendly environment that makes pupils happy to come to school. Staff know pupils well and they have a good knowledge of each individual's needs and circumstances.
31. The headteacher closely monitors pupils' welfare and behaviour at breaktimes. He is experienced in managing child protection matters. The school follows the guidance of the local education authority closely and staff are appropriately briefed to carry out their responsibilities. Procedures for monitoring attendance and maintaining the current standards are satisfactory and the school works closely with appropriate external agencies in dealing with particular issues or problems.
32. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good and this is one of the school's strengths. The policy is well used and teachers or supervisors are quick to defuse any potential problems. One incident of rough

playground behaviour was effectively dealt with as the pupils were reminded about their attitudes towards sharing and tolerance. Relationships in the classrooms are good and teachers provide pupils with good role models. Behaviour is managed positively and teachers award their classes points out of 20 on a daily basis. These are displayed in the hall and pupils note how they are progressing in comparison with other classes during the week. This encourages them to co-operate and behave well together.

33. Procedures for monitoring and supporting pupils' personal development are sound. Whilst individual plans are in place to monitor pupils with SEN on a formal basis, the school relies largely on informal systems to monitor other pupils.
34. The procedures for the monitoring of pupils' academic performance are unsatisfactory. The school has taken satisfactory initiatives in establishing procedures to assess pupils' attainment and progress in English and mathematics, but these procedures are not yet extended into all aspects of the curriculum.
35. When children first enter school, appropriate arrangements are in place to assess their academic attainment, although arrangements for evaluating their social attainment have yet to be established. Information is used satisfactorily to plan the curriculum.
36. Throughout the school, teachers devise and use systems to record pupils' day-to-day progress in their classes. The information is useful and provides staff with helpful information, which is shared with the next class teacher. However, the quality and practice of recording attainment are inconsistent and it varies from teacher to teacher. There is no formal procedure for linking the day-to-day assessment information to planning to ensure that the work meets the individual needs of all pupils. This is most apparent for older pupils where the level of challenge to lower and higher attainers is sometimes inappropriate.
37. The results of the annual national tests and assessments in English, mathematics and science for pupils at ages 7 and 11, provide useful information to the school. Results are analysed to identify pupils' successes and highlight areas for improvement. Similar tests are being introduced for pupils in Years 3, 4 and 5, which will provide valuable information to help the school to raise standards by setting realistic and challenging targets for individuals and groups of pupils. There is no whole school approach to assessing attainment in other subjects, although co-ordinators understand the need for this to be developed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Most parents hold the school in high regard for what it offers and achieves for their children. They find the school very approachable and friendly; they like the school and the high expectations it promotes and also feel that the teaching is good. The majority of parents are pleased with the progress their children make and consider the school to be well led and managed. Parents spoken to before and after school confirmed the views that were expressed in the responses to the questionnaire. Inspectors support most of parents' positive views but find that teaching is satisfactory, overall. However, they agree with the point made by parents at the meeting that teaching is good for the pupils in the younger year groups.
39. The parent's questionnaire showed a less favourable response toward homework, information about their children's progress and the range of extra-curricular activities available. Also, a significant minority did not feel that the school works closely with parents. There is a homework policy but the class teachers determine the levels and frequency. There is no real consistency and the setting of homework could be used to greater effect.
40. Inspectors feel that information for parents is just adequate. Information regarding children's progress is available and discussed at an annual parents' meeting and an open afternoon and parents can arrange an appointment to discuss the annual report if they wish. Whilst parents can speak to teachers at other times if there are any issues or concerns, it is difficult for working parents to do so. The annual reports give adequate information but most tend to describe coverage in each subject rather than achievement or targets for improvement.

41. Inspectors find that there is a good range of interesting extra-curricular activities provided, which include sports, educational and cultural outings. In addition, Year 6 pupils have an annual residential visit, for example, they recently visited a field centre in North Wales.
42. Some parents help in the school and others are employed as lunchtime supervisors and classroom assistants. The induction of new pupils is well organised and the school has run information evenings on the literacy and numeracy programmes. The school positively encourages parents to come into the school grounds and collect their children at the end of the school day and they are welcome to talk to the headteacher or class teachers. An appropriate home-school agreement is in place and there are regular newsletters. Whilst there is a high level of support and positive response from parents, inspectors find that the school could further strengthen its links with parents and improve their perceptions of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Leadership and management are satisfactory, overall. Since the previous inspection, the school has made satisfactory progress on most of the key issues highlighted at that time. However, there is still room for improvement in several areas, where new policies have not been implemented rigorously. The headteacher and his deputy are working closely together to promote improvements. They are developing a programme of self-evaluation but this is in its early days and is not yet being effective in raising standards.
44. New policies and schemes of work have been introduced and co-ordinators have worked hard to ensure that all the required areas of the curriculum are being taught. Whilst co-ordinators' roles have developed satisfactorily since the previous inspection, there are improvements still to be made. They monitor teachers' planning and samples of pupils' work each half term but planning is checked after it has been implemented. This limits their opportunities to advise colleagues on how improvements might be made or to offer support in the provision of resources. The checking of pupils' work is not systematic and is focused on coverage rather than standards. Although written reports are prepared, these do not always result in effective action being taken. Similarly, the monitoring and supporting of teaching and learning are largely limited to literacy and numeracy and lack the rigorous focus necessary to promote sustained improvement.
45. The headteacher and deputy head analyse the results of national tests and highlight priority areas for improvement. Appropriate priorities are then included in the school's development plan, funding allocated and training provided. For example, writing is a high priority and staff have received support and training from a local education authority literacy consultant. New assessment procedures are currently being introduced, together with a system of collating information. This will enable teachers to check that pupils are making appropriate progress and to set targets for improvement. This is in its very early stages and whilst it has good potential for raising standards it has not yet made an impact.
46. Considerable improvement has been made in the management of SEN since the previous inspection. Provision is now satisfactory and is in line with the national code of practice. The co-ordinator has re-organised the system of support, which is now largely classroom based and involves pupils in working on the same tasks as other pupils, with support. She has only limited time available to fulfil her role and is unable to work directly with pupils, although she has worked with Year 6 in booster classes, prior to the national tests. She gains a satisfactory overview of pupils' progress through discussions with teachers and support staff.
47. The governing body fulfils its statutory duties and works well as a team, although several new members are inexperienced in their role. Governors maintain close links with the school and have a strong commitment to its maintaining its Christian ethos. The Vice-Chair of governors is the vicar, who holds a service in school each week and another in the church, after school, for pupils and their families. Many governors visit the school on a regular basis. For example, the governors with responsibility for literacy and numeracy visit lessons to help them gain a picture of provision in these areas. Governors have a clear overview of the strengths and weaknesses of the school and take an active role in planning future developments, both in the

long and short terms. They are closely involved in setting targets for improvement. Financial planning is sound. The school has been affected considerably in financial terms by the enforced cut in admission numbers to meet the national restriction on class sizes. Governors work hard to ensure that provision is maintained and that money is spent appropriately on the school's priorities. They have noted that standards are not rising as fast as those of other schools and know why the spending priorities have not been as effective as they would wish. They keep a close eye on the budget and are supported efficiently in this work by the school secretary and a financial officer from the local education authority.

