

INSPECTION REPORT

FRECKLETON STRIKE LANE PRIMARY SCHOOL

Freckleton, Preston

LEA area: Lancashire

Unique reference number: 119288

Headteacher: Mrs D Bland

Lead inspector: Mrs S E Hall

Dates of inspection: 1st – 4th March 2004

Inspection number: 256169

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	189
School address:	Strike Lane Freckleton Preston Lancashire
Postcode:	PR4 1HR
Telephone number:	01772 632724
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Appropriate authority:	The governing body
Name of chair of governors:	Mr I Marquis
Date of previous inspection:	9 th March 1998

CHARACTERISTICS OF THE SCHOOL

This average-sized school is in an area of average socio-economic circumstances. The proportion of pupils eligible for free school meals is broadly average. All but a very few pupils are white British and no pupils speak English as an additional language. Twenty-one pupils are on the school's register of special educational need, which is below average, with three pupils having a statement of special need. There is average mobility in and out of the school. The attainment of children on entry to Reception is average. A School Achievement Award was received in 2003 and the Basic Skills Quality Mark in 2000.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21750	Mrs S E Hall	<i>Lead inspector</i>	Science Information and communication technology Physical education
9652	Mr C Herbert	<i>Lay inspector</i>	
22881	Mr G Halliday	<i>Team inspector</i>	English Citizenship Geography History Religious education Special educational needs
31319	Mrs D Hunter	<i>Team inspector</i>	Mathematics Art and design Design and technology Music The Foundation Stage

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	6
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	9
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	11
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	21

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where there has been considerable improvement in many areas in the last two years. Standards have risen and teaching is good, as is the management of the school. Leadership provides a very clear sense of purpose and focus for improvement. The school provides good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and has clarity of vision in identifying priorities and areas for school improvement.
- The school has a very positive ethos and the care and welfare of pupils are very good.
- Overall standards are above average at the ages of seven and eleven.
- Provision for children in the Foundation Stage is very good.
- Teaching in Years 1 and 2 is good.
- The role of subject leaders is underdeveloped in rigorously monitoring and evaluating the quality of planning, teaching and learning.
- The school works very effectively with parents who support their children well.
- Pupils have positive attitudes to learning and behave well.
- Support staff work effectively throughout the school.

The school has made good progress since the previous inspection. There has been very good improvement in the quality of education for the youngest children, which is now a strong feature of the school. There have been improvements in the quality of assessment, particularly in English and mathematics, although more remains to be done in ensuring assessment information is used to best effect in the planning of activities. There has been good improvement in the role of the governing body who now have better involvement in strategic management. Alongside these areas identified as in need of improvement at the last inspection, there has also been a rise in standards in English and mathematics. The quality of teaching and learning has improved, as has the quality of leadership and management.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	B	D	D
mathematics	C	A	C	C
science	C	C	C	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good overall. Children enter the Reception class with average skills in most areas of their early development. In the Reception class, children learn very well and most enter Year 1 having achieved the national targets for their age, with many exceeding these goals especially in their personal and social development. In Year 2, pupils achieve well and generally