

INSPECTION REPORT

Cottam Primary School

Cottam, Preston

LEA area: Lancashire

Unique reference number: 131720

Headteacher: Mrs J. A. Farrington

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 27th February – 2nd March 2001

Inspection number: 230555

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Haydock's Lane
Cottam
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Lancashire
Postcode: PR4 0MY

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Appropriate authority: Governing Body

Name of chair of governors: Mr P. Griffin

Date of previous inspection: Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

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19335	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29381	Anne Brangan	Team inspector	Science Art and design Physical education Foundation Stage English as an additional language	
27306	Rod Smith	Team inspector	Mathematics Geography History Special educational needs	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cottam Primary School is situated on the north-west edge of Preston. The school is newly built and was opened in September 1998 with 75 pupils on roll. The pupils come from a range of social backgrounds. Most pupils come from the immediate area which includes a range of housing both privately owned and for rent. The movement of pupils into the area and transfer of pupils from other local schools has resulted in periods of very significant change and development. Almost two thirds of pupils have transferred to the school in the last two years. On entry to the school at age four, children's levels of attainment are above levels expected nationally for children of their age. The school operates an admissions policy for children to start school in the September following their fourth birthday. The majority of children attend some form of pre-school provision. The range of attainment of pupils transferring from other schools is wide with a significant number who, due to previous difficulties, have levels of attainment which are below those expected nationally. English is the first language of almost all the pupils. Unemployment, in most parts of the school's catchment area, is below the national average. At the time of the inspection, 11 per cent of pupils are in receipt of free school meals which is broadly in line with the national average. There are 114 girls and 132 boys, aged from four to 11 years. The school has recognised 80 pupils as having special educational needs, which is above average for a school of this size and type, two of whom have a Statement of Special Educational Need, which is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Cottam Primary school is a good school which has undergone a period of significant change and development since its opening in September 1998 with an increase in pupil numbers from 75 to 246 and in teaching staff from four to 12. The staff and governors have worked hard to ensure that the standards and morale in the school were developed well and successfully maintained during this time. The school is led very effectively by the headteacher, who has high expectations of what pupils can do. The governing body make a very good and effective contribution to the work of the school. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The quality of provision is good. The majority of teaching is good or better. Standards are good for children in the Foundation Stage and at Key Stage 1 and the younger pupils at Key Stage 2. What the school does well greatly outweighs the areas for improvement. The school provides good value for money.

What the school does well

- ◆ The school is very well led by the headteacher ensuring the aims of the school are excellently reflected in its work.
- ◆ The very good commitment, support and involvement of the governing body.
- ◆ A significant amount of teaching throughout the school is very good or better.
- ◆ Pupils' attitudes and personal development are very good.
- ◆ The curriculum is very well planned and provides a rich and varied learning experience with an excellent range of activities outside of lessons.
- ◆ Provision for pupils' spiritual moral and social development is very good.
- ◆ Assessment procedures and its use are very good.
- ◆ Community links and those with parents are very good, including the excellent information provided for parents.

What could be improved

- ◆ Quality of teaching in those lessons where it is less than good.
- ◆ Standards for older Key Stage 2 pupils.

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

These areas are both identified within the school's development plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good improvement since the school opened in September 1998, particularly in the standards and level of provision. Much of the school's energy has been devoted to managing the period of change and development resulting in the very successful integration into the school of new pupils and members of staff. This has established a firm foundation from which the school has very good potential for further significant improvement which include clear plans to improve the standards of attainment and level of provision. The headteacher, staff and governing body in partnership with parents have very successfully established an excellent caring and positive ethos within the school. Curriculum organisation is very good. Classroom monitoring is well developed. Assessment procedures are used very well to monitor the attainment of individual pupils and to inform planning for future learning. The school is very well placed to make further improvements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	n/a	B	B	B	well above average A above average B average C below average D well below average E
Mathematics	n/a	B	D	D	
Science	n/a	E	D	E	

A significant number of 11 year old pupils taking National Curriculum tests in 2000 had transferred to the school within the previous 12 months. The results for 2000 are not therefore indicative of what the school has achieved for its pupils. The grades above have been revised to exclude the results of pupils who had transferred to the school in the summer term 2000 prior to the tests in May, based on information provided by the school.

During the inspection standards attained in the Foundation Stage were good. Standards in English, mathematics and science are good for pupils at Key Stage 1 and younger pupils at Key Stage 2, they are satisfactory and improving for older pupils at Key Stage 2. The standards of reading are good throughout the school. In information and communication technology standards are good for the majority of pupils throughout the school. Standards in religious

education are very good throughout the school. Standards are very good in physical education and art and design for older Key Stage 2 pupils. They are good and above national expectations for the majority of pupils at both key stages in all other subjects. The school has set clear and appropriate targets which have been well met and has good clear targets set for the future which they are making good progress towards. They make good use of baseline assessments made when children start school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils have very positive attitudes to their work.
Behaviour, in and out of classrooms	Good, the school is an orderly community in which there is some very good behaviour. Whilst the behaviour of most pupils is very good, a small number of pupils display instances of inappropriate behaviour.
Personal development and relationships	Relationships are very good throughout the school. The staff are hardworking and show great care for the pupils.
Attendance	Attendance is good and most pupils arrive punctually.

The very effective integration of new pupils has been a significant achievement. The school's excellent, caring ethos supports the development of pupils' very good attitudes and values. Pupils listen attentively and most respond well in lessons. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when undertaking independent research and participating in the school council. The school has recognised the need to address the behaviour of a small number of pupils and is taking effective steps to ensure all pupils meet the high standards of behaviour expected.

TEACHING AND LEARNING

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

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

Teaching is good and often very good and has a beneficial effect on the pupils' attainment and learning. The quality of teaching in the school was excellent in 13 per cent of lessons seen, very good in 32 per cent, good in a further 34 per cent and satisfactory in the remainder. Teaching is particularly good in the Foundation Stage. The teaching of literacy and numeracy is good throughout the school and has benefited from the careful analysis of pupils' performance to inform planning and target resources. The strengths in the teaching include good explanations and effective sessions at the beginning and end of lessons. These have a positive impact on pupils' learning and progress. Very good provision is made for pupils with special educational needs and pupils with English as an additional language.

Learning is good for the majority of pupils, including the significant number of older Key Stage 2 pupils who transferred to the school with levels of attainment below national expectations.

Learning for pupils with special educational needs and those for whom English is an additional language is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is well planned and provides a stimulating and varied learning experience. There is an excellent range of activities outside of lessons.
Provision for pupils with special educational needs	The school makes very good provision for special educational needs. Records of progress are clear and are used well for individual education plans.
Provision for pupils with English as an additional language	There is very good provision for pupils with English as an additional language. These benefit from the very good liaison with specialist support staff and they rapidly acquire a competent command of spoken and written English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are given very good opportunities to develop and express their feelings, particularly in the development of moral and social values.
How well the school cares for its pupils	Good. There are very good procedures for the assessment of pupils' progress which is used very well to plan for future learning and establish individual targets.

The school has a very good partnership with parents. They are made to feel welcome and offer strong support to the school, attending performances and consultation evenings. Some parents and friends give of their time voluntarily to provide useful help and support in the classroom. Very good use is made of the community to enrich the curriculum. There is sensitivity and good support for pupils and their parents, which has a strong impact on improving standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very good leadership. She is very well supported by other members of staff in developing the work of the school. The school has well planned priorities for its further development.
How well the governors fulfil their responsibilities	Very good. Governors are very supportive and take an active part in monitoring and evaluating the work of the school. There is a very strong sense of partnership between governors and staff.
The school's evaluation of its performance	Very good. The monitoring and evaluation of the school's performance is used well to develop targets and inform teaching and learning. The governing body, headteacher and staff have created a climate in the school where there is a strong commitment to improvement.
The strategic use of resources	Grants are used well. Very good use is made of resources and the excellent accommodation.

The newly built accommodation is of a very high quality and is having a positive impact on the quality of provision, in particular the information and communication technology and book provision, particularly in the library. This together with the high quality of staff appointed, who have a good range of specialist knowledge, is having a good impact on pupils' learning. The range and quality of resources is good. The school makes good use of the principles of best value, for example, in the development of the computer facilities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Staff are approachable. ◆ The successful integration of new pupils. ◆ The very good leadership and management of the school. ◆ The high expectation the school has. ◆ The range of activities outside of lessons ◆ Children want to come to school. 	<ul style="list-style-type: none"> ◆ The information about their child's work and progress. ◆ Provision of homework.

A small number of parents expressed concern about the amount of homework provided and the information about how their child is getting on. The inspection findings support the very positive views of parents and find that the provision of homework is appropriate and supports pupils' learning well. Also that the information provided for parents about their children's work and progress is excellent.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The year groups, which undertook National Curriculum assessments in 2000, had a very high proportion of pupils who had transferred to the school within the previous 12 months. The results therefore are not clearly reflective of the work of the school and do not provide a reliable guide to the overall trend of standards throughout the school. There was no significant difference between boys' and girls' performance.
2. Official data supplied to the school show that for pupils aged 11 standards in English were similar to those for all schools nationally and to those of pupils in similar schools. In mathematics they were well below those for all schools nationally and those of pupils in similar schools. In science they were well below those for all schools nationally and very low compared with those of pupils in similar schools.
3. When the data for individual pupils who had transferred to the school in the weeks immediately preceding the tests are excluded national performance data for 2000 indicates that in English standards were above the average for all schools nationally and above the average of pupils in similar schools. In mathematics they were below the average for all schools nationally and of pupils in similar schools. In science they were below those for all schools nationally and well below compared with those of pupils in similar schools.
4. An analysis of the results by the school identified that the difference in attainment between mathematics and English was primarily the result of low attainment in data handling, an issue which the school has addressed effectively. The lower results in science were felt to be attributable to the large numbers who had transferred to the school having differing science experience at their previous school and insufficient time to compensate for this.
5. National performance data for 2000 indicates that in reading standards for pupils aged 7 were similar to the national average and that of pupils in similar schools. In writing standards were similar to the national average for all schools and below that for similar schools. In mathematics standards were similar to the national average and that of pupils in similar schools.
6. On admission to the school, at the age of four, most children have levels of knowledge and understanding which are above those expected for their age. They make a good start and progress is good. Consequently, by the end of the Foundation Stage, the children attain good standards for their age. The majority of children achieve well and attain the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Their good progress is helped by thorough planning, careful match of work to their needs and the very good contribution made by support staff. The quality of teaching has a significant impact on the progress made by the children.
7. Standards seen during the inspection indicate that the majority of pupils are attaining good standards in reading, writing and mathematics. Standards of attainment seen during the inspection at the end of Key Stage 1 are good in English, mathematics and science. At Key Stage 2 standards are good for pupils in Years 3, 4 and 5. They are satisfactory and showing good improvement for pupils in Year 6. By the end of both key stages, the pupils attain

standards in information and communication technology which are above those expected for their age. In religious education standards are very good and above the requirements of the locally agreed syllabus, which is currently being revised. Standards in physical education are very good. In all other subjects of the National Curriculum standards are at least good. In art and design they are very good for the older pupils at Key Stage 2.

8. Curriculum planning and organisation have been developed well since the school opened in September 1998 to provide continuity and progression in learning. Pupils' attainment is being closely monitored and the school has set clear targets which make good use of baseline assessments made when children start school and individual tracking records for all pupils.

9. Additional literacy and numeracy support and intensive teaching is provided for identified groups of pupils, particularly in the early years and those with standards of attainment below national expectations when they have transferred to the school. Baseline assessment and very good ongoing assessment is used very effectively to identify and provide support for pupils. These are having a positive impact on raising standards. Careful analyses of pupils' achievements are used well to determine strengths and weaknesses as reflected in the identification of the need for additional teaching and learning in the data handling aspect of the mathematics curriculum.

10. During the inspection learning was good at Key Stage 1 for the majority of pupils and for the majority of pupils in Year 3, 4 and 5. In Year 6, where standards were at least satisfactory for the majority of pupils, learning was good. The teaching was most effective and work was appropriate to all pupils reflecting their differing prior attainment. In most lessons seen good strategies were used to ensure pupils' learning was at a good pace and expectations of standards and behaviour were high, reflecting the impact of the quality of teaching on standards. The focus on developing curricular provision, teachers' expectations, planning and organisation are having positive results. Staff continue to improve their professional expertise, such as in their knowledge and understanding of information and communication technology.

11. Pupils have very good attitudes to their work. Throughout the school pupils make very good progress in speaking and listening. Most pupils speak confidently, listen attentively with good concentration and contribute sensibly and thoughtfully in discussions across the curriculum. Throughout Key Stage 1 pupils make good progress in the development of their reading skills. They are beginning to use punctuation correctly and are becoming aware of the need for expression when reading aloud. By the end of Key Stage 2 many pupils are becoming fluent readers and attainment is in line with, and in some cases above, the national average. In their writing, by the end of Key Stage 1 most pupils can organise their work to follow a sequence and many write interesting sentences. Pupils make regular use of full stops and capital letters. By the end of Key Stage 2 pupils write confidently for different purposes with some lively vocabulary and ideas. Standards of handwriting and presentation improve throughout the school and are satisfactory overall. Pupils' literacy skills are not consistently used well in work in other subjects such as history and geography.

12. In mathematics pupils attain good standards in their numeracy skills. By the end of Key Stage 1 the majority of pupils have a good understanding of numbers and place value to 100 and beyond. They can count on and back quickly and confidently in twos, fives and tens. They understand that subtraction is the inverse of addition; they apply their skills well when solving addition and subtraction problems. By the end of Key Stage 2 pupils have covered all areas of the mathematics curriculum, they understand factors and the prime numbers and can use simple

algebra. In shape, space and measure, they have good knowledge of the features of two and three-dimensional shapes. Most have good problem

solving skills. They use a variety of ways to organise and record their work. Pupils display a keen interest in mathematics and make good progress in their learning throughout the school.

13. In science, pupils acquire a sound knowledge and understanding and develop good investigative skills. By the end of Key Stage 1 pupils are able to talk about their findings and make suggestions. They understand the need for a test to be fair and most pupils are good at predicting the result of experiments. By the end of Key Stage 2 the majority of pupils understand the conditions required for animal and plant life, they know about life cycles, pollination and reproduction are able to identify the parts of a flower. Most pupils can discuss how materials change from solids to liquids and to gases and understand that some of these changes are reversible and some are not. They understand the importance of healthy eating and how different foods contribute to a balanced diet. Observations and measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using information and communication technology. Pupils learn to predict and hypothesise. They predict, observe and measure with appropriate precision and record their work well. Pupils show an interest and enthusiasm for their work and make good progress in science.

14. Learning of talented pupils, those with special educational needs and those for whom English is an additional language is very good and they achieve good standards in relation to their prior attainment. They are supported well by all staff.

15. The school has managed its development from its opening in September 1998 effectively. It has successfully integrated the large number of pupils who transferred to the school as local housing developments reached completion as well as pupils who transferred from other schools in the locality and has taken great care to set clear and realistic targets for further improvement.

16. There is a continuing focus on improving assessment and its effective use to inform planning. Pupils' performance in national tests is being carefully analysed to plan for improvement and raise standards. The school is developing systems for assessment in foundation subjects.

Pupils' attitudes, values and personal development

17. Pupils have very good attitudes to their work. They enjoy coming to school and they feel that they are provided with many opportunities to learn new and exciting things. They feel that the teachers provide them with help and encouragement in all their lessons. Pupils throughout the school reflect these views in their high levels of enthusiasm for activities and lessons in all subjects. For the most part pupils listen very well to their teachers and each other and instructions are followed quickly and quietly. They work hard and maintain concentration throughout the day although there are some occasions when the attention of younger pupils wanders towards the end of longer afternoon lessons. When presented with challenging and stimulating questions pupils offer considered and confident replies. Pupils have good independent learning skills and are provided with good opportunities to take responsibility for their own learning from an early age. For example, in a Year 1 science lesson where pupils worked alone with reference books to answer questions about forces and motion. Pupils work

collaboratively very well as seen in a Year 6 physical education lessons where groups of pupils developed imaginative sequences of stretching movements.

The high value placed upon pupils and their achievements is evident through attractive displays of work in the classrooms and in the sharing of each other's work in lessons and assemblies.

18. Overall behaviour is good. The behaviour of the majority of pupils is very good and this has a beneficial effect upon their learning and upon the school community as a whole. Pupils behave consistently well in lessons, assemblies and at lunchtimes. Pupils understand and follow the school and class rules well reflecting their involvement in forming them. Praise and reward for good work and behaviour are received with pride. Incidents of bullying are rare and are dealt with quickly and effectively. Quiet discussion ensures all understand their misdeeds. There are a small number of occasions in lessons when pupils react inappropriately to others and have difficulty sharing and taking turns with equipment and games. The school has recognised this and responded well by encouraging pupils to take part in the wide variety of extra-curricular clubs offered. These provide very good support for the development of social skills. There have been no exclusions in the past year but appropriate procedures are in place should they be needed.

19. The relationships amongst all members of the school community are very good. Adults in school present very good role models and pupils are treated with care and respect. In turn pupils are polite and helpful towards each other and to adults. Pupils' personal development is also very good. Pupils are encouraged to act responsibly and are all provided with many opportunities to carry out class duties or to serve the whole school community, for example, by leading assemblies and by serving on the school council. In particular this has developed very good discussion skills in Key Stage 2 pupils and has allowed them to use their initiative well. Pupils have held a Bring and Buy sale in order to raise funds for the support of a child in Nairobi. Opportunities are given in lessons and circle times to express their opinions and feelings and to consider other values and beliefs. Pupils consider this opportunity to be one of the best features of this school.

20. Attendance rates are above the national average and are good. Pupils are eager to come to school and they usually arrive on time. Parents provide the school with good information about absences that are largely due to childhood illness. A number of families take holidays in term time sometimes for extended periods, this has a detrimental effect upon the learning of these pupils. Registration time is brief and efficient and leads promptly into the first lesson.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching is good and often very good and has a beneficial effect on the pupils' attainment and learning. The quality of teaching in the school was excellent in 13 per cent of lessons seen, very good in 32 per cent, good in a further 34 per cent and satisfactory in the remainder. It was particularly good for Foundation Stage children. The quality of teaching of pupils with special educational needs is good. Teaching is focused well and pupils are helped to recognise their own improvements. Class teachers have positive approaches to pupils with special educational needs who receive good support in booster classes. Teaching methods and strategies for promoting learning are good. The headteacher has effectively promoted a positive approach to raising standards and all staff share this commitment.

22. Teachers' knowledge and understanding is very good for children in the Foundation Stage. There is a clear understanding of the needs of the youngest children and those with special educational needs. Time, support staff and resources are used effectively. Basic skills

are taught well and children are managed well. A few exceptions were seen, where the management of children with behavioural difficulties was not always effective. The teachers are well supported by non-teaching staff.

23. Planning is very good; there is a good range of resources to provide suitable experiences in all areas of learning. Careful planning ensures organisation, methods and resources are appropriate for different tasks. There is a good balance between free choice and directed activities, which help the children to gain in confidence and to make good progress in language and literacy. Staff plan carefully to provide opportunities for the children to work as a class, in small groups and individually. They make good use of assessment to set tasks which are matched effectively to the different levels of attainment.

24. A very good emphasis is placed on early reading and writing skills and there are good opportunities for the children to discuss their work and improve their listening and speaking skills. Effective use is made of voluntary helpers to work with the children so that they can focus on the needs of a group. Staff use a variety of approaches to interest the children, adapting their approach so that the children are given suitable opportunities to express themselves. They intervene effectively and show sensitivity in asking questions and in guiding the children. Relationships are very good and help to ensure an effective learning atmosphere.

25. At Key Stages 1 and 2, the quality of teaching is good overall. Good examples of whole class teaching were observed in both literacy and numeracy. Teachers introduce and explain objectives well, for example, these were seen in a good numeracy hour when Year 1 pupils contributed well, concentrated on their task and made good progress in their learning about multiples of 10 displaying a range of different strategies which they discussed in an effective session at the end of the lesson. There was excellent teaching in a Year 2 literacy session when learning benefited from a thorough assessment of previous work which had then be used well to extend and challenge pupils understanding and use of verbs, nouns and adjectives. In a very good lesson for Year 5 pupils the task set presented a good challenge, reflecting high expectations by the teacher based on her assessment of pupils' previous work.

26. In the best lessons, teachers' planning shows clear learning objectives. A range of teaching strategies is used to good effect and lessons proceed at a good pace. Teachers monitor pupils' progress carefully during the lesson using skilled questioning techniques to ensure that all pupils are challenged. For example, pupils in the Year 6 class enthusiastically respond well during an art and design lesson where the teacher had high expectations, undertook continuous assessment during the lesson and made good use of demonstration by pupils to reinforce pupils' learning of the techniques used by a contemporary artist using fabric. Other good features of the lesson included good planning, clear explanation and encouragement from the teacher. Other lessons where teaching was particularly good included physical education and religious education.

27. In the satisfactory lessons, though there were several good features, including effective introductions, the pace of the lessons was not always appropriate, occasionally due to the behaviour of a very small number of pupils who did not receive sufficient support. Teachers plan carefully making effective use of national guidance materials. Most teachers give clear explanations, instructions and demonstrations and provide careful support for all pupils. In some instances, the task was the same for all pupils in the class and did not take sufficient account of their prior attainment. As a consequence tasks do not always accurately reflect pupils' needs and they insufficiently challenge pupils, particularly those of high prior attainment. In some lessons in foundation subjects pupils' use of the skills they display in literacy and numeracy lessons were not always used and applied effectively.

28. The teaching of talented pupils and those with special educational needs is good and helps to promote progress. Pupils are carefully integrated into lessons and also benefit from good effective booster sessions in literacy and numeracy. Teachers' planning is informed by pupils' individual education plans. Plans are regularly revised and targets are adjusted to ensure that pupils achieve success. Support staff contribute well to pupils' progress. They support pupils in lessons and also provide individual support for those with specific difficulties. Support for pupils with English as an additional language benefits from the effective support of specialist staff who visit the school on a weekly basis. The pupils who have been at the school for six months are well integrated into lessons and benefit from very good support by their peers.

29. Throughout the school there are strengths in the teaching and few shortcomings. The teaching of English and mathematics is supported well by the effective planning for the literacy and numeracy hours. The staff make good use of a range of approaches and use resources well to develop pupils' interest. In literacy sessions they make good teaching points about the style and mechanics of language and link this well to the sharing of texts as a class. For example in a Year 6 lesson when pupils were studying "A midsummer night's dream". They provide appropriate challenge for the pupils and give clear guidance on the teaching of skills such as spelling and handwriting which is taught in each class. The teaching of reading includes appropriate opportunities for the pupils to develop an awareness of the different purposes for reading. For example, in a Year 4 lesson when pupils used texts to find information about the Vikings.

30. The teaching of mathematics is good. There is good teaching of mental arithmetic at the beginning of numeracy lessons. The teachers place a strong emphasis on the quick and accurate recall of number facts and most lessons have good pace and include challenging tasks. In science, teaching is good. In Year 6, the teacher plans good investigations to stimulate interest in science, for example, to develop pupils' understanding and knowledge of how plants reproduce. In most lessons the teachers make good use of skilful questioning towards the end of the lesson to ensure that the pupils have understood what is taught. The homework activities provided offer additional challenge to extend the pupils' levels of achievement.

31. The teaching of information and communication technology is good overall and has been developed well since the school opened. Pupils make good use of their skills across the curriculum. For example, in mathematics in Year 2 where they enter data about themselves and produce graphs. Pupils make good use of the Internet and CD-ROMs to research their work in curriculum areas such as history to obtain facts about life in Ancient Greece. The good quality of support staff has a good impact on the standards attained.

32. Teachers' medium term planning is detailed and makes effective use of national guidance materials to ensure continuity and progression in pupils' learning. Individual lesson plans clearly identify the objectives. Teachers' subject knowledge is good, particularly in the basic skills of literacy and numeracy. They have appropriate knowledge of the subjects and use it to set clear objectives and focus on what is to be achieved. Class teaching is used effectively at the start of lessons and many lessons end with discussion of what has been learned. In a small number of lessons the teachers' planning does not provide sufficient challenge for more able pupils to extend their learning. Teachers mark the pupils' work regularly. At its best, it is used very effectively to help pupils to improve their work. They use praise effectively to generate good attitudes to learning. Discipline is good in most lessons. Teachers have good control and relationships between them and their pupils are very good.

33. The headteacher gives a strong lead to developments such as planning, assessment and delivery. She and her senior colleagues monitor the teaching closely and provide good

guidance on teaching strategies. Since its opening in September 1998 the school has developed a shared commitment to improving expectations and standards. Considerable work has been done and continues to take place to improve the quality of teaching.

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

34. The quality and range of learning opportunities is a strength of the school. Although only established in September 1998, the school, led by the vision of the headteacher, has an exciting, child centred, structured curriculum embracing all statutory requirements and providing much more in addition. There is a wide range of appropriate and motivating learning opportunities, linking areas of the curriculum as appropriate and covering required areas of study with the expected breadth, balance and relevance. All subjects of the National Curriculum and religious education are taught. The allocation of time to each subject is in accordance with national guidelines.

35. The literacy and numeracy strategies have been effectively implemented. The school's strategy for developing the literacy and numeracy hours is very good and is making a significant contribution to raising standards in English and mathematics. There is no significant reduction in the range and content of other subjects. The curriculum is planned well. Effective links are made between subjects, which provide suitable opportunities for pupils to consolidate skills.

36. There is very good provision for children in the Foundation Stage. All aspects of Early Years' learning are covered. A good range of planned activities enable young children to develop the skills to provide a good foundation for work on the National Curriculum. Good opportunities are provided, through a range of directed and free choice activities, for these young children to develop academically, creatively and socially.

37. Provision for pupils with special educational needs is very good. There is a policy in place and it is evident in practice throughout the school. All staff are involved in assisting pupils with their individual needs and there is additional provision from a designated co-ordinator for special educational needs and from support staff. The school follows the national Code of Practice, which gives structure to planning, teaching and assessment with the resultant very good teaching and learning. The special educational needs co-ordinator works well with special educational needs pupils making learning different, enjoyable but challenging. Pupils develop social skills and co-operation; enthusiasm is developed which gives an edge to their learning. There is clear evidence of greater confidence and accuracy in their work and they gain satisfaction and pleasure from their success. Opportunities are given to develop the learning of more able pupils through challenging extension work. Some able pupils attend 'master classes' in science, mathematics and technology at a local high school.

38. Provision for extra-curricular activities is excellent. This stems from the school's ethos of having the child at the heart of the school and the school at the heart of the community. Pupils are welcomed into school before the start of the school day and provided with well planned activities. There are lunch time clubs with games, music and choir and an exceptional range of after school activities, including for Key Stage 1, keyboard and games club and for Key Stage 2, art, recorders, rugby, keyboard, instruments, netball, dance, drama, French, football and salsa dancing. There is also very good after school provision for pupils of working parents.

39. Equality of access and opportunity to curriculum opportunities is very good and an important part of the school's positive ethos. Efforts are made to ensure that all pupils make the best of their time at school, for example, the extra-curricular activities are wide ranging and varied in order to attract a wide range of pupils with different interests.

40. Provision for personal, social and health education is good. This includes sex education, which for Years 5 and 6, is linked to healthy living and pupils deal with issues of puberty, relationships and growing up. Drugs education is covered in the science curriculum with additional guidance for Years 5 and 6. Pupils are taught about personal safety, 'Stranger Danger', road safety and safety in school and home.

41. The school is at the heart of the Cottam community and the contribution of the community to pupil's learning is very good. There is an extensive range of evidence of the school's community links ranging from pre-school groups, voluntary groups, for example, cubs and brownies, to groups involved with the elderly. Construction companies are currently a significant aspect of life in Cottam and representatives have been into school to help pupils in their learning in history and geography.

42. The school has very good relationships with partner institutions. Teachers from some local high schools teach pupils in Years 5 and 6 several times during the year. Year 6 pupils visit the high schools in the term prior to transfer. 'Master classes' in science, technology and mathematics are held for more able pupils at one of the local high schools. Pupils transfer to the school from several nursery schools and most children have pre-school experience. The headteacher and Reception staff visit the nurseries and there is a transfer of records, which are carefully analysed and used to help children make a good start in school. There are good, beneficial links with other local primary schools, for example, the shared cost of swimming lessons.

43. Provision for spiritual development is very good. There are several times during the day when children pause and reflect, their thinking led by sensitive teaching staff very aware of the importance of this area of child development. There is a time during assembly for collective worship when children are still and asked to think about an important aspect of life. Circle time is an important and developing feature of daily life at Cottam; this is recognised by both staff and pupils. Teachers take the opportunity to deal with a range of issues and needs; there is the opportunity for quiet contemplation from time to time. Pupils are encouraged to express their feelings and now know that they can do so without fear or embarrassment. In this kind of supportive setting personal growth can take place. Teachers take the opportunity in other areas of the curriculum to give a rightful place to awe and wonder and to engender in pupils a love of nature and respect for living things.

44. Provision for pupils' moral development is very good. They are taught right from wrong from the earliest age and have consistent models for conduct from all members of staff at the school. Pupils are taught respect for others and respect for property. They recognise the rights of others and many older pupils are aware of the balance of rights and responsibilities. Most pupils are polite, respectful and helpful. The school building, grounds, furniture and equipment are all well looked after.

45. Provision for pupils' social development is very good. Pupils are treated in a warm and friendly manner consistently by all staff and this feature has a positive effect on their relationships with others. No raised voices can be heard in the school building and it is within this quiet, positive, nurturing environment that pupils grow and develop, gaining skills and attitudes which

are a credit to themselves and the school. Positive action is taken by staff to address any issues, for example, the forming of a lunchtime games club for reception children to enable them to have the opportunity to learn how to play simple games with rules. This taught them how to take turns, wait patiently and recognise that others can 'win' a game.

46. Provision for pupils' cultural development is very good. A variety of music is played for assembly and hymns and songs sung. There is instrument tuition and pupils perform in assembly. After school clubs cover a wide range of sporting and cultural interests, including a variety of dancing and choir singing. The choir has performed for parents and outside school at a home for elderly people. Pupils have attended the theatre with the school and there have been a number of visits to museums. They are taught about other people's religion and culture. For example, Year 2 pupils were taught about the Jewish faith, culture and traditions and their work was displayed in the school entrance along with photographs, information and artefacts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school provides a safe and caring environment where all are equally valued. Pupils are very well supported by the very good relationships that exist and they feel confident and happy during their time at school. Pupils new to the school are very well integrated. They are welcomed by all and very quickly settle to their new environment. They grow in confidence as a result and this has a positive effect upon their learning. All adults in the school know the pupils well and are sensitive to their particular needs and difficulties.

48. The school has good arrangements for the care and protection of its pupils. Health and safety procedures are good and these benefit from the close involvement of the governing body. Pupils are encouraged to be aware of their own safety and to act responsibly. This is very well supported by the good provision for personal, social and health education. Whilst the school has no individual policy for child protection the arrangements are satisfactory and in accordance with local authority guidance. There is an appropriate level of knowledge and awareness but at present this does not extend to all adults in the school. Written guidance is available should it be needed but suitable guidance is not included in the otherwise good information provided for all staff.

49. The procedures for assessing pupils' attainment and monitoring their academic and personal progress are very good. There is a comprehensive system of recording the results of a variety of tests and assessments. Samples of work are maintained and the very thorough marking of pupils' work provides useful additional information. The information included in pupils' records is carefully analysed and allows pupils' progress to be carefully tracked and individual targets for improvement set. These are discussed with both pupils and parents, they provide motivation for pupils and allow parents to provide support and encouragement at home. Pupils are encouraged to evaluate their work and this is included in their annual written reports. These procedures are very detailed and very well used in the core subjects of English, mathematics and science. They do not yet include the other subjects of the curriculum. The use of assessment information to inform the planning of the curriculum is also very good. This includes planning to meet the needs of the school as a whole and appropriate work for individual pupils.

50. The procedures for monitoring and promoting good behaviour are very good. There is a clear system of rewards and sanctions that are well understood by all. The consistent use of praise is effective in motivating pupils and promoting self-confidence. Pupils are involved in

discussions about the school rules and the very good personal development of pupils plays an important role in supporting the school's behaviour policy.

51. The procedures for monitoring and improving attendance are satisfactory. The administrative arrangements are efficient and the school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day. The school registers do not always identify absences due to holiday taking correctly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The parents' views of the school are very good. Parents hold the school in high regard and are very appreciative of all that is provided for their children. They feel that the school is calm and welcoming and promotes high expectations and values that are reflected in their children both at school and at home. In particular many parents have expressed their appreciation for the sensitivity and support offered to their children when they first joined the school both as reception pupils and also for those entering the school in other year groups. A small number of parents expressed concern about the amount of homework provided and the information about how their child is getting on. The inspection findings support the very positive views of parents and find that the provision of homework is appropriate and supports pupils' learning well. Also that the information provided for parents about their children's work and progress is excellent.

53. The effectiveness of the schools links with parents is very good. Parents are welcomed into school and are closely involved in the life of the school and their children's education. Parents are invited to school performances and assemblies and have good opportunities to gain insight into the work that their children do. During the inspection parents of pupils in Year 5 enjoyed an excellent assembly led by their children which enabled them to gain a good understanding of the content of science lessons and to appreciate the confidence and maturity of their children. A wide variety of information events and meetings are held, for example, with guidance on how handwriting is taught. There are opportunities for parents and their children to come to school together to look at the work that is done. Daily contact is good and teachers are readily available at the start and finish of the day.

54. The impact of parents' involvement on the work of the school is very good. A good number of parents are able to offer to help in the classrooms and on school trips. Parent helpers benefit from clear written guidance and from opportunities to take relevant training courses. These have had a positive effect on pupils' learning and on their own personal development. School meetings and events are all enthusiastically supported indicating parents' commitment to the school and their children's education. The Parent Teacher Association provides strong support for the school. They hold a variety of fund-raising and social events for both pupils and parents. These are very well supported and funds raised provide the school with welcome additional resources, for example, with books for the school library.

55. The quality of the information provided for parents is excellent. The school brochure, governors' report and newsletters are well written and keep parents very well informed about the life of the school. There is a wealth of additional information which includes booklets for new parents, curriculum information for each year group, information about topics and about homework requirements. The quality of these booklets is high, all are clearly written and cover every aspect of school life and the education of the pupils. Information about pupils' work and progress is conveyed in good quality written reports and with regular consultation events. Written reports offer very good information about the work that pupils have done. Successes and

areas of difficulty are clearly identified and guidance for improvement is given. Parents respond well to invitations to make comments and to include information about their children's successes in out of school activities.

56. The contribution that parents make to their children's learning at home and at school is good. Homework is generally well supported particularly when it centres around research activities. Good use is made of reading records and homework books to record their support and convey any difficulties encountered. The home-school agreement has been well supported and has involved meaningful discussions between the school, the pupils and their parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The governors, headteacher and staff make a very good contribution to the quality of education in the school and the standards which pupils achieve. The school shares its excellent positive ethos and aims with the community and is successful in meeting its objectives. The school has had several staff appointments since its opening in September 1998. Aims and values are clearly expressed and the management of the school is very successful in promoting them.

58. The overall leadership and educational direction provided by the headteacher are very good. She has developed a strong sense of partnership between governors, staff and parents, provides very good leadership and manages the school well. She has done much to build teamwork and has set a clear agenda for the development of the school. Governors have a strategic view of the school's development. They are very supportive of the school and committed to the continued development of the school. The school development plan clearly identifies priorities and makes provision for monitoring and evaluation of the impact of initiatives; responsibilities are clearly identified. It is carefully devised in consultation with staff and governors and is a valuable instrument for improvement. Its educational objectives are defined and it is costed. The need to improve standards at the end of Key Stage 2 in English, mathematics and science has been well documented and the school has set appropriate targets for improvement which are being met.

59. The management of the school very successfully promotes its aims and values. These are apparent in the work of the school. There is a shared sense of purpose, a strong commitment to community life and an excellent ethos in which people are valued and respected. Much has recently been achieved, during the building and development of the new school, to integrate the community into the life of the school. Pupils are well cared for. Staff have a consistent approach which ensures that behaviour and discipline are well managed. A commitment to equal opportunities for all pupils is clearly evident in the everyday life of the school. Parents are very supportive of the school's aims and values as shown in the questionnaire and the parents' meeting before the inspection.

60. The school development plan includes appropriate priorities that are costed and linked to the school budget. The school plans ahead for financial contingencies effectively. The governors monitor the effectiveness of financial decisions and the recommendations of the most recent auditors' report have been met. Funds allocated for in-service training are used well and enable the staff to improve their professional skills through attendance on relevant courses. The school development plan includes costs and time scales for completion. The governing body receives regular financial reports from the school and uses the information effectively to plan. The school is projecting an appropriate carry forward to cover contingencies for the current financial year.

61. Monitoring and evaluation of the school's performance by the headteacher, staff and governors has given a good insight, shared understanding and an awareness of the school's needs. It is clearly apparent that the headteacher, governing body and staff have created a climate in the school where there is a strong commitment to improvement. The headteacher has analysed the school's results in both internal and external tests and tracked all pupils in each year group. This has provided a clear insight into the school's future needs. The headteacher and staff have monitored and evaluated teaching and learning in the core subjects with focused observations of teaching which are helping to further develop teaching and the good practice which is already taking place.

62. Governors have a very good understanding of the school's strengths and the areas it needs to develop. They are actively involved in the management of the school and they take part in monitoring the curriculum. Effective committees have been established to support different aspects of the school's affairs. The governors fulfil their statutory responsibilities and take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. They have been involved appropriately in supporting the introduction of the National Literacy and Numeracy Strategies, which the school has managed successfully. Governors are well informed in terms of the school's position and educational direction, benefiting from the development of their role as link governors for each curriculum area. Training for governors for their role, including monitoring and evaluation of the curriculum, has taken place.

63. Financial planning is very good, the headteacher and the governors exercise effective budgetary control and they make well informed decisions about the use of resources available to the school. There are very good financial controls and the school follows appropriate guidelines for the administration of funds. Careful financial planning ensures that the annual budget expenditure is focused to support educational developments and priorities, which are reviewed annually. Additional funds allocated to support pupils with special educational needs are used effectively to provide very good support.

64. The very good working relationship between the headteacher and governing body is a key factor in the success the school has in managing and monitoring its finances and ensuring best value. Initiatives and developments are carefully costed, with due regard for the four principles of best value. For example, this is seen in the decisions taken to ensure the high quality of provision in the new building and on staffing levels in the light of rising pupil numbers, where alternatives have been considered and costed and decisions evaluated.

65. The school makes good use of the grants it receives, frequently supplementing them with its own fund-raising initiatives. The school is developing its range of information and communication technology resources through the use of a national grant. Good use of these resources is made in classrooms, financial administration and in support of the curriculum and the raising of standards.

66. The school's aims, values and policies are reflected in the work of all staff and there is a shared sense of purpose. Parents and carers are very supportive of the school's aims, as reflected in the questionnaire and at the parents' meeting prior to the inspection. Communication between staff and parents is very good and the headteacher provides excellent information about the activities of the school.

67. Behaviour and discipline are managed well and staff have a consistent approach which is supportive of pupils. The school recognises the need to effectively address the unsatisfactory behaviour of a small minority of pupils. There is a clear commitment to promoting equality of opportunity.

68. There are excellent procedures for the induction of staff new to the school. This has had a good impact on the quality of provision during a period of rapid expansion and the appointment of several new staff. Co-ordination of the school's curriculum and aspects of school life are suitably delegated, although much curriculum development work is undertaken jointly. The curriculum co-ordinators have defined roles although many have only recently assumed these duties. Curriculum development is monitored and co-ordinators plan for further development in the future, contributing to the school development plan. Good policies are in place for all curriculum areas.

69. The school makes very good provision for children in the Foundation Stage and this has a beneficial effect on their progress. The management of the provision for children in the Foundation Stage is very good. Non-teaching staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The admission process is managed well and helps the children to settle quickly into school.

70. The school's provision for equality of opportunity and for pupils with special educational needs and for whom English is an additional language is well managed. All staff make very good provision for pupils with special educational needs. Pupils with special educational needs receive sensitive support. The requirements of the Code of Practice are met in full and policies are appropriate. A member of the governing body has been nominated to liaise with the co-ordinator. Governors report to parents on the success of the special educational needs policy and give details of the allocations of funding to support pupils. Funds and resources are effectively used to meet the needs of all pupils with special educational needs.

71. The sensitively managed appraisal system is used to ensure the effectiveness of the professional development of the staff, so that it meets the curricular and management needs of both the school and the teachers. Staff needs are identified and suitable provision is made for their professional development. There are sufficient opportunities to share information from courses at staff meetings and this has a beneficial effect on the quality of teaching and learning. This results in continuing improvements in the quality of education offered to the pupils. The school development plan includes training needs associated with identified areas for improvement, for example, the booster classes for mathematics. These are effectively planned and implemented. Staff support each other well and teamwork is a strength of the school. Relationships and communication between teachers are very good and there are appropriate meetings to ensure that staff are involved in, and informed of, decisions. Staff have appropriate job descriptions which clearly define roles and responsibilities. Staff are fully involved in the management of the subjects.

72. Teachers are deployed efficiently and financial resources are used effectively to maintain provision and fund new developments. Non-teaching staff are organised well and this makes a significant impact on learning. The day-to-day administration is very good. The school runs in a smooth and orderly way and this contributes to the overall quality of education. Routine administrative procedures operate very efficiently and unobtrusively. The school administrative assistant has a clear role and gives good support to pupils and staff. Good use is made of information and communication technology systems to maintain financial control and

accountability. The administrative staff effectively support the smooth running of the school. Teachers are supported by a range of parent and other adult helpers all of whom are used efficiently. Some helpers come from among the governing body all of whom are generous with their time and talents.

73. Effective use is made of the accommodation and this has a good impact overall. The premises officer ensures that the school is well maintained and clean. The accommodation is used well; some interesting displays of pupils' work and information in a range of forms enhance the environment and provide stimulation and interest for pupils and parents.

74. The school makes efficient and very good use of the resources available. The available storage space is organised well and resources are easily accessible. Resources are used well to support learning. The school makes good use of funds raised to supplement resources. Good use is made of visits into the community and these enhance and enrich the curriculum. Time is used efficiently; lessons start and finish punctually and little time is wasted in getting down to work. Overall efficiency in all aspects of school management and provision of education is very good.

75. The teaching staff and classroom assistants are well qualified and appropriately deployed. All staff work well together to ensure that the pupils are well cared for in an educationally stimulating environment. They all have an appropriate role in developing their curriculum subjects. Monitoring and evaluation of teaching and learning are taking place and appropriate targets for development are set. Governors have been involved in setting targets and the introduction of performance management in the school. Staff development is managed very effectively and is playing an appropriate role in improving the quality of teaching and raising standards.

76. The newly built accommodation is excellent. It is spacious and used well. The school site is attractive and there is an attractive central sensory garden area. Corridors are wide and furnished with attractive displays of pupils' work. Classrooms offer good space and good use is made of display to enrich the visual impact. A sizeable hall provides ample space for dining, physical education, assemblies and other activities. The playground is of an adequate size for outdoor physical education and play and the grounds, which include a good sized grassed area, are being developed for use in pupils' study of the environment.

77. Resources are very good, particularly in library provision and provision for information and communication technology. The National Literacy and Numeracy Strategies are well supported with good quality resources. Effective use has been made of the school's links with other local schools. Good use is made of the local environment to enrich pupils' understanding in many areas of the curriculum. Visits are frequently included as an effective resource for learning, which contributes well to standards achieved.

78. In view of the pupils' attainment on admission, standards achieved, good progress made, the positive leadership and management and good teaching, very good use of available funds, effective use of all resources and developments since the school opened in September 1998, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ Continue to improve the quality of teaching where it is less than good by:
 - *ensuring the work is suitably different for the range of attainment within each class;*
 - *using assessment well to inform high expectations of what pupils can achieve;*
 - *ensuring pupils apply their literacy skills well in all their work;*
 - *ensuring that teacher comment provides both praise and encouragement for improvement;*
 - *continuing to monitor classroom teaching in order to identify targets for professional development and share best practice;*

(paragraphs 27, 32, 108, 151 and 155)

- ◆ Continue to raise standards, in particular for older Key Stage 2 pupils by:
 - *carefully analysing new pupils attainment on transfer to the school to identify any gaps in their coverage of National Curriculum programmes of study, particularly in science;*
 - *setting appropriate individual targets for pupils.*

(paragraphs 2, 3, 7, 9, 58, 91, 105, 112 and 113)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraph 18:

- ◆ continuing to consistently implement the very good behaviour policy to improve the behaviour of the small number of pupils who do not meet the high expectations reflected in the behaviour of the majority of pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
13	32	34	21	0	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)	246
Number of full-time pupils known to be eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	80

English as an additional language	Number of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	55
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	4.4
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	12	7	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
Percentage of pupils at NC level 2 or above	School	89 (77)	89 (69)	95 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
Percentage of pupils at NC level 2 or above	School	89 (85)	95 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

As the number of girls in Key Stage 1 being tested in 2000 was less than 10, only the boys' results and the school's overall percentage results are shown.

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	8	14	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Girls	10	9	8
Percentage of pupils at NC level 4 or above	School	73 (67)	64 (89)	64 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Girls	9	8	8
Percentage of pupils at NC level 4 or above	School	68 (67)	59 (89)	55 (78)
	National	70 (68)	72 (69)	80 (75)

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

As the number of boys in Key Stage 2 being tested in 2000 was less than 10, only the girls' results and the school's overall percentage results are shown.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	206
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	25.8 : 1
Average class size	22.3

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	133

Financial information

Financial year	1999/00
	£
Total income	293,694
Total expenditure	258,884
Expenditure per pupil	1,439
Balance brought forward from previous year	2,246
Balance carried forward to next year	37,056

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

246

Number of questionnaires returned

124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	2	0	0
My child is making good progress in school.	62	35	1	0	2
Behaviour in the school is good.	69	30	0	0	1
My child gets the right amount of work to do at home.	37	49	10	3	1
The teaching is good.	67	31	1	0	1
I am kept well informed about how my child is getting on.	40	48	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	15	2	1	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	62	31	5	1	1
The school is well led and managed.	81	16	2	0	1
The school is helping my child become mature and responsible.	73	25	1	0	1
The school provides an interesting range of activities outside lessons.	62	27	6	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. Many children have pre-school experience at nurseries and begin Reception with above average attainment in speaking and listening skills, mathematics and personal independence. By the time they are ready to start in Year 1 the majority of children achieve well and attain the early learning goals in all areas of learning.

Personal, social and emotional development

80. By the end of the Foundation Stage, children in this important area of learning have made very good progress towards achieving the early learning goals and many go beyond these goals. The children have settled into class routines and are developing a sense of belonging. The children's progress is very well supported by the common sense approach of the teachers and nursery nurses. The children are expected to listen, take turns and share. They learn that they are now one of many and cannot always immediately have what they want. A lunchtime club has been set up in response to the school's concern about some children's inability to play and work together. The children enjoy school and show very good attitudes to their work. With gentle encouragement from the class teachers the children gain confidence and begin to show independence by trying things for themselves, for example, their role-play in the ticket office at the train station and their imaginative play in the fairy house. For most of the time the children are well behaved and are showing signs of independence in knowing where equipment belongs and returning it correctly.

81. The quality of teaching for this area of learning is very good. The teachers provide good role models in their courteous manner towards the children and each other. All the children's needs are well catered for at this stage and teachers constantly emphasise the need for everyone to get on together, to share and to treat each other with respect and kindness.

Communication, language and literacy

82. A strong emphasis is placed on the development of speaking and listening skills and children make very good progress. The children enjoy listening to stories and readily share books with each other and with adults. They talk very confidently about their experiences and use vocabulary usually associated with older children. Circle time is used very effectively with children being encouraged to maintain attention, concentrate and sit quietly whilst others are talking about their happenings, for example, during the half term holiday. One child describes in great detail staying in a log cabin, swimming daily and partaking of enjoyable meals. They consolidate their communication skills soundly in story and discussion time. For example, when dressing dolls for different weather conditions they offer and use their own ideas, "she needs boots, a big coat and scarf when it is raining and cold". A tape is used very effectively challenging the children to guess recorded sounds, for example, fireworks. They say "fireworks are bright, noisy, loud and make a whoosh noise". The children perform a wide repertoire of nursery rhymes and action songs, which they have learnt by heart.

83. They enjoy reading with the teacher from the big books, for example, 'Smarty Pants' and develop good fluency and rhythm which generates a sense of feeling for the story lines. They discover rhyming words, which they eagerly share, for example, mouse and house. All know that

words and pictures carry a meaning and appear in sequence left to right and top to bottom. The children regularly take books home to share with their parents and this has a positive impact upon their learning. All pupils are fascinated by the story of 'Rosie's Walk' and the teacher uses their enthusiasm and interest of the story to further their learning by focusing on direction. They make and illustrate their knowledge of direction from their classroom to the headteacher's office by drawing a plan. They retell the story of 'The Old Lady and the Red Pumpkin' using the classroom display. Emergent writing is becoming clearer and progressing into clear defined printing. Many children recognise words and write sentences as well as their own names. They write for a range of purposes, for example, they make a shopping list for 'Mother Hubbard'. At least 50 per cent of the children recognise an exclamation mark and are beginning to understand how it affects the reading of a word or phrase.

84. The quality of teaching is very good. The teachers use every opportunity to develop the children's vocabulary and find many ways to encourage them to listen carefully and to talk about their work and experiences. For example, they confidently talk about their three-dimensional shape models of a robot, castle, lorry and table made from junk materials. Teachers use skilful questioning to encourage the children to speak. Both teachers use very good intonation in their voices which helps motivate and inspire the children.

Mathematical development

85. All children in the reception year can count to 10 and many can count well beyond, some to 100. They successfully count forwards and back to 20 from memory and then use number squares to identify the number formation. Most activities follow the main teaching, for example, when ordering a given set of numbers; jigsaws are used ordering numbers 0 to 10, a sequence of numbers is used on a washing line, a sequence of numbers to 20 using pictures and numbers is used and sequencing numbers up to 30 with help from the nursery nurse complements the lesson. Through poems, such as, 'five fat sausages' they count the number of letters in the word sausages having identified this as a long word. The teachers use questions well to clarify children's responses and develop concepts such as long and short. The children recognise two-dimensional shapes such as squares, circles, triangles and rectangles. From their experience of designing three-dimensional models they know that cuboids are boxes with rectangular sides. They know that circle shapes appear at the end of cylinders. The quality of teaching is very good. The teachers and nursery nurses plan well together to provide very good opportunities for all children to develop their learning. They prepare very good activities to challenge all ability groups, building on their previous knowledge. Some good teaching of information and communication technology skills was evident with computers displaying programs complementing the lessons. By the end of the Foundation Stage most children will have exceeded the early learning goals for mathematics.

Knowledge and understanding of the world

86. The children's knowledge and understanding of the world is above average when they enter the Foundation Stage. They build on this knowledge to help them understand more about the place where they live and what has happened to them since they were babies. A very good lesson was observed which challenged the children to predict by looking at clothes from a travel bag whether the traveller would be holidaying in a hot or cold country. The teacher ensured all children gave an input by her skilful questioning leading to children placing appropriate clothes on the hot or cold display board. Children are developing more understanding of the need to adapt to the climate of the country where they intend visiting. They confidently volunteer the information that Alaska and Lapland are cold countries. The children talk about materials used

to build their models and design their three-dimensional maps. They know a rainbow is an arch of colours formed in rain or spray by the sun's rays. They say "rainbows can be made when there is sunshine and rain together". They share their memories of a rainbow and talk about this aspect of their world with awe and wonder in the voices.

87. The school places a good deal of emphasis on first hand experiences, such as visitors to school, for example, a French person who now resides in the area was invited into the reception when French week celebrations were the focus. He spoke about France, the customs and food and taught the children some simple French words. This helped to further extend children's learning about France and the French people. A map of the world is used frequently to develop the children's understanding of their world. Most children are able to point to the United Kingdom. The children enjoy playing percussion instruments. They investigate loud and quiet sounds and make their own musical instruments from everyday materials. The children are excited composing a simple piece of music as a class and then as their confidence grows they compose in groups. They recognise the properties of paper and proudly discuss their mobiles of animals made by paper folding, creasing, scrunching, curling and fringing. In religious education lessons they learn about sharing and caring and important festivals, for example, Christmas and Easter.

88. The children are gaining a good understanding in information and communication technology. Most are able to operate listening centres and most use a computer mouse successfully to click and 'drag and drop' items such as words to complete mathematical puzzles. They understand that a floor robot can be programmed to make specific moves and take turns to do this with reasonable success. The quality of teaching is very good. A wide range of rich resources is made available to develop the children's understanding of the world about them. Stories, circle games, art, music, drama, sand and water play together with local visits and visitors provide interesting learning experiences.

Physical development

89. The children are given very good opportunities and make very good progress in physical development. The children move confidently with control and good co-ordination. In the large play activity observed the children are beginning to know that using the parachute needs team work and all are learning to develop trust in others. They confidently run under the parachute whilst their peers lift it up. They show increasing awareness of themselves and others in this large play activity. In the gymnastics lesson observed the children support their weight using different parts of their bodies. All are improving their ability to follow directions and improving their performance. Most children follow instructions sensibly, for example, when changing pace and direction. The quality of teaching is good to excellent. All children change into their kit quickly and quietly with very little adult intervention. Very good routines are well established with safety expectations in place. Teachers support and encourage the children all the time by praising and giving suggestions for improvement. All children are moving with more confidence, imagination and safety. They are improving their control and co-ordination and by the end of the Foundation Stage they are reaching the early learning goals for physical development with many going beyond these goals.

Creative development

90. The children make very good progress in developing their creative skills. They extend their creative imagination through role-play as 'Old Mother Hubbard', having a tea party and preparing the train and station for the 'Queen's visit'. The children are particularly able in

role-play largely due to the way in which the adults support and extend these opportunities for them. Children explore shape form and space in two-dimensional group work. They show different densities of lines by shading lightness and darkness. They use the work of famous artists Lowry and Klimt's work as an inspiration for their activity. They enjoy painting and paint 'me' and 'my family' making choices about the colours. They attempt to mix colours to create desired effects, for example, when they decorate their models and mobiles. There are very interesting books about themselves, including self-portraits with passport information. Most artwork shows a very good level of free expression and children experiment with printing using sponges and other objects. Much of the artwork is very exciting and colourful with class topics and stories linked to this subject. They sing enthusiastically from a wide repertoire of songs and play a range of percussion instruments successfully. Most pupils are in line to exceed the early learning goals by the time that they are five. The quality of teaching is very good. The enthusiasm of both teachers and nursery nurses ensures that children make very good gains in this area of learning.

ENGLISH

91. A significant number of pupils taking National Curriculum tests in 2000 had transferred to the school within the previous 12 months. The results for 2000 are not therefore indicative of what the school has achieved for its pupils. During the inspection, standards attained in English were good for pupils at Key Stage 1 and younger pupils at Key Stage 2. Standards are satisfactory and improving for older pupils at Key Stage 2. The standards of reading are good throughout the school. Learning is good for the majority of pupils, including the significant number of older Key Stage 2 pupils who transferred to the school with levels of attainment below national expectations.

92. Pupils' attainment in the national reading tests at Key Stage 1 in 2000 were in line with national averages when compared with all schools and when compared with similar schools. In writing, attainment was in line with national averages compared to all schools and below compared with similar schools. In reading, the percentage of pupils reaching the expected level 2 or above at 90 per cent was above the national average of 84 per cent. In reading, 21 per cent of pupils attained at the higher level 3, which was below the national average. In writing, the percentage of pupils reaching the expected level 2 or above at 89 per cent was close to the national average. In writing, five per cent of pupils attained at the higher level 3, which was below the national average. Results of the 2000 national tests at Key Stage 1 indicate that standards are higher than the previous year. No significant differences were observed in the attainment of boys or girls.

93. The official data for 2000 national tests for Key Stage 2 show that attainment by the end of the key stage was in line with national averages when compared with all schools and when compared with similar schools. The percentage of pupils reaching the expected level 4 or above at 72 per cent was close to the national average of 75 per cent. The attainment of boys was better than the girls. When the data for individual pupils who had transferred to the school in the weeks immediately preceding the tests are excluded National performance data for 2000 indicates that in English standards were above the average for all schools nationally and above the average of pupils in similar schools.

94. Learning for pupils with special educational needs and those who speak English as an additional language is very good and they make very good progress based on their prior levels of attainment.

95. Pupils make good and in some cases very good progress in speaking and listening at the end of each key stage. Most pupils speak confidently, listen attentively with good concentration and contribute sensibly and thoughtfully in discussions across the curriculum. In Year 2 pupils made very good use of a variety of verbs, adjectives and nouns to describe what could be in 'the box'. In Year 3 when reading a Viking newspaper the headline is described as 'eye catching'. Pupils in Year 5 were able to discuss a text thoroughly and give cogent explanations regarding who the intended audience was, by assessing the level of vocabulary used. Pupils are expected to speak in the formal context of a large audience in front of the whole school and parents in class assemblies.

96. At the end of Key Stage 1 attainment in reading is in line with national averages. Most pupils read both fiction and non-fiction books with understanding and are beginning to show preferences for different types of books. They recall, predict and comment on characters and plots in their stories. Pupils are familiar with words such as 'author', 'title' and 'illustrator'. They can talk about their favourite books and some pupils can identify their favourite authors. The pupils use letter sounds and picture cues to gain understanding from texts. They know how to break words into syllables and use simple dictionaries confidently. Throughout Key Stage 1 pupils make good progress in the development of their reading skills. They are beginning to use punctuation correctly and are becoming aware of the need for expression when reading aloud.

97. By the end of Key Stage 2 many pupils are becoming fluent readers and attainment is in line with, and in some cases above, the national average. Pupils use picture and phonic cues to read unfamiliar words. Pupils in Year 4 enjoyed a game to identify differences between the sounds 'th', 'f' and 'v' and were soon using them with more confidence and accuracy. The use of grammar and context cues is underdeveloped throughout the key stage. Pupils show understanding of events and characters in literature. In Year 6 pupils were reading an extract from Shakespeare's 'Midsummer Night's Dream' and reflecting on the characters of Oberon and Titania.

98. By the end of Key Stage 1 pupils' attainment in writing is in line with the national average. Pupils write stories at the appropriate level and have a basic knowledge of story structure. By the age of 7 most pupils can organise their work to follow a sequence and many write interesting sentences. Pupils make regular use of full stops and capital letters. Commonly used words are usually spelt correctly. Pupils write across a range of different purposes and styles. They write stories, letters, reports, poetry and instructions. For example, Year 1 pupils enjoyed writing captions on lunchtime routines to be placed around the school. Standards of handwriting are improving and pupils regularly practice forming their letters correctly.

99. By the end of Key Stage 2 pupils' attainment in writing is in line with the national average. Pupils write confidently for different purposes with some lively vocabulary and ideas. Pupils in Year 3 retold the story of the Pied Piper in their own words paying attention to appearance and character, for example 'sharp blue eyes'. Vocabulary choices are becoming more adventurous and used very well in their poetry writing throughout the key stage. Pupils develop a more secure understanding of grammatical structures, for example, Year 4 pupils were using a variety of adjectives to describe an important person in their lives. Punctuation is used correctly and beginning to be used within the sentence. Standards in spelling and handwriting are in line with the national average. Pupils plan, edit and revise their work, thus improving the quality. Teachers do not always expect the same good standards in pupils' workbooks in foundation subjects. Pupils with special educational needs make very good progress in relation to their individual education plans.

100. Attitudes to English are good throughout the school. The behaviour in the literacy hour is good and sometimes very good. Pupils concentrate and usually co-operate well in whole class, small group and independent activities. Most pupils settle to written tasks and work conscientiously. The standards of speaking across the curriculum are very good. Pupils expect to talk across a range of contexts and they take part in class and group discussions effectively. In music pupils know the names of instruments and talk about rhythm and pulse. In science they use the correct vocabulary when discussing electricity and use words such as 'circuit', 'insulator' and 'conductor'. Most pupils are competent readers according to their age and can refer to books as a matter of course. They are developing and using skills such as skimming and scanning. There is a well stocked and beautifully presented library. Library skills are being developed throughout the school. Information and communication technology is employed effectively both for enhancing spelling skills and for word processing.

101. The quality of teaching is good and sometimes very good. Teachers have a secure knowledge of the subject and generally have high expectations of their pupils. This has had a positive effect on the quality and quantity of work produced in the literacy hour. Teachers plan lessons carefully and comprehensively. They use a wide range of teaching strategies to achieve the lesson objective. Teachers are very caring, know their pupils well and pay careful attention to individual needs. Good use is made of resources within the literacy hour. Support staff are usually deployed to support pupils with special educational needs in small groups. In one class the support assistant worked with a group of average pupils to enable the teacher to work with the children with special educational needs. Comprehensive records are kept of pupils' progress and teachers use these to inform future planning and build on pupils' previous learning. Reading books are taken home on a regular basis and parents encourage the children to read at home. General comments are recorded by teachers and parents in a book.

102. The curriculum co-ordinator leads the subject well. She shows an enthusiasm for the subject and is well informed about what is happening and has identified key areas for development throughout the school. For example, writing has been targeted to bring it in line with reading. There is a scheme of work to ensure that pupils' knowledge and skills grow systematically as they move through the key stages. Teachers assess pupils' work thoroughly by discussion with individuals, comprehensive constructive use of marking and regular reviews. The co-ordinator monitors literacy through discussions with staff and direct lesson observations. She leads in-service training in school and in other schools as a leading literacy teacher. The curriculum is enhanced when visitors such as authors and poets come to the school.

MATHEMATICS

103. The 2000 national test results show that, compared with similar schools, attainment in mathematics at Key Stage 1 was close to the national average and at Key Stage 2 was well below the national average. A significant number of pupils taking National Curriculum tests in 2000 had transferred to the school within the previous 12 months. The results for 2000 are not therefore indicative of what the school has achieved for its pupils. Learning is good for the majority of pupils, including the significant number of older Key Stage 2 pupils who transferred to the school with levels of attainment below national expectations.

104. The official data for 2000 national tests for Key Stage 2 show that attainment by the end of the key stage was well below national averages when compared with all schools and when compared with similar schools. When the data for individual pupils who had transferred to the

school in the weeks immediately preceding the tests are excluded national performance data for 2000 indicates that standards were below the average for all schools nationally and that of pupils in similar schools. Analysis of the results by the school indicated there was a poor understanding of data handling work. This has been effectively addressed.

105. During the inspection standards attained in mathematics were found to be good for pupils at Key Stage 1 and younger pupils at Key Stage 2. They are satisfactory and improving for older pupils at Key Stage 2. The school is aware of the need to improve standards in Years 5 and 6 and has arranged 'Catch Up' groups for targeted pupils; there is evidence to show that these are having a positive effect on standards. Test results have been analysed in detail and areas causing difficulty, for example, problem solving and data handling, have been given extra attention.

106. By the age of 7 pupils have a good understanding of numbers and place value to 100 and beyond. They can count on and back quickly and confidently in twos, fives and tens. They recognise and use the knowledge that subtraction is the inverse of addition; they use the appropriate operation when solving addition and subtraction problems. They can turn complex motifs through four quarter turns, left and right, make their own patterns through turning shapes through quarter and half turns and recognise a right angle. More able pupils can program a robotic toy with instructions to draw a square. They are confident with data handling. In Year 1 they can undertake a simple traffic survey and by Year 2 they can draw up simple charts and read them, drawing simple conclusions.

107. By the age of 11 pupils can use their mental skills to tackle successfully challenging problems requiring subtraction of three figure numbers. They understand the equivalence of fractions, decimals and percentages, using their knowledge to solve problems. They can use expanded methods for division with understanding and can calculate the difference between positive and negative numbers. They know the characteristics of solid shapes and are beginning to understand the terms mode, median and range in their work on graphical representation of data. They tackle with eagerness problems set by the teacher, for example, a range of processes, varied according to ability, applied to numbers in a net of equivalent triangles sharpened a class's logic and calculation skills, including work in negative decimal numbers.

108. Teaching is good. Teachers have a clear understanding of what they teach and planning is effective because it takes prior attainment into account. The school has followed the recommended format for the numeracy strategy since it opened in September 1998 which was one year before the numeracy strategy was expected to be implemented. This has shown benefits and teachers follow the structure of the hour well; they give good explanations and have effective sessions at the beginning and end of lessons. In the best lessons teaching is very good; the work is prepared for differing ability levels and teachers ensure all groups fully benefit from the work undertaken by checking everyone is fully engaged with their task and doing their best. Where the teaching is good the work is differentiated but not all pupils are sufficiently extended in their learning. Where teaching is satisfactory work is not differentiated and only a proportion of the class benefits fully from the lesson.

109. Provision for pupils with special educational needs and for whom English is an additional language is very good; work is carefully planned for individuals and groups and there is very good teaching which not only helps pupils to understand but also develops their interest in, and enthusiasm for, the subject.

110. Marking at its best is very good. It is thorough, motivating and indicates the next steps to be taken. There is a half-termly review with a balance of praise and an indication of areas that need attention or application. This is a standard to aim for in mathematics teaching throughout both key stages. In some marking, there is not always a balance of praise and expectation, to ensure that pupils are challenged in their learning.

111. Assessment is very good and findings are used to ensure that planning is appropriate for groups of pupils with varying knowledge and needs. Teachers reflect on whether work has been understood, needs some revision or should be taught again. At times there is insufficient discrimination in the use of praise such that pupils are motivated to work harder to raise their level of attainment. The numeracy strategy framework is used to ensure continuity and progression. Teachers assess and set targets, indicating next steps for learning. Parents are informed of progress and next steps and they support the school's policy for homework. Non-statutory standard attainment tests are used and results are kept in class monitoring files, enabling progress to be clearly seen and providing a good basis for target setting. There is monitoring by the headteacher and co-ordinator through checking planning, classroom observation and scrutiny of pupils' work. Mathematics is well co-ordinated throughout the school; resources are good and staff can approach the co-ordinator for advice and access to training.

SCIENCE

112. Evidence gained from lesson observations, from scrutiny of work, displayed work and teachers' plans show that attainment in science is good at Key Stage 1 and satisfactory at Key Stage 2. A significant number of pupils taking National Curriculum tests in 2000 had transferred to the school within the previous 12 months. The results for 2000 are not therefore indicative of what the school has achieved for its pupils. Learning is good for the majority of pupils, including the significant number of older Key Stage 2 pupils who transferred to the school with levels of attainment below national expectations.

113. The official data for 2000 national tests for Key Stage 2 show that attainment by the end of the key stage was well below national averages when compared with all schools and very low when compared with similar schools. When the data for individual pupils who had transferred to the school in the weeks immediately preceding the tests are excluded National performance data for 2000 indicates that standards were below the average for all schools nationally and well below the average of pupils in similar schools. The school's analysis of results indicated that this was due to the different experiences of pupils prior to their transfer to the school.

114. In Key Stage 1 pupils study forces and motion. They discover that pushes and pulls are forces that can cause familiar objects to move, speed up, slow down or change direction. They use model cars to test their theories and then see that a consistent force can be applied by the use of a slope. They are able to talk about their findings and make suggestions. They understand the need for 'fair testing' by equality of resources, for example, same cars, same carpet tiles but realise the inequality of the testing when the slope is varied in height. The older pupils in Key Stage 1 set up a scientific enquiry to discover who has the slippiest and who has the grippiest shoes. They discuss whether it is a fair test using the same surface board but all know that a carpet tile is not as smooth as the board. Most pupils are good at predicting the result of experiments.

115. At Key Stage 2, in their study of building a simple circuit, younger pupils know that the bulb will light when there is a complete circuit. Enthusiasm leads some pupils rushing into the practical task with insufficient thought and the correct circuit is achieved by luck more than thought and understanding. This enthusiasm also leads to some antagonism within groups and some pupils dominating. The Year 5 pupils know how to use and read from the scale of an ammeter. They are beginning to know the difference between a parallel and a series circuit. Several groups experience difficulty constructing a parallel circuit but they persist and most are able to produce a functioning circuit. Year 6 pupils identify the main reproductive parts of a flower and they discuss the suitability for insect pollination of different flowers. They say the "bright colour of petals, a lot of pollen, very heavily scented flowers attract insects". They discover by analysis that daffodils have many eggs compared with other flowers. By the end of the key stage pupils are able to understand the conditions required for animal and plant life, they know about life cycles, pollination and reproduction are able to identify the parts of a flower. They understand the properties of materials, methods of separating mixtures and how to conduct fair tests on the solubility of materials. Observations and measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using information and communication technology.

116. Most pupils make good progress across both key stages, including those with special educational needs, in developing a range of the basic skills of scientific enquiry and they participate fully in investigations and experiments. More able pupils can sometimes make better progress in science lessons where tasks are more clearly differentiated. An excellent assembly was organised and led by Year 5 focusing on their topic of electricity. The pupils presented the assembly clearly and confidently with no adult input. They showed themselves to be mature, confident and very able with high level presentation skills. They involved all the pupils by skilful questioning, with patient response to the younger children and then seeking clear answers from the older pupils.

117. The quality of teaching is good at Key Stage 1, satisfactory at lower Key Stage 2 and very good at upper Key Stage 2. Teachers' knowledge and understanding of the subject is good overall and their learning objectives are also good. Teachers plan interesting lessons and present them in a lively manner. Relationships between teachers and pupils are usually very good. In the good and very good lessons the pace is brisk, teachers' expectations are high and pupils and time are managed well. Most teachers introduce the lesson well and gain the pupils' attention immediately. One very effective introduction was seen in a Year 5 lesson in which the teacher explored pupils' existing understanding of electricity by referring to their visit to British Nuclear Fuels Limited and showing an ammeter and its use.

118. Pupils respond enthusiastically and try hard to understand the ideas under scrutiny and to participate in the practical activities. Most show good levels of concentration and attention, although a minority of pupils display unacceptable behaviour at times. Most pupils enjoy science, behave responsibly and co-operate well together.

119. The science policy has been updated recently and the scheme of work has been written using some commercial ideas but mainly pertinent to the needs of the school. This scheme ensures coverage of National Curriculum science and continuity through the key stages. Assessment is satisfactory, day-to-day assessment is in place, with constructive marking. Some good procedures are being set up for assessing pupils' attainment. These procedures have been written down and are being analysed at present by the whole staff before being accepted.

120. The subject is well co-ordinated. The co-ordinator gives sound advice and support to other class teachers. Last year Key Stage 1 composed a story about promoting environmental issues and gave a performance of their story at the Guild Hall. After last year's successful science week another is being arranged for July. Topics ranging from the local environment, mini-beasts, area of leaves (cross-curricular with mathematics) mixing solutions and looking at alkali and acids. There is no regular provision of time to allow for monitoring and evaluation of the effectiveness of teaching. The range and quality of resources are good with some resources borrowed from a local high school.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. The school has successfully developed its provision and use of information and communication technology and the standards attained by the pupils at the end of Key Stages 1 and 2 are good and above those expected nationally. Learning is good for the majority of pupils, including the significant number of older Key Stage 2 pupils who transferred to the school with levels of attainment below national expectations.

122. By the end of Key Stage 1 all the pupils are competent in the use of the mouse and keyboard. They save their work efficiently, can name the keyboard and monitor, switch the computer on and off and work enthusiastically with word recognition and number games. Pupils use computers, tape players and similar equipment with confidence. They explain the advantages of using information and communication technology and discuss its use in everyday life. They write their own stories on the computer using a variety of word processing techniques such as cut and paste, using pictures and text and printing off what they have done. Pupils make pictures using appropriate software and use them for cards or notices. They are aware that entering a sequence of instructions into a programmable robot will cause it to move and turn, and they can use a tape-recorder to record and play-back talks in lessons and their own stories. The majority of pupils are competent in these skills, especially those with access to computers at home. During Key Stage 1, pupils develop in confidence and independence.

123. By the end of Key Stage 2, pupils are skilled at word processing, being able to edit, amend and print their text. Older pupils benefit from teaching sessions at a local technology college where they gain experience of entering and using information on a database and of using spreadsheets to control data. Younger Key Stage 2 pupils find out information using CD-ROMs and other sources and print what they have discovered for themselves. For example, when using the Internet to discover information about different life in Ancient Greece as part of their history topic.

124. Pupils' learning is good at both key stages. They have good opportunities to search for and retrieve information, to handle data or to control a range of equipment. They develop skills in word processing. Pupils use information and communication technology in other subjects when they use a range of software, for example, to practice mathematical skills and word processing to record results in their science work. Pupils, including talented pupils, make good progress throughout the school. Those with special educational needs and those with English as an additional language make good progress, particularly when given effective support by non-teaching staff.

125. The pupils' attitude to learning in information and communication technology, their behaviour and the quality of their relationships throughout the school are very good. Pupils respond well. They are eager to investigate uses of the computer and follow instructions

carefully. Those whose understanding is good willingly support others who have less secure understanding of some of the keyboard functions. The pupils take pride in their work, which is completed well, and are proud to talk about what they have done. They handle equipment properly and carefully. When working together in pairs, pupils are co-operative and helpful towards each other and are good at sharing and taking turns.

126. The teaching of information and communication technology is good. Teachers use information technology as part of their everyday work. Teachers' lesson plans identify the skills involved when information and communication technology is used to support learning. The school has already begun to provide appropriate training as part of a continuing programme of development. The teachers have realistic expectations of pupils and they encourage those with higher prior attainment to support other pupils. The teachers encourage pupils to be co-operative, to share resources and to help each other. This has a good effect on the standards of work. It also supports the pupils' social and moral development well. Good use is made of support staff for helping pupils, particularly those with special educational needs. The school is currently developing procedures for the assessment of pupils' achievements in relation to learning objectives.

127. The co-ordinator provides very good support for colleagues and has led some useful in-service training, which has raised levels of expertise. There is a suitable policy and the good quality scheme of work provides clear guidance on coverage of the aspects of information and communication technology. Resources are good and have benefited from the contacts made by the co-ordinator and link governor with a number of local businesses. This has resulted in the recent installation of a suite of computers which are being used very effectively. There are good plans to further enhance provision across the curriculum, including the purchase of additional software for use in different curriculum areas.

RELIGIOUS EDUCATION

128. Attainment by the end of both key stages is very good and above the expectations of the locally agreed syllabus. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress in their knowledge and understanding of religions.

129. By the end of Key Stage 1 pupils know a range of stories from the Bible and know about the significant events in the life of Jesus. Pupils begin to understand the similarities and differences between faiths. They are aware that each faith has its own festivals, special places of worship and holy writings. They know that Christians worship in church, for example, in Year 1 during a class discussion, pupils identified differences between churches and events that take place in church. They visit the local church to see the font, the baptismal candle and the cross and record these through drawing and writing. During Key Stage 2 pupils gain a deeper understanding of Christianity and appreciate the difference between Christian forms of worship. They know about key events in the Bible. Pupils increase their knowledge of the Christian year as they study the significance of Christmas and Easter. Pupils study other faiths such as Judaism and Buddhism and learn that these religions too have leaders and rules for members to follow. In Year 5 pupils discovered the origins of the Jewish race and religion. Through discussion and role-play they developed their understanding of leadership, the qualities needed to be a leader and the significant impact leaders have on the future.

130. Pupils show good attitudes to learning at both key stages. They are enthusiastic and behaviour in lessons is good and in some lessons very good. All pupils are encouraged to have a positive view of themselves. They have increasing confidence and self-esteem and strive to be caring and patient with others. Throughout both key stages pupils develop tolerance and understanding towards other faiths and cultures.

131. The quality of teaching is very good. Teachers have good subject knowledge and planning is comprehensive with clear lesson objectives. Teachers' expectations of pupils are high and classes are managed well. Teachers question the pupils effectively to develop their understanding and broaden their knowledge. Teachers ensure that pupils with special educational needs fully contribute to the lesson by directing appropriate questions to them. These pupils make especially good progress. Pupils are encouraged to be reflective and thoughtful both in discussion and when recording their work. This can be seen by some good quality written work in Key Stage 2.

132. Work is effectively linked to other subjects. For example, work on the origin of the Jewish nation by pupils in Year 5 covered history and geography and information and communication technology resources were used for recording work. The lesson was linked to music through the whole school production of 'Joseph'. Literacy is also used well to enhance the subject through discussion, a good supply of books and recording of work. For example, Year 2 had linked some written work with the display on Judaism in the entrance corridor.

133. Resources for religious education are good and additions are planned. Quality artefacts were seen in an attractive and interesting three-dimensional display on Judaism in the entrance hall. The school library and each classroom have some good quality books and books are also borrowed from the School Library Service. Visitors, such as ministers of religion in the local area are invited to the school. Families of children in the school are encouraged to share their religious customs and beliefs. This enriches pupils' learning. The recently appointed co-ordinator supports colleagues well. The curriculum is monitored effectively by her and this has had a positive effect on standards.

ART AND DESIGN

134. At both key stages pupils attain standards that are good and very good at upper Key Stage 2. Pupils throughout the school enjoy art and design and all, including those with special educational needs, make very good progress. These judgements are based on two lessons seen at Key Stage 2, supported by an examination of pupils' work available and photographic evidence of past work, especially for Key Stage 1.

135. By the end of Key Stage 1 pupils have experimented in a variety of media and can use them creatively. Drawing is a particular strength with pupils' tone and colour mixing skills well established. The work of former artists is studied and pupils attempt to simulate their styles in paint and in prints. The main emphasis is on two-dimensional work and pupils undertake this with enthusiasm, interest and skill. This is the result of good teaching that encourages pupils to observe carefully and accurately. At both key stages, pupils' work in art and design is linked well to that being undertaken in other subjects, for example, history and multicultural issues. This gives extra relevance to the creativity. Needlework skills are developed but modelling clay is somewhat limited.

136. Examples of pupils using the work of famous artists can be seen throughout the school, good examples being Picasso, Klimt and Seurat. Year 3 make very good use of the style of Klimt for repeating patterns, patterns from different cultures and to reinforce rotation and reflection in their mathematics topic. Further artistic designs by Year 3 were observed during the inspection. The pupils planned designs of a mathematical slant (reflection and rotation) transferred the designs to polystyrene tiles using string then printed them on to material. Future plans are for these designs to be completed by sewing.

137. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. The lesson seen in Year 4 benefited from very good teaching investigating overlaying and applique. The lesson is well prepared and pupils are given opportunity to look at various wall hangings, applique and patchwork. Very good demonstration given of running stitch and over sewing by the teacher. Very few pupils have experience of sewing outside the school. All pupils work hard and achieve satisfaction with their attempts. The lesson seen in Year 6 benefited from excellent teaching and learning. The teacher immediately captures the pupils' interest by her description of her visit to an art gallery. All necessary resources are available, including photographs of the modern artist Claire Carpenter's work. Pupils are bubbling with enthusiasm and excitement. Very good collaboration by the pupils sharing their ideas and using the photographs as an inspiration to their work. One pupil said after looking at three photographs that she "felt the artists' emotions coming through from being calm, aroused and then angry". Pupils are very confident about their artwork, for example, they talk about the marbling process in a very natural way. Future proposals are for the pupils' designs to be transferred to fabric. All pupils are starting to recognise how the purpose influences work of art.

138. The subject is well led by the co-ordinator. Resources are well organised and easily available to the staff. There is a very good range of resources available both in terms of materials, tools and pictorial resources. There is a positive ethos for art and design pervading the school, with enthusiasm and confidence in the staff and a very good policy and scheme of work. The art specialist from the local high school came in last year and worked alongside the pupils making a tapestry for the Millennium Dome. An after school art club for Years 5 and 6 enriches the curriculum.

DESIGN AND TECHNOLOGY

139. Standards at the end of Key Stages 1 and 2 are good and above national expectations. All pupils, including talented pupils, those with English as a second language and those with special educational needs, make good progress throughout the school.

140. Pupils make a good start and, from an early age, the importance of practical work is recognised with opportunities provided to make simple things. Sometimes this involves the use of construction materials from which pupils form ideas of making objects in a three-dimensional form. Some are able to draw very simple designs of what they are going to make and many select from a range of materials those suitable for their model. For example, when making three-dimensional maps modelled in the confines of a shoe box. Pupils in Year 1 select materials and have developed language to describe processes such as cutting and folding. Pupils learn and reinforce new skills and techniques of joining materials, such as fabrics, by means of their enthusiasm for puppet making. Pupils appreciate there are a series of skills and processes to be learnt before their own puppet is started and finished. They use these skills to design and make pop up toys which they describe as toys that give us a surprise. Pupils make designs of what they are going to make and the higher attaining pupils clearly identify how the

parts of the finished product will fit or join together. By the end of Key Stage 1, a significant majority of pupils are evaluating their work and suggesting ways in which it might be improved.

141. In Key Stage 2, pupils design a fairground ride and construct different types of shelters using a range of joints which they test for strength and rigidity. They generate ideas from discussion amongst themselves and the teacher and draw inspiration from their prior knowledge of such joints and materials. Pupils understand the need for the planning and design stage before the making of their models. They are adept at considering what equipment and materials are required, where to obtain information and finally what they will do to construct the object. They use annotated sketches to show the details in their designs. Skilled questioning by the teacher helps pupils focus on their original concept and the improvements they might make to their finished project. Pupils use their skills of numeracy to take accurate measurements, before cutting, joining and assembling. Pupils produce step by step plans, list materials and measure and cut simple shapes, indicating that they will meet the expected standard for pupils aged 11.

142. Design and technology is well integrated into the wider curriculum. For example, Year 5 pupils give thoughtful consideration to the use of their knowledge of circuits from their work in science when designing their fairground rides. They also give thought to colour, design, purpose, size and shape. Their work in mathematics is put to good use as they measure, mark out, cut and assemble.

143. Pupils' attitudes and behaviour in lessons are good. They are interested in the process of design and making, make sensible contributions to discussions, work with concentration and persevere when they encounter difficulties. They listen attentively to the teacher and follow instructions carefully. They co-operate well, helping each other and sharing ideas as well as resources. Pupils are anxious to succeed in producing well-finished articles. They readily tidy up at the end of the lesson. Pupils work carefully, handle scissors and tools correctly and show due regard for safety. They discuss their work sensibly, are able to say what difficulties they encounter and identify possible solutions.

144. The quality of teaching is good in those aspects seen such as planning. In the one lesson of design and technology observed, the teacher had very good organisational skills and gave clear explanations of the tasks to be undertaken. The planning of lessons is careful. Learning objectives are clear and teachers have a sound understanding of the subject. They use questioning skills well to draw out pupils' ideas and understanding. Good cross-curricular links are often made with mathematics and information and communication technology. Tasks are well structured and there is a good match of work to meet pupils' learning needs. Attention is given to the variety and appropriateness of resources and equipment. Teaching methods are effective and focus on the learning of skills and processes. The standards achieved benefit from the wide range of materials and tools and from the teachers' high expectations of the projects to be designed and made.

145. There is a satisfactory policy and scheme of work, based on national guidance materials that provides continuity and progression across the school. The subject is well managed. A recent audit of planning and resources has been conducted. The co-ordinator is well qualified in the area and gives advice and support where necessary. She scrutinises teachers' planning in the subject in order to ensure progression and coverage throughout the school. Teachers are confident practitioners and take care to provide a wide range of opportunities for pupils within the subject's programmes of study making good use of national guidance materials. Pupils' work in design and technology is informally assessed through their design sheets. The school is aware of the need for monitoring of the foundation subjects, by subject leaders and intends this

to be an area for future development. The tools and other resources provided by the school are adequate.

GEOGRAPHY

146. At both key stages pupils attain standards that are good and above national expectations. Pupils throughout the school enjoy geography and all, including those with special educational needs, make very good progress.

147. Since the school was opened the geography curriculum has been developed and extended in line with the requirements of the National Curriculum. A double cycle of work is being planned so that children in mixed age classes will not cover the same ground twice. Cycle A is established and cycle B is being developed in time for the next academic year. The curriculum involves a wide range of appropriate work and is planned to be interesting and active, enabling pupils to learn well.

148. By the age of 7, pupils can map their way to school, have a good understanding of the school environment, the growth of the local area and the amount of traffic of various kinds in the area. Pupils make and record observations as in a survey of local traffic. They discuss in groups as when considering the needs of islanders and they learn to ask questions, for example, as when a representative from a building firm working in the locality came into school to help pupils build up a picture of the growth of their local area. Pupils learn about other geographical locations, for example, an island community in Scotland, and are able to recognise the countries of the British Isles. Their work takes them further afield and involves the use of the globe and world maps. A friend of a governor is making a solo flight around the world. Her diary is being published on an Internet site and Year 2 pupils have accessed this and kept a record of her progress around the world on a map and displayed press cuttings about her adventure. This has caught the imagination of the class and with the help of their teacher has advanced their knowledge.

149. At Key Stage 2 pupils develop their knowledge of the wider world. For example, in a lesson for Year 6 on commodities studying of the source of bananas, pupils had a clear picture of African village life and an understanding of sustainability in a rural economy. They engaged in a very good discussion about aspects of the African rural economy and the teacher skilfully drew out contributions from all, including less confident pupils. Pupils undertook a map work activity well and used a CD-ROM and the Internet for research. Pupils have a mature understanding of aspects of world geography by the age of 11.

150. There is evidence of good fieldwork as in a river study undertaken by Year 5 pupils. Whilst studying a river from source to estuary they spent some valuable time in the countryside where, under the guidance of teachers, they plotted the cross section of the stream, calculated the water flow and studied the life in the water, working to a high standard. Throughout Key Stage 2 there is evidence of research work. This approach, encouraged by teachers, is an effective means of learning and the experience will serve pupils well later in their education. Topics covered, include drought in Africa, Greece today, and Thailand – Villages and Homes.

151. Teaching seen in Key Stage 1 is good; it is well planned and makes good use of first hand experiences. The school makes very good use of the local environment for teaching geography in Key Stage 1. The teaching in Key Stage 2 is very good. It is well planned and resourced and made very interesting for pupils, expecting them to discuss, question and find out

things for themselves. Explanations are clear and activities gain interest and develop geographical skills. Whilst much of the work is good, there is insufficient use of teachers comment to require pupils to work harder towards raising the standards of their literacy skills, particularly spelling, punctuation and handwriting.

152. Geography is well co-ordinated. There is an agreed policy that can be seen to be working in school. Teachers pool their ideas and experience and a bank of suitable resources to support teaching is being built up. Action is being taken to raise standards higher through the completion of the second cycle of planning and through steps being taken to develop continuity and progression, particularly in the area of geographical skills.

HISTORY

153. At both key stages pupils attain standards that are good and above national expectations. Pupils throughout the school developing their skills of historical investigation and all, including those with special educational needs, make very good progress. From the time the school opened the staff worked together to develop a curriculum for history which would be lively and interesting for pupils and incorporate the requirements of the National Curriculum. They have largely succeeded in doing this.

154. Simple first hand experiences are used at Key Stage 1 to develop historical understanding. For example, pupils made booklets about aspects of the building development in Cottam and put them in what they thought was chronological order in a line across the classroom. A builder came in to look at their work and correct some misconceptions. This is a good basis for working with timelines as demonstrated in later work on the history of transport. Through building a pictorial timeline of transport, pupils were helped to develop some understanding of change and progress. They were also given first hand experience of old vehicles through a visit to a transport museum.

155. The use of local history in teaching continues in Key Stage 2. With a focus on historical evidence, for example, newspapers, photographs and personal accounts, Year 4 pupils studied the 'Preston Guild of 1972' which was a celebration of the town that took place three decades ago. Pupils were intrigued at the idea of looking back in time at people looking back in time. In another project the teacher showed how historical evidence, for example, Anglo-Saxon Chronicles, could be used to find out about ancient times. The teacher enlivened the work by organising role-play with the pupils about the invasion of Lindisfarne. Another good technique for engaging interest and enthusiasm was observed when a teacher donned a cloak and brooch and became 'Helga the Viking'. Pupils had to formulate questions to obtain information. Pupils are encouraged to look critically at historical evidence. They learn effectively and well through a range of activities such as sorting out a jumbled timeline, listening to an audio drama downloaded from the Internet and writing a 'chronicle' from differing viewpoints. In such a writing activity there should be better use of basic skills, learned in literacy lessons, to improve standards.

156. Teaching at Key Stage 1 is good and at Key Stage 2 it is very good. In history lessons pupils learn a great deal through good questioning from teachers; requiring pupils to formulate questions is also a good technique used by many teachers. In written work teachers should balance praise with challenging expectations in order to develop pupils' abilities and improve standards. There is evidence of good cross-curricular links, for example, using Anglo-Saxon Chronicles as a text for the literacy hour and studying Greek Myths and Legends in English whilst studying Ancient Greece in history. Other connections were with geography, map work and looking at Greece today. This gives a wholeness to learning and enables more work to be done in depth, leading to higher standards.

157. History is well co-ordinated and is at a developmental stage. Effective use is being made of national guidance materials to develop continuity and progression in skills for the study of history. There is a recognised need to review and supplement resources for history and to provide a wider range of information books for the subject.

MUSIC

158. Pupils throughout the school, including those with special educational needs, make good progress and standards are above national expectations, particularly in instrumental tuition and extra-curricular work.

159. Pupils sing a wide variety of songs confidently, with good diction and expression and their singing is well pitched and rhythmical. Pupils express pleasure and joy when singing during acts of worship. They include actions to enhance the meaning of the words and follow the instrumental and piano accompaniment effectively.

160. In Key Stage 1 pupils make sound progress in developing their knowledge and understanding of musical terms. In Year 1 pupils experienced the difference between pulse and rhythm by clapping each one in turn to the tune of 'The Grand Old Duke of York'. Pupils in Year 2 were able to extend this learning by combining the pulse and rhythm together. Pupils in Years 1 and 2 used the movement of their bodies to explore and express their ideas and feelings in response to music.

161. Pupils in Key Stage 2 are able to write their own musical notation to create compositions. For example, pupils in Year 4 worked in groups, writing the notation, assembled suitable instruments, to produce a score called 'At the Seaside'. They then performed this for the rest of the class.

162. Pupils in both key stages delight in playing both tuned and untuned percussion instruments and make good progress. Pupils with special educational needs make especially good progress and enjoy their success. Pupils listen sensibly to the wide range of music played in assemblies. They entered the room quietly and thoughtfully and are developing skills in appreciating music.

163. The school develops literacy and numeracy well in the subject. Pupils learn the words of songs and read available books to find out more about instruments and the lives of great composers. When composing, pupils explore patterns of sound and rhythm and this links with their work in mathematics. Pupils show very good attitudes to music. They are enthusiastic and enjoy music and are keen to contribute. They appreciate the opportunity to play an instrument in school.

164. The quality of teaching is good. Teachers plan lessons carefully to enable pupils to enjoy music and reach the required standards. The school benefits from having several musicians on the staff. All the staff will be involved in the planned new scheme of work. There is a good selection of centrally stored resources and all classrooms have tape players. The purchase of more resources is planned for the future.

165. The co-ordinator is new to the school and has a part time post solely to teach music. She plans and takes music lessons throughout Key Stage 2. The headteacher is fulfilling the monitoring role at the present time. The extra-curricular provision is very good. The beginners'

recorder class and choir takes place at lunchtime and a recorder and instrument group after school. All the pupils are given an opportunity to learn to play an instrument and the more talented pupils have tuition from the Local Authority Peripatetic Music Service.

166. The school is proud of the performances pupils have staged, both within school and in the community. For example, the school choir has visited residential homes for the elderly and sung in Preston town centre. Groups of musicians have also visited the school. The progress of pupils is enhanced by such opportunities to take part in public performances and concerts. Pupils are currently rehearsing for a production of 'Joseph'. Plans have been made for the ongoing development of music, including whole staff in-service training and their own school orchestra.

PHYSICAL EDUCATION

167. Standards in physical education are very good across both key stages. There is no difference in standards between boys and girls. The very good range of extra-curricular activities improves the pupils' knowledge, skills and understanding of games activities especially at Key Stage 2.

168. Pupils in Key Stage 1 imitate machines and their movements. The one lesson observed in Key Stage 1 is well linked to the science topic on 'forces'. Pupils' responses to the teaching indicate good knowledge and understanding of force from the science lesson. They suggest giant diggers and windmills as machine examples. All pupils express their own thoughts and actions about machine movements. All are developing an awareness of the difference between twist and turn. Pupils clearly enjoy the lesson and participate sensibly making the best use of available floor space.

169. Pupils in Key Stage 2 progress well. Year 5 pupils are able to turn using correct footwork and include variations in speed in their sequences. All pupils in this year are improving their own performance by repeating a series of movements with increasing control. They are very interested in collaborating with their own group but confidently praise other groups or suggest areas for development. Very good demonstration by the teacher is given showing the pupils the sequence of movements she wanted them to follow. There is very good pace to this lesson with high expectations throughout. By Year 6 pupils develop a group sequence to show a variety of stretches. They become more adventurous and start to develop imaginative sequences working well together to form symmetrical movements and shapes. All display confidence in the use of equipment generally with a good level of dexterity and co-operation. By the end of the Year 6 lesson observed, high quality movements are gained with good synchronisation of movements in pairs within the groups. Good evaluation of pupils movement sequences by their peers; they make positive comments emphasising different qualities in the sequences.

170. The quality of teaching is very good with some excellent teaching seen at Key Stage 1. The teacher has very good control and management of the lesson with good pace and length of activities. The teacher demonstrates her teaching to the pupils by joining in the activities. All pupils change quickly and sensibly into their kit requiring minimal instructions. Very good routines are well established. At Key Stage 2 there is very good pace to the lessons with high expectations from the teachers. Knowledge and understanding of the subject is very good. Teachers circulate to encourage pupils to extend ideas during the activities. Very well planned and structured lessons challenge the pupils to improve their own performances. All teachers stress the importance of safe actions carefully and insist on suitable kit for the lessons and no

jewellery worn. Teachers raise health issues appropriately and all lessons have warming up and cooling down sessions.

171. Progress is very good across both key stages. Pupils with special educational needs and those who speak English as an additional language are given full access to the broad physical education curriculum and make very good progress in the different aspects of the subject.

172. Teachers assess pupils' performance well on an ongoing basis and use this effectively to give pupils advice and guidance as they are performing. The school is promoting a healthy lifestyle for all pupils. They are challenged to improve fitness by various tasks, for example, skipping a number of times around the playground. Pupils receive a balance of experiences reflecting all aspects of physical education, including good provision for swimming. By the time they leave the school all pupils can swim a minimum of 25 metres and many do much more, gaining both distance and personal survival awards. Very good extra-curricular clubs are in place, football, netball, rugby and salsa dancing clubs take place weekly. A professional footballer coaches the football team and a semi-professional rugby player, who is also a parent, coaches the Tag Rugby team. Rounders and tennis clubs are set up in the summer months. Year 5 and 6 experience outdoor and adventurous activities at the residential study centres. These include abseiling, canoeing, fell walking and orienteering.

173. The co-ordinator is new to the post; she is very interested and enthusiastic about the subject. A new scheme of work based on the needs of the school is in place with assessment planning taken from a commercial scheme. The subject is well resourced. The school has very good facilities for both indoor and outdoor activities.