48. The school is suitably staffed with appropriately qualified teachers and support staff. Most staff are long established but there have been some changes recently which have allowed the governors to achieve a broader balance of experience and expertise. Arrangements for professional development of staff are adequate and linked to the school's priorities. However, the training of staff in the use of information and communication technology has only just begun and currently involves only three teachers. This is affecting the quality of teaching in the subject and is unsatisfactory. The training for literacy provided by the local education authority has been particularly supportive to staff. Sound arrangements are in place for the new system of performance management and teachers all have agreed targets. The staff team supports new members of staff appropriately, including those who are newly qualified.
49. The accommodation is satisfactory, overall, and is well maintained by the school's site supervisor. Some areas of the school, such as the small central room and the library are underused for much of the school day. The grounds are spacious and used appropriately to support the curriculum. For example, children in the reception year hold minibeast hunts in the different types of environment it provides. Learning resources are generally satisfactory but the range of equipment for energetic play for the children in the reception class is poor and limits this aspect of their education. Although there is a wide range of books in school, many are in poor condition and in urgent need of replacement. The number of computers is just adequate but some are in need of replacement and others are not used efficiently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to improve the quality of education provided and standards achieved by pupils, the governing body, headteacher and staff should:
- i. Raise standards in all subjects, but particularly in mathematics, by:
- implementing the new assessment procedures in all subjects;
 - developing a consistent system of using teachers' day-to-day assessment information to plan work to meet the needs of all pupils; and
 - using assessment data to track the progress of all pupils and set realistic but challenging targets.
- (Paragraphs 1, 4, 15, 19, 34, 36, 37, 62, 68, 72-74, 78, 87, 93, 104, 109, 126)
- ii. Raise standards in information and communication technology by:
- fully implementing the new scheme of work;
 - providing training for all teachers so that they are confident in teaching all aspects of the subject; and
 - making greater use of computers to support learning in all subjects.
- (Paragraphs 6, 15, 18, 21, 48, 49, 78, 87, 110, 112-114)
- iii. Adopt a consistently rigorous approach to implementing the school's new policies, schemes and monitoring strategies across the whole school and provide support to enable co-ordinators to fulfil their roles in this work.
- (Paragraphs 43, 44, 70, 80, 114, 120)

- iv. Provide greater opportunities for older pupils to undertake independent research and practical investigation, building on the good practice in Years 1 to 3.

(Paragraphs 4, 7, 15, 19, 21, 67, 68, 77, 84, 90, 92, 107, 108)

In addition, the governors may wish to consider the following minor issues for inclusion in the action plan (paragraphs 16, 21, 29, 39, 40, 42, 49, 53, 68, 71, 119, 122):

- blocking of physical education and music lessons in upper Key Stage 2;
- the reception room needs re-organisation and outdoor play equipment is old and worn;
- the provision of homework is inconsistent and does not build appropriately through the school;
- there is limited provision for the understanding of aspects of life in modern multicultural Britain;
- information to parents is limited and could be improved to enhance the quality of the home-school partnership and raise parents' perceptions of the school; and
- many books are in poor condition.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	46	40	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	205
Number of full-time pupils known to be eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence	%
School data	5.5
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	18	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	8
	Girls	18	17	18
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	93 (94)	89 (91)	96 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	17	18	18
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	89 (89)	93 (86)	93 (97)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	18	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	12	9	11
	Total	20	18	20
Percentage of pupils at NC level 4 or above	School	61 (64)	55 (55)	61 (70)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	13	11	12
	Total	23	20	22
Percentage of pupils at NC level 4 or above	School	70 (70)	61 (67)	67 (70)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	4
Bangladeshi	0
Chinese	0
White	171
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.46
Number of pupils per qualified teacher	24
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	76

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	1999/2000
	£
Total income	348604
Total expenditure	371828
Expenditure per pupil	1639
Balance brought forward from previous year	39069
Balance carried forward to next year	15845

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	134

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	41	49	8	1	0
My child is making good progress in school.	35	53	10	2	1
Behaviour in the school is good.	38	49	11	2	1
My child gets the right amount of work to do at home.	34	40	20	6	0
The teaching is good.	44	43	8	1	4
I am kept well informed about how my child is getting on.	19	49	22	8	1
I would feel comfortable about approaching the school with questions or a problem.	58	38	1	2	0
The school expects my child to work hard and achieve his or her best.	56	39	3	1	1
The school works closely with parents.	28	45	19	5	2
The school is well led and managed.	43	45	3	6	3
The school is helping my child become mature and responsible.	37	53	9	0	2
The school provides an interesting range of activities outside lessons.	23	28	21	12	16

Other issues raised by parents

Physical education lessons are not provided on a weekly basis for some of the older pupils.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Provision is satisfactory and has improved since the last inspection when there were weaknesses in this aspect of the school's work. Most children have experienced some form of pre-school education when they enter school at the age of four. On entry to the reception class, children's attainment is below average for their age, overall, especially in communication, language and literacy, and numeracy. Progress is satisfactory overall and is good in personal, social and emotional development, knowledge and understanding of the world, creative development and communication skills and most children attain the level expected at the end of the year. However, whilst satisfactory progress is made in the development of language, literacy and mathematics, only about two thirds of pupils reach the expected standard by the time they transfer to Year 1. Progress in physical development is satisfactory, overall.
52. The co-ordinator is newly appointed and has already made a considerable contribution to improving this area of education by introducing a curriculum appropriately matched to the needs of the children, although she recognises there is still much to be done. She has settled well into her new role, but has not yet received the necessary support and in-service training to enable her to have made her transition to this age group fully effective. Nevertheless, the overall quality of teaching is satisfactory, with the occasional example of both good and unsatisfactory teaching. Classroom assistants are well used. The class teacher and her assistant have a good knowledge and understanding of the development needs of young children and work hard to meet their individual needs. Willing parents and a governor provide regular and valuable support and several volunteers help on the many organised educational visits. Activities are well planned and prepared. Appropriate opportunities are provided for children to learn through play and structured activities and adults encourage children to talk about their work, helping them to develop social and communication skills. However, some activities are insufficiently structured to ensure that children learn independently when adults are busy with other groups. Strategies used for controlling children's behaviour are not always fully effective and a few pupils become noisy, affecting the concentration of others.
53. Children are assessed on entry to school in order to find their level of attainment and plan appropriate work for them. Day-to-day assessment is informal and the co-ordinator knows that a more formal system needs to be developed so that information may be used effectively to further children's progress. Children with SEN are identified early and supported appropriately, making satisfactory progress towards their learning targets.
54. The teaching area is appropriate, but storage arrangements are unsatisfactory; equipment spills into the room space, giving an impression of untidiness and clutter. Although resources are adequate, overall, the storage problem restricts children's opportunities to develop independence in selecting their own resources. A considerable amount of equipment, particularly large outdoor equipment, is old and in urgent need of replacement. Children's work is displayed around the room but there is a need for greater emphasis upon presentation, so that pupils can more easily share and celebrate their own achievements and those of their friends.

Personal, social and emotional development

55. Teaching is good and children make rapid progress, learning to share and work co-operatively with others. They learn to trust staff and feel valued by them because teachers listen to their concerns and show interest in what they have to say. There are many good opportunities for children to acquire social skills, such as when helping each other to dress or to fasten zips after physical education activities. Planned experiences promote spiritual, moral and social development satisfactorily, through learning activities. Children respond well to their opportunities, which enable them to make choices and accept responsibility. For example, they are proud to demonstrate the care and attention they have given to Jeremiah Bear, when

they have taken him home for the night. Next day they are happy to tell the whole class of his experiences with them. Children are consistently encouraged to gain knowledge and understanding of different kinds of relationships and they become aware of the feelings of others and understand and practise acceptable standards of behaviour.

Communication, language and literacy

56. Teaching is satisfactory and children make satisfactory progress overall. They make good progress in developing communication skills and satisfactory progress in language and literacy. By the end of the year, speaking and communication skills are comparable to those of children of similar ages. In language and literacy, however, only about two thirds attain the level expected. The teacher is very aware of the importance of developing these early skills, which are taught effectively through formal lessons and informal opportunities arising during the day. Most children listen attentively and follow instructions and requests with understanding, but a small nucleus have difficulty in listening for long time spans. The teacher plans a good range of speaking and listening activities to extend children's vocabulary and encourage clear and precise speech. However, in some directed play activities, such as the fruit shop, staff provide insufficient guidance and structure to ensure that children extend and develop their skills.
57. The teacher plans many sound opportunities for sharing books and successfully encourages children to talk about their favourite stories. For example, they count and discuss the number of different fruits the "Very Hungry Caterpillar" had eaten. Pupils develop an interest in reading; they recognise where books start, talk about an author and some understand the work of the illustrator. All recognise that print conveys meaning and they identify many initial letter sounds when working with the teacher, although only about half consistently identify them correctly. When the teacher is reading, a few children join in with words they recognise by shape, or position on the page. When using books independently, children use picture cues effectively to talk about characters in the story. Good support from parents reinforces the emphasis on reading.
58. Most children have not yet made a clear connection between reading and writing. Early writing skills are developed through a good variety of activities. In handwriting, all correctly copy dot-to-dot letters and several extend beyond this, although they do not always take enough care. Average and higher attaining children write their names independently and legibly. Higher attainers make reasonable attempts at writing independently. For example, they prepare menus, including words such as "soup, sausage and egg" and write short stories and letters to mummy.

Mathematical development

59. Teaching is satisfactory and children make satisfactory progress in developing mathematical understanding and skills, but only about 60 per cent attain the level expected by the time they enter Year 1. There are many good opportunities to take part in counting, games and songs that reinforce the order of numbers, such as the "Speckled Frog". Most children count securely to 10 but few are confident when using larger numbers. About a third of the children manage to count to 100 and a small number of higher attaining pupils count in twos. A few write numbers independently. Children recognise that coins have value, but most cannot define their value or use them effectively in play when "buying" articles from the class shop. Most sort objects into sets and match numbers accurately to groups of objects. They have a satisfactory understanding of shape, recognising classroom articles and relating them to two-dimensional shapes, such as squares, triangles and circles. Children use number lines and dice to solve simple addition and subtraction sums by counting on or by counting back. The teacher works hard to develop children's mathematical vocabulary, helping them to acquire an understanding of comparative terms such as longer/shorter, heavier/ lighter, and more and less.

Knowledge and understanding of the world

60. Teaching is good and children make good progress. Most attain the level expected by the end of the year. They enjoy a wide range of practical activities that promote effective learning. Some very good planning extends their knowledge and understanding of the world and encourages them to have enquiring minds. The teacher makes good use of the school grounds, the local area and more distant excursions to explore aspects of nature, to observe growth and notice the differences of the various seasons and weather conditions. Pond dipping and mini-beast hunting on a recent visit to Wycoller provided real excitement to learning and children produced some very good work. Good follow up work at school enabled the children to observe and understand the life cycle of the butterfly and created a wonderful spiritual experience when a chrysalis hatched out. Children look at maps and plans and recognise different types of houses, streets and shops by walking around the local area. They understand about the past and recognise that some things happened 'a long time ago'. By looking at photographs of their families, they begin to understand how things change with time. They learn about people and animals of other countries from books and stories. The classroom computer and audio equipment are not used frequently enough and children's information and communication technology skills are below average.

Physical development

61. Teaching is satisfactory and results in satisfactory progress. By the end of the Foundation Stage, children show appropriate control of their bodies through the use of apparatus and equipment and in movement lessons that include music and dance. They use play equipment effectively and with growing confidence, but the development of physical skills is limited because of the deficiencies of the old, large outdoor play apparatus, most of which needs replacing. They develop fine manipulative skills through careful handling of small objects in constructional play and model making. For example, two boys enjoyed collaborating to make a large imaginary creation, using a construction kit and enjoyed demonstrating and celebrating the intricacies of their achievement with the class. Children learn how to hold pencils, paintbrushes, crayons, scissors and spreaders and use these implements effectively.

Creative development

62. Teaching is good and children make good progress, attaining the levels expected when they enter Year 1. They demonstrate good creative and observational skills when drawing or painting. They use paints well and make bold impressions and pictures to illustrate their thoughts and to recall their impressions. For example, one child painted a very good picture of a minibeast he had seen on a field trip. The creature included a long, thin body and six legs and was well proportioned and life-like. Children make good collages using a range of resources. Whilst they are often encouraged to select and choose their own materials, sometimes they are too directed, so that progress and independence are not as good as they could be. Children enjoy singing and chanting rhymes and verses they know well. The use of actions adds to their pleasure in learning. Good teaching in a music lesson allowed children to experiment in using a variety of wooden and metal percussion instruments. They learned effectively about "fast and slow" sounds, as they made sounds representing the movements of a tortoise, lion, buffalo and hare in the story of Awogalema.

ENGLISH

63. At age 7, standards are above average, with almost all pupils working at the level expected and about a third of pupils exceeding this level. This is a significant improvement on standards reported at the previous inspection and reflects good achievement for pupils, whose attainments were just average on entry to Year 1. By age 11, standards are broadly in line with those of the National Curriculum, as at the time of the previous inspection, with a small proportion of pupils attaining a higher level. Although achievement is not as high as for the pupils at age 7, it is satisfactory, overall. Almost all who were in school at age 7 have made satisfactory progress but overall standards are reduced by a number of late entrants with special educational needs. A small group of higher and lower attaining pupils could achieve still more.

64. At age 7, pupils' results in the national tests in reading and writing have been well above the national average for the past three years. In 2000, results were well above the average for schools with similar social backgrounds. Results have improved faster than the national rate of improvement. Girls perform better in the tests than boys and the difference between them matches the national difference in reading but is smaller in writing.
65. In the national tests at age 11, results have been below the national average since the previous inspection and were well below the average in 2000. Results were also well below the average for similar schools. Whilst this would appear to indicate that progress is unsatisfactory in Years 3 to 6, school records show that pupils who have remained in school since the tests at age 7 have made satisfactory progress, although it is not as rapid as in Years 1 and 2. Test results in 2000 were significantly affected by the movement of pupils in and out of the school during Key Stage 2 and this has increased further in the current Year 6 group. Over time, the school has made a slight increase in the average grades that pupils gain in tests but this is below the national rate of improvement. Girls attain better than boys and the difference between them is similar to that nationally
66. Speaking and listening skills are good, overall, at both 7 and 11. As at the time of the previous inspection, listening skills are good. At age 7, pupils listen very attentively to teachers and respond to questions enthusiastically, indicating that they have understood the teachers' introductions and explanations. At age 11, pupils concentrate very well on teachers' expositions; they follow instructions carefully and listen courteously to the contributions of other pupils. Pupils in all year groups speak confidently and clearly in front of the class and in larger groups, such as assembly. They respond to questions promptly, using an appropriate range of vocabulary. Pupils in Year 6 prepare interesting talks for the class and this makes a good contribution not only to their ability to hold the attention of a large audience, but also to their self-confidence.
67. Pupils in Years 1 and 2 make good progress in learning to read and standards are above average. By age 7, the vast majority of pupils read fluently and confidently, with expression. This is an improvement since the previous inspection when reading lacked fluency. Pupils enjoy reading and talk about their books with interest and enthusiasm. Most pupils read regularly at home to an adult, which has a very positive effect on their fluency. Pupils have a firm understanding of books; they describe the role of authors and illustrators and most express preferences in types of books or name a favourite author. They are familiar with the use of a simple contents page and index to locate information. By age 11, pupils have developed a keen love of literature and their achievement is satisfactory, overall. They read aloud with satisfactory levels of accuracy and fluency and express preferences for certain authors and topics; many select poetry or non-fiction books as their first choice of reading material. CS Lewis is a popular author and pupils particularly enjoy the Chronicles of Narnia. They understand and use index pages successfully to locate information in books and apply their alphabetical knowledge soundly in the use of dictionaries and thesauri. Most pupils know that there is a simple classification system in the library but they rarely have opportunities to practise and extend their skills in locating information independently. Their skills in carrying out independent research, retrieving and collating information from a variety of sources are insufficiently developed across the whole curriculum.
68. Writing has been identified as an area for improvement and the action taken is having a beneficial effect on standards in Years 1 and 2. The unsatisfactory progress noted in Year 1, at the time of the previous inspection, has been rectified and pupils are now making good progress in both year groups. Standards are above average at age 7, with a rise in the proportion of pupils who are exceeding the level expected. All pupils, including those with special educational needs, write with confidence and enthusiasm to communicate meaning. They write at good length on a variety of topics and in various styles, such as letters, poetry and accounts. For example, in Year 2, pupils made notes about the features of local leisure venues before preparing their own tourist leaflets, considering what it was that visitors needed to find out. Spelling, punctuation and handwriting are above average. Pupils employ good knowledge of letters and their sounds in attempting their own spellings with reasonable success. They understand the significance of capital letters and full stops and higher attainers remember to incorporate these features consistently into their own writing. Average attainers

are not as consistent in their use and lower attainers are just beginning to apply them. Letters are mainly well formed and pupils are beginning to use joined-up handwriting. At age 11, pupils write clearly in appropriately constructed sentences. Handwriting is generally good and spelling is average. Pupils are developing appropriate use of punctuation; for example, they know how to use a comma to separate items in a list. They use a variety of sentence structures and vocabulary to produce different styles of writing, but work is very directed and pupils do not always have enough scope to apply their own style or flair to their writing. For example, when Year 6 were learning to look for style and use of language to create atmosphere, they annotated a passage with appropriate notes. However, they were very heavily guided by the teacher on what to write and this limited their progress. When given the opportunity to write independently, higher attaining pupils write at good length, using a sound range of vocabulary, good punctuation and organising their work into paragraphs and chapters. Pupils apply their skills appropriately in other subjects but, again, the work of the oldest pupils is often heavily directed, limiting their progress in organising their writing and expressing their own views. For example, there is much use of sentence completion exercises to check factual knowledge, rather than allowing pupils to write accounts freely.

69. Teaching is good in Years 1 to 3 and is satisfactory, overall, in Years 4 to 6, with many good aspects. Planning is firmly based on the principles of the National Literacy Strategy and teachers have good knowledge of the subject. They plan interesting lessons, which stimulate pupils' enjoyment of literature. Teachers know their pupils well and relationships are good, engendering confidence in the pupils and creating a good working environment. Pupils respond well and work hard, producing appropriate amounts of work in lessons. The pace of teaching and learning is brisk and purposeful in most lessons, although occasionally lessons for older pupils are overlong and some momentum is lost, slowing the pace of learning. Teachers mainly have high expectations of their pupils but those for the oldest pupils are satisfactory and pupils are sometimes supported too heavily by the teachers or by commercial worksheets. Although these are used more judiciously than at the time of the previous inspection, they still sometimes restrict opportunities for pupils to apply their imagination or skills independently. In Years 1 to 3, teachers use their day-to-day assessment information to match work well to the needs of all pupils. This is not as well developed in Years 4 to 6 and restricts progress. Although work is planned to meet the class learning targets and builds well on previous work, tasks are not always sufficiently well matched to the needs of individuals. All pupils work on the same task, with lower attainers being very heavily supported to help them achieve the learning targets of the lesson. Higher attainers are expected to complete more work at a higher standard but are not sufficiently challenged to use their own initiative or imagination in their writing. Work is marked well and teachers provide constructive comments in pupils' books to help them to improve their writing. The quantity and quality of homework vary between classes and do not build sufficiently towards the end of Year 6 to prepare pupils for the next stage of education. Whilst teachers of younger pupils incorporate computers into literacy lessons regularly, teachers of older pupils are not yet doing this sufficiently.
70. Teaching for the pupils with SEN has improved since the previous inspection, when it was unsatisfactory and did not match their needs when they taught in small groups. They are now supported appropriately, mainly in class, with work matched to their individual targets. They work on the same topics as other pupils and make similar progress to others in the class. In the larger classes, older pupils are still sometimes withdrawn simply because of the space in the classrooms. When withdrawn they work satisfactorily on the same topics as others. Pupils who enter the school with EAL are given additional support by the local education authority to help them make satisfactory progress in learning English.
71. The subject is soundly managed and there is a very clear view of what is needed to improve the subject. Teachers' planning is checked each half term but this is retrospective and limits the co-ordinators' ability to support teachers through suggesting certain approaches or resources. The quality of teaching and learning has been checked through lesson observations and examination of samples of pupils' work. Whilst this is appropriate it is not followed up as systematically as it needs to be to raise standards. Results of national tests are analysed to highlight areas for improvement and appropriate action is taken. For example, there has been good support from the local education authority's literacy consultant, who is working with staff to improve pupils' writing and to help them with setting appropriate targets

for groups and individuals. This is having a beneficial effect on standards at age 7, but has not yet had an impact on eleven-year-olds. Appropriate assessment procedures are in place but there has been no whole school system of recording attainment so that pupils' progress can be monitored. A new system has been developed and its implementation should help the school focus more clearly on raising standards for individuals.

72. Teaching resources are adequate; in fact, there is a wide range of books. However, many are in poor condition and in urgent need of replacement. The school library is adequately stocked but some books need replacing. The library is underused to develop pupils' research skills.

MATHEMATICS

73. Standards are above average at age 7 and below average at age 11. This represents an improvement for both age groups from the results attained in the national tests in 2000. This has been achieved by a more focused approach to improve standards through the implementation of the National Numeracy Strategy. However, the full benefit of this is not yet felt at the end of Year 6. It represents good achievement for pupils at the end of Key Stage 1 and an improvement on the standards noted at the time of the previous inspection. Whilst most eleven year olds achieve satisfactorily, some lower and higher attainers, including pupils with special educational needs, are capable of more.
74. In the national tests at age 7, in 2000, pupils' results matched the national average and that for schools in a similar social context. There are no significant differences between the performances of boys and girls. The inspection confirms that almost all pupils in Year 2 are working at the level expected and about a third of pupils are now working at the next higher level. In the national tests at age 11, in 1999 and 2000, pupils' results were well below the national average and that for similar schools. There are no significant differences in the attainment of boys and girls. At the time of the previous inspection, standards were judged to be average. Although pupils are working at a similar standard to that noted then, the school has not improved as much as most schools and now compares unfavourably with them because standards are higher nationally.
75. Test results indicate that pupils do not make sufficient progress in Years 3 to 6. There are a number of reasons for this, the key one being the movement of pupils in and out of the school. Several higher attainers left the school and were replaced by pupils with special educational needs, which had a significant impact on test results. School records provide evidence that pupils who remain in school make satisfactory progress, overall. Inspection evidence indicates that a similar picture applies to the pupils currently in Year 6, where there has been even greater mobility and there are higher levels of special educational need. Pupils are achieving satisfactorily over time but, whilst there is some improvement this year, standards remain below average. Those pupils with SEN or who have EAL make satisfactory progress towards their learning targets.
76. At age 7, pupils are confident in adding and subtracting numbers to 100. They confidently add two digit numbers and understand how to use tens and units columns. They learn mathematical language in their number work and use it when working with fractions, money and time. Pupils label and identify 3-dimensional shapes and draw a line of symmetry on a shape. They measure accurately and use graphs to gain information and present their findings. For example, Year 2 pupils use centimetres in measuring length and interpret graphs to show the weights of nuts, gravy, teabags and sardines. Pupils follow instructions carefully, such as when planning a route on squared paper to develop their shape recognition. Higher attaining pupils know that some shapes have right angles and devise instructions to draw the shape. Work with a robotic toy helps to develop pupils' understanding of direction and right angles.
77. Pupils build satisfactorily on this work in Years 3 to 6. Whilst at age 11, most use the four rules of number confidently with thousands, hundreds, tens and units, a significant group of lower attaining pupils do not reach the levels expected for their age. Average and higher attainers estimate and round up numbers and use decimals and fractions accurately. Pupils use mathematical language confidently. Higher attainers develop their own strategies when

they have the opportunity to solve problems but average and lower attainers are less confident in applying their knowledge and skills. Pupils understand that there are different angles and how these affect the shape of triangles. They draw simple shapes from a mirror line and know the difference between a horizontal and vertical axis. Pupils understand the differences between various styles of graphs, such as line graphs and block graphs and use a variety to present their findings or to extract information. They complete frequency charts, such as one entitled 'John's Day'. Pupils explain their reasoning in oral sessions and this consolidates their learning. They apply their skills appropriately in some other subjects. For example, pupils use their knowledge of measuring and handling data when compiling graphs in science and their understanding of triangles in design and technology.

78. The quality of teaching is satisfactory, overall, and is good in Years 1 to 3. Teachers have good subject knowledge and know what is required to meet the needs of the national strategy. Teachers are clear about what they want pupils to learn and place appropriate emphasis on developing pupils' mental skills and understanding, making good use of resources to support learning. For example, in a Year 1 lesson, the use of hoops and cubes helped pupils understand about the use of block graphs for displaying information. This has a positive impact on pupils' rates of learning in lessons. Teachers make careful use of mathematical vocabulary, such as 'multiple' and provide opportunities for pupils to explain their reasoning and this supports the development of speaking and listening skills well. They generally use questioning techniques well to develop understanding and assess pupils' learning. All lessons have a good balance of mental skills and opportunities to consolidate and extend understanding through direct teaching and practical activities. However, there is some over-direction by class teachers at the upper end of school and an over-reliance on using commercially produced text books, as at the time of the previous inspection. In these lessons, there are few opportunities for pupils to work independently and the tight control of learning stifles opportunities for pupils to apply their skills in solving problems. This slows the rate of learning, particularly for higher attainers. Learning is reinforced effectively in plenary session at the end of lessons.
79. In the better lessons, teachers successfully match activities to all pupils' needs. In one very good lesson observed in Year 3, the teacher very carefully matched the lesson to meet the needs of all pupils. She intervened appropriately and posed questions throughout the lesson, to challenge pupils to think and approach their work as mathematicians. However, work for older pupils is not consistently well matched to the needs of both higher and lower attainers and lacks appropriate challenge. These groups could achieve more. Pupils enjoy their lessons and develop good attitudes to their work. For example, in a Year 1 lesson, pupils were enthusiastic when finding out how best to display the information they had gathered to show which member of their group had the biggest hand. There is only limited use of computers to support learning and this has been identified as a priority for development.
80. There are good relationships between class teachers and pupils, which have a positive impact on the rate of learning. Pupils work with enthusiasm and sustain their concentration for long periods when working collaboratively or independently. For example, in a Year 3 lesson, pupils were totally focused on adding two digit numbers using the 'tens' and 'units' method of partitioning their work. Pupils respect each other's contribution in lessons, particularly in oral sessions. They are well behaved and respond positively to the learning opportunities offered to them.
81. Leadership is satisfactory. An appropriate overview of provision is maintained by the monitoring of teachers' planning to check that knowledge and skills are taught progressively and through classroom observations. However, planning is checked retrospectively and this limits the co-ordinators' ability to support teachers in improving provision. The need to provide better challenge for higher attaining pupils and for pupils to be allowed to develop and use their investigational skills is identified as an area for development across the school. Whole school assessments are undertaken on a half-termly basis to identify individual pupil achievement and areas for improvement. Information gained is used to set targets for the class as a whole but not for individual pupils.

SCIENCE

82. At ages 7 and 11, most pupils are working at the level expected for their age. At age 7, a good proportion of pupils are working beyond the level expected and standards are above average, overall, which is an improvement on the previous inspection. At age 11, standards are average, as at the time of the previous inspection. Overall, standards reflect those indicated by the results of the national assessments, in 2000, at age 7, but considerable improvement at age 11, as results in 2000, were well below average.
83. In the teacher assessments at age 7, in 2000, results were above the national average, with a good proportion of pupils attaining a higher level than that expected at that age. By the end of Year 2, pupils have covered a range of work in all aspects of the subject and have developed their scientific language appropriately. They have good knowledge about life processes and living things, materials and their properties and forces. For example, pupils observe and record the growth of cress seeds to see if they need light, warmth, water and soil to grow in. Pupils link their work in physical education to science by developing their knowledge and understanding of how important it is to keep fit and healthy. Pupils identify which metals are attracted to a magnet and which are not and distinguish between rough and smooth surfaces. They link their work on materials to learning about forces, such as bending and stretching and have classified which materials are 'bendy' and 'stretchy' and will change shape such as 'play dough' or revert to their original shape. They also know what an electrical circuit is and label where a bulb, battery and wires go on a circuit. They are gaining a good understanding of how to observe carefully, test fairly and record their findings scientifically.
84. In the national tests at age 11, in both 1999 and 2000, results were well below the national average and, in 2000, were in the bottom five per cent when compared with similar schools. There are no significant differences between the performance of boys and girls. Whilst pupils' average attainment is similar to that at the time of the previous inspection, the school has not improved its grades whilst other schools have made considerable improvement. There are contributory reasons for this low attainment in tests, with the most significant one being the social mobility of pupils, particularly in the upper end of school. This has an adverse impact on results. Evidence gathered during the current inspection, indicates that pupils in Year 6 are working at the level expected for their age. This improvement is due to the introduction of a new scheme of work and a clear focus on improving standards.
85. At age 11, pupils, including those with SEN and EAL, have built satisfactorily on their scientific skills of observing, classifying, grouping, and recording their findings. They develop satisfactory knowledge and understanding about living things, materials, and physical forces, mainly through scientific enquiry and investigation, although there is an over-directive style of teaching and tight control of pupils' learning at the upper end of the school, which limits the full development of investigational skills. This prevents pupils working independently to follow a line of enquiry and extend their thinking to solve problems and record for themselves their findings. It limits the level of challenge, particularly for higher attaining pupils. Pupils identify and label the major organs of the body and describe their functions, such as how the lungs are used when breathing. They use their knowledge and understanding of electricity to create a touch burglar alarm. This work is linked to work on environmental technologies and gives them the opportunity to develop a sound understanding of how electricity is used in a practical way in everyday life.
86. Throughout the school the development of scientific vocabulary such as 'heart', 'blood' and 'muscles', together with opportunities for pupils to discuss, explain and record their work, makes a significant contribution to the development of literacy skills. Pupils make sound use of their mathematical skills to support their learning, using measurements and graphs to record findings and this makes a positive contribution to the development of numeracy.
87. The quality of teaching is sound overall, and good in Years 1 to 3. All teachers have secure subject knowledge and understanding. Lessons are interesting and well planned with clear learning targets. In Years 1 to 3, teachers plan good opportunities for pupils to investigate for themselves. This is not built on sufficiently in older age groups, where teachers often direct the work too closely and pupils do not have enough opportunities to practise their skills and

extend learning by devising their own tests, selecting their own resources and deciding how to record their findings. Teachers give clear introductions and set a good pace, using resources well to support learning. They motivate pupils to work hard. Time at the end of lessons is used well to discuss what pupils found out in the main part of the lesson. In the better lessons, teachers match activities successfully to pupils' different needs. In a very good lesson in Year 3, the teacher carefully matched the group activities to meet the needs of all pupils in the class. She intervened and questioned skilfully to make the pupils think scientifically to find answers and draw conclusions about their work. This ensured all pupils were actively involved in their own learning and were following a line of enquiry to develop their knowledge and understanding. However, teachers in the older classes do not match work closely to the needs of all pupils and this limits the progress of both lower and higher attainers. Teachers have a good rapport with their pupils and manage their classes positively. Pupils are well behaved and keen to take part in all activities planned for them and their good attitudes contribute well to learning. They co-operate well when working and handling different materials and equipment, using it safely and with respect, having due regard to the impact of their actions on others in lessons. This was clearly demonstrated in a Year 6 class making 'touch burglar alarms' and discussing the best way to approach the construction.

88. The subject is well managed. There is a clear focus on raising standards and the co-ordinator has identified the need to adopt a whole school approach to assessment. Teachers' planning is monitored half-termly to ensure coverage and progression in the teaching of skills and knowledge. However, as this is retrospective, it does not provide an opportunity for the co-ordinator to support teachers by offering advice on resources or methods. A good range of trips and visitors is used to enhance learning. For example, Year 6 visit the Science Museum in Manchester, whilst the school nurse and dentist come into school to talk about healthy eating and caring for teeth. The subject makes a positive contribution to pupils' moral and social development, through opportunities to work together and a consideration of the harmful effects of substances such as nicotine. There are good links with other subjects such as design and technology but there is insufficient use of ICT to support learning.

ART AND DESIGN

89. At both 7 and 11, attainment is above national expectations and pupils achieve well. This is a big improvement to the findings of the last inspection, which showed that at that time attainment was in line with national expectations at age 11 but was below the expected level at age 7. At that time, progress in Years 1 and 2 was unsatisfactory. Pupils with SEN or EAL make good progress.
90. By age 7, pupils' drawing skills are good. They know that shading means the use of dark lines and light lines, which can be straight, diagonal or a combination of directions. When they draw self-portraits, using a mirror, they are aware of the importance of looking carefully at what they see before starting. As part of their theme "Mother Nature," pupils study the work of famous artists, such as Marc Chagall and create pictures effectively, in a similar style. Within this topic, they demonstrate good skills in printing, use of pastels and in sewing leaves to create a fabric collage. They know about shades of colour and how to mix and blend the paints and pastels they use.
91. In Years 3 to 6, pupils continue to build well on the skills and expertise they have gained earlier and progress continues to be good. This is clearly demonstrated through a collection of still life drawings to which pupils from each class have contributed. By age 11, pupils have a good knowledge of the work of Impressionist painters, such as Monet and Van Gogh. They understand why their work is so called and discuss the paintings in a mature manner. Pupils understand about shade, light and dark and use watercolours confidently to create these effects. Pupils are beginning to use sketchbooks to learn skills, such as the use of shades, colour washes and colour blending. However, most activities are teacher directed and pupils do not use the books spontaneously to record, plan and practise techniques and ideas that that they could modify and refine for use at a later date.
92. All the teaching observed during the inspection was good. Lessons are well planned, expectations are high, resources are well used and pupils are encouraged to experiment. For

example, in Year 1 the teacher provided her pupils with a large selection of pencils, so that they became aware of the effect of how their “H” and “B” pencils and their different grades affected the quality of their shading. Another example of good practice was in Year 6, where very good resources, artefacts and examples of artists’ work were used well to illustrate teaching points and to stimulate pupils into producing good quality work. Pupils have good attitudes to art and design. They enjoy working together, share resources cheerfully and are eager to produce good work, taking time, care and effort to produce their finished product. Their relationships with teachers and each other are good and often very good and they take an interest in each other’s work, displaying a willingness to offer help and advice to help each other to improve.

93. A few good and very good examples of art and design work are exhibited around the school. Unusually, they are not very abundant because of the school’s display policy. Consequently, pupils do not benefit from the wide range of talent and techniques demonstrated by pupils in class. Furthermore, there are lost opportunities to celebrate success, stimulate work ethos, and enhance many areas with bright display that could add to the pupils’ spiritual, cultural and creative development. Several of the skills pupils learn in art and design lessons are applied in other subjects of the curriculum, such as in observational drawing in science, making good use of colouring techniques in history and in model making in design and technology. A few examples of pupils’ displayed work are indicative of their early knowledge and basic introduction to the use of computer programs in art and design. For example, Year 2 have generated Mondrian style pictures.
94. The co-ordinator is new to the subject and is eager to ensure that the recently introduced scheme of work becomes firmly established throughout the school. She is aware of the need to establish and maintain a rigorous programme of development, including the development of assessment procedures and use of the information gained to maintain and improve the standards already achieved.

DESIGN AND TECHNOLOGY

95. As at the time of the previous inspection, standards are in line with those expected in the National Curriculum at ages 7 and 11. Since that inspection, the school has improved the curriculum in Key Stage 1 by providing more opportunities for pupils to design for a purpose, before making their product. This is having a positive impact on rates of learning in lessons and on pupils’ attainment. Pupils, including those with SEN or EAL, make good progress.
96. In Year 1, pupils design and make products, such as puppets, by cutting fabrics and sewing them together. They evaluate their products to see if they are successful and meet their design specifications. For example, one child wrote “I was pleased with my puppet, but I wanted to pick a different colour”. Pupils build appropriately on this work in Year 2 and, by the age of 7, use a variety of construction kits and materials when constructing their products. For example, they design and make cranes, using a range of materials, including fabrics, plastic and wood, and a winding mechanism using cotton reels and string. They use saws, scissors, glue and thread and discuss with the class teacher whether their model had been successful or not.
97. In Years 3 to 6, pupils’ designs become increasingly sophisticated and they learn to think about the purpose of their models before constructing them. For example, Year 3 pupils designed a photo frame with a front and back view, setting themselves a number of design specifications before they started making. For example, they considered “How easy will it be to put a photograph in?” or “Where and how will it stand?” In Year 4, pupils made and tasted sandwiches and different bread to evaluate the success of various combinations, on a scale of ‘bad to ‘very good’. They used a chart to describe the bread appearance, smell, texture and taste. There are also good links with other subjects, such as science and history. For example, Year 5 pupils make slippers in their studies on the Egyptians, after observing some on their visit to the Museum of Egyptology in Manchester. By the age of 11, pupils know the importance of deciding upon specifications for their product and of planning to meet those that they set before they start making. They use a wide variety of techniques and tools, such as

bench hooks and saws, confidently and safely when they are constructing and making a model. They use correct techniques and adapt their designs as their model take shape.

98. Pupils have good attitudes to learning and behave well in lessons. For example, Year 6 pupils were absorbed when working from their step-by-step designs of playground rides. They concentrate well, share materials and ideas and co-operate well in pairs and small groups. When they evaluate their work, they are open and honest about their problems as well as their successes. The subject makes a positive contribution to pupils' social and moral development in lessons. Opportunities provided to develop speaking and listening skills make a positive contribution to the development of literacy across the school and the use of mathematical knowledge also plays an important role in developing numeracy in the school.
99. No lessons were observed in Year 1 and 2 during the week of the inspection, because of timetabling arrangements. Supporting evidence, such as the quality of the pupils' previously completed designs and models, indicates that the quality of teaching is at least satisfactory. Activities are interesting and provide suitable opportunities for pupils to make progress towards the learning targets. Teaching observed in Years 3 to 6 was good and pupils made good progress. Teachers have good subject knowledge and understanding of the requirements of the curriculum. This is reflected in their planning and in their expositions to pupils. There are well planned opportunities for pupils to evaluate their own models and those of others, which consolidates their learning well. The management of pupils and organisation of resources is good and contributes well to the pace of learning in lessons. Teachers make good use of support staff to teach and assist pupils.
100. The subject is well led and managed and resources are adequate. There are no whole school assessment procedures in place, but the school is planning to introduce them in the near future.

GEOGRAPHY

101. Standards are in line with the levels expected in the National Curriculum at both ages 7 and 11 and pupils' achievement is satisfactory. This concurs with the findings of the last inspection on attainment at age 7 but attainment at age 11 is not as high as it was then. This is mainly because Year 6 pupils are not provided with enough opportunities to extend their learning, by applying and extending their knowledge and understanding, through research and the development of independent learning skills. This is particularly true for higher attaining pupils.
102. Pupils, including those with SEN, make satisfactory progress in Years 1 and 2. Those in Year 1 gain a good understanding of plans and maps and how to use them for identification purposes. At age 7, pupils know about the types of houses and shops in their locality and how people there earn a living. They understand the differences between a village, a town and a city. They effectively compare and contrast life in England to that in Ghana. For example, they know that the Ghanaian people of the village of Chereponi speak Anufo, that water has to be carried from the well each day to their clay houses and that nearly all the men and women have to work on the land to provide crops. Some of this work enables them to empathise with the Ghanaian way of life and contributes to their understanding of other people's culture, customs and traditions.
103. Overall, progress is satisfactory in Years 3 to 6 and pupils, including those with SEN or EAL, build upon their knowledge appropriately. They have a growing understanding of maps and in Year 6 use three figure co-ordinates to identify and locate places. They use an atlas to find the location of countries, such as the West Indies, and conclude what the temperature is likely to be there because of its proximity to the Equator. Pupils have a wide general knowledge, particularly of the UK and Europe. However, some of their knowledge of the features of other continents they have studied is only superficial. Pupils study the River Severn and understand how it affects the lives of the people who live near it. They talk about its source, how it meanders through its course, the flood plain and its estuary. Pupils have satisfactory understanding of environmental issues. For example, they appreciate the implications of cutting down large numbers of trees in the tropical rainforest upon its wildlife and the people who live there.

104. Teaching is satisfactory, overall, and the recent upgrading of the policy and the introduction of a new scheme of work are ensuring that pupils' learning is being systematically developed. Teaching is good in about half of lessons and pupils make better progress in these lessons. For example in Year 2, lively discussion and a high level of expectation and challenge ensures that pupils complete tasks that are well matched to their prior attainment. In Year 5, pupils respond well and show enthusiasm and concentration as they build upon their previous knowledge and use their research skills to find information and arrive at appropriate conclusions. In some lessons, particularly in Year 6, work is often too directed and teachers do not provide as many opportunities for pupils to use their research skills and develop independence in learning.
105. The subject is well managed and the need to implement good, manageable assessment procedures has been identified as a priority for development.

HISTORY

106. Only two lessons were observed during the inspection, both in Key Stage 2, and judgements are based upon these and supporting evidence from pupils' work. As at the time of the last inspection, pupils attain at the levels expected nationally at ages 7 and 11. The weakness identified at that time in younger pupils' understanding of chronology has been rectified and pupils are now gaining a sound early understanding of where certain events and eras are in relation to each other. At age 11, their knowledge and understanding of social history are better than at that time but their knowledge is still better than their skills of historical enquiry.
107. In Years 1 and 2, pupils learn about famous people and events in the past and compare life today with that in the past. For example, they know about the lives of Queen Victoria and both of the Queens Elizabeth. They learn about The Great Fire of London, when studying Samuel Pepys. Pupils compare their own kitchen with those in past eras and understand why there are differences. At age seven, pupils have sound knowledge of the past and a growing understanding of the order of time. They set events on a timeline and know that things were different in the past. Whilst pupils, including those with SEN, generally make satisfactory progress in their knowledge and skills, the use of worksheets occasionally limits the progress of higher attaining pupils.
108. In Years 3 to 6, pupils, including those with SEN or EAL, build satisfactorily on this work, overall, when studying different eras and how they affected the way people lived. They study an appropriate range of eras, such as Celts, Ancient Egyptians, Romans and World War 2 and locate these eras on timelines, understanding the relative order of events. At age 11, pupils have sound knowledge of how things have changed and understand some of the reasons for change. They have satisfactory knowledge about the history of exploration, such as the discoveries of Christopher Columbus. Pupils understand that we know about different eras by studying objects, maps, old newspapers and photographs, but this work is not well developed at the end of the key stage, when pupils have only limited opportunities to find things out for themselves, using a range of books, artefacts or computers. Pupils with SEN make satisfactory progress.
109. Teaching is satisfactory, overall. Teachers have sound knowledge and plan interesting lessons that promote good attitudes towards the subject. Sometimes lessons are exciting and bring history to life. For example, when studying World War 2, Year 3 pupils took part in a drama and entered into their roles as evacuees, with great enthusiasm. They had previously prepared good artefacts, such as identity cards, ration books and gas masks, after visiting a museum and handling real ones there. Each child brought a picnic to eat on their journey. The teacher encouraged pupils to think how they might feel in the same situation and they displayed empathy with the evacuees. However, at the top end of the key stage, as at the time of the previous inspection, tasks are more limited and are often too teacher directed. The over-use of worksheets or comprehension exercises restricts not only the development of historical research skills, but misses many opportunities to apply and develop literacy skills in locating information or writing independently. This particularly affects the progress of higher attaining pupils, who are capable of more, and of lower attainers, who have to depend too heavily on teacher support. Teachers provide good opportunities for pupils to practise their

speaking and listening skills through good use of discussion and questioning. When pupils do have opportunities for personal research, they co-operate well in sharing resources and discussing work sensibly. Whilst teachers provide occasional opportunities for pupils to use computers, these are generally under-used as a source of information, or as a means of recording work. Teachers manage their classes in positive way and are rewarded with good behaviour. Oral assessment of work is satisfactory but there are no procedures for recording pupils' attainment to help teachers to plan the next steps or check pupils' progress. Work is regularly marked but teachers do not usually provide comments that would help pupils improve its quality.

110. The co-ordinator has a good overview of teaching and learning and is keen to widen the range of historical enquiry for older pupils and to introduce a whole school system of assessment. Resources have improved since the previous inspection and the curriculum is much enriched by visits to such places as the Preston Museum, the Roman museum at Ribchester and the Museum of Egyptology at Manchester University.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. At age 7, standards are in line with those expected by the National Curriculum. By the age of 11, standards are below the levels expected. This reflects similar standards to those noted in the previous inspection at age 7 and a comparative fall at age 11, which is largely because of changes to the curriculum and the school's very recent change over to new computers and programs. The long-term absence of the co-ordinator also affected the rate at which the school adapted to the changes. Training has not kept pace with the new technology and the national course of training led by the local education authority is not complete. Several teachers have not yet started the course, including the co-ordinator.
112. By the age of 7, pupils demonstrate satisfactory operational and communications skills. In some lessons, computers are used effectively to enhance the teaching and learning. For example, in English, pupils type work accurately, using capital letters and full stops. They draw pictures of themselves and staff on a graphics program and create pictures in the style of Mondrian. Pupils control the movements of a simple robotic toy, entering instructions for it to follow a given route. For example, in a Year 2 mathematics lesson they made it follow the shape of a square. They enter some information into databases and produce simple graphs. Pupils use headphones and control a cassette player confidently. They apply their literacy skills well when locating information on their topics on CD-ROM.
113. By the age of 11, pupils have sound word processing skills, which they use to produce interesting work, combining text and graphics. They insert clip art and text art to produce interesting posters and change the colour and style of text in their work. However, the oldest pupils draft their work on paper before entering it onto the computer and do not learn about the advantages of drafting on a word processor. In Year 5, pupils learn to enter data into a database but Year 6 pupils have not had a program to help them extend this work to the expected level. This has just arrived in school as part of a package of resources that will also allow them to control and monitor events through the computer. Until now, their experience in these areas has been very limited and attainment is below average. Pupils are competent at finding information on CD-ROMs and have just begun to use the Internet to locate information. The school has had problems establishing an Internet link and this has slowed the rate of pupils' learning. Older pupils do not have sufficient opportunity to practise and develop their skills in other subjects, although there was some good practice in Year 3, when pupils recorded their work in science. Overall, pupils, including those with SEN or EAL, do not make enough progress.
114. No direct teaching was observed during the inspection and computers were only seen in operation in Years 1 to 3 and on one occasion in Years 5 and 6. Supporting evidence indicates that teaching is satisfactory, overall, in Years 1 to 3 and in Year 5. However, it is unsatisfactory in Key Stage 2, overall, because only a limited range of the curriculum is covered in Years 4 and 6 and pupils complete insufficient work. This slows learning and results in underachievement at age 11. Pupils enjoy using computers and co-operate well together. They quickly become confident in operating the machines and work independently

when given the opportunity. Where possible, most teachers provide some opportunities for pupils to extract information from CD-ROMs but there are insufficient programs to cover the whole range of the curriculum. For the oldest pupils, these opportunities are limited by the lack of sufficient programs and the underuse of the computer with an Internet link.

115. There is no whole school system for recording attainment and progress in the development of pupils' knowledge and skills. Most teachers record pupils' experience in the areas they teach but this is not matched to the requirements of the National Curriculum. The school has adopted the national guidelines for teaching the subject, although they have not yet been fully implemented, partly because of the absence of the co-ordinator and partly because of teachers' lack of training. However, full implementation should ensure that the National Curriculum programmes of study are covered and also enable the school to track the development of pupils' skills.
116. There has been additional funding through the National Grid for Learning, which has recently provided new computers and the Internet link. Spending has been effective in raising the number of computers to close to the national average but some are old and will soon be in need of replacement. Overall, although standards are currently below average the school is in a satisfactory position to move forward once training is completed.

MUSIC

117. Because of the timetable arrangements during the inspection, insufficient teaching of music was observed in Years 3 to 6 to judge the standards pupils attain at the age of 11. However, as at the time of the previous inspection, standards at age 7 are in line with the levels expected nationally and progress is satisfactory.
118. At age 7, pupils know the words of many songs by heart and most sing tunefully and in time. They use percussion instruments with good control, stopping and starting at the correct time, as directed by the class teacher or by one of the pupils selected to take on this task. They know that collective performances can be controlled and enhanced by co-ordination and co-operation. In a Year 2 lesson, the teacher worked purposefully to raise pupils' musical awareness, which contributed to their performance and enjoyment. For example, she held up cards printed with the symbols "p" and "f" to guide pupils when to play their instruments softly or loudly. Another good feature was the way that she and the support teacher successfully included all pupils, including one with specific learning difficulties, into the lesson.
119. The school has an appropriate range of tuned and untuned percussion instruments, ensuring that pupils have the opportunity to select the instrument and sounds they want for their compositions. Several of these are ethnic instruments, such as rainbars, bongo drums and a range of wooden instruments. Their use in lessons makes an effective contribution to pupils' spiritual and cultural development. A group of Year 4 pupils made good use of pitched instruments such as glockenspiels, xylophones and keyboards to work out a tune to match simple lyrics based on the pentatonic scale. They collaborated well, worked hard, and enjoyed listening to each others' contributions.
120. Standards of singing are satisfactory. In assemblies, pupils sing in tune and time to the accompaniment of the piano, though not all are familiar with the words, causing some hesitancy and a slight lack of enthusiasm. Opportunities for singing development are also provided at hymn practices, concerts and choir practices. Each year, the school takes part in the local music festival, which provides a good opportunity for pupils to share performances in public. However, because of the way in which the curriculum is organised, older pupils' opportunities for participating, practising and performing together are not regular enough and this limits their progress.
121. Although a new scheme of work has been recently introduced, it has not yet been firmly embedded into the teaching of music throughout the school. There is a lack of rigour in the monitoring and co-ordination of the subject and assessment procedures are not established.

PHYSICAL EDUCATION

122. It was only possible to observe lessons in games and skipping activities during the inspection and there is insufficient evidence to make an overall judgement on attainment. In lessons observed, it was in line with the levels expected by the National Curriculum at ages 7 and 11. This reflects the standards noted at the previous inspection. Discussions with the co-ordinator, teachers and pupils and a scrutiny of teachers' planning indicate that the school provides a balanced programme of physical education, which meets the requirements of the National Curriculum. Pupils learn to play games, participate in athletics and gymnastics activities and respond to music through dance. Pupils in Years 4 to 6 have swimming lessons at the local pool on a termly basis and most swim the expected level of 25 metres by the time they leave school. All pupils have the opportunity to undertake adventurous activities on trips to an outdoor centre or a residential visit, which is an improvement on the situation noted in the previous report.
123. Pupils make good progress in lessons. They develop skills progressively and perform with increasing competence. They have a clear understanding of the effects of exercise on their bodies. This was clearly demonstrated in a Year 3 lesson, when pupils playing tag-rugby to warm up before their games activity, were out of breath at the end of the session. However, the importance of this is not fully reinforced for some older pupils by the practice of blocking lessons into half terms and then missing some half terms. This practice causes some parents concern. Pupils with special educational needs are given good support to help them make progress towards their personal targets, some of which relate to physical activities.
124. At age 7, pupils skip using one or both feet and understand the importance of hand and eye co-ordination. They know that to improve their performance they must practise different steps and techniques. As pupils move through the school, they make good progress in developing their skills of sending and receiving a ball with different equipment. For example, in Year 3, pupils use tennis racquets to send and receive a ball and increase their accuracy by attempting to hit the ball into a hoop and then to their partner. Pupils learn to use their games skills in a mini-game. For example, in Year 6, pupils develop their skills in small-sided games of Kwik cricket, soccer and rounders. They learn to adapt their skills and techniques to each game and extend them further through participation in games. In addition, older pupils in school have an experience of a range of sporting activities and many compete successfully in school and in competitive tournaments in the local area.
125. The quality of teaching observed was good. Teachers have good subject knowledge and lessons are structured and well organised. Teachers plan to develop pupils' skills progressively, with a good focus on providing a safe working environment. They provide physically challenging activities, provide clear instruction and explanations and encourage pupils to develop their skills. Pupils' attitudes are good throughout; they listen carefully and respond well to instructions and advice, which promotes their learning well. All lessons begin and end in orderly manner and include appropriate warm-up and cool-down activities. Questions are used effectively to help pupils evaluate and improve their performance. Teachers provide good role models for the pupils by dressing appropriately and showing enthusiasm. All pupils are enthusiastic and make good use of the opportunities offered. Pupils' behaviour is good and they form constructive relationships with others, co-operating well in small groups or as part of a larger team. Teachers make good use of opportunities to use and develop pupils' speaking and listening and numeracy skills. For example, they are expected to listen carefully and follow instructions in lessons and are encouraged to evaluate their own work and that of others.
126. The subject makes a positive contribution to pupils' moral and social development. When they play team games, pupils develop a sense of competitiveness and fair play. There are links with other areas of the curriculum, for instance pupils in Year 2 have been undertaking work on healthy living and the need for exercise and have linked it with their work in skipping. A range of extra-curricular activities is provided for girls and boys. This includes soccer, netball, rounders and country dancing. Activities are well organised by members of staff and are well attended by pupils.

127. The co-ordinator monitors planning and observes lessons to ensure skills are developed progressively. There are no formal assessment procedures in place to provide teachers with information in planning the next steps. Resources are satisfactory, as at the previous inspection, and are used well to offer pupils an interesting curriculum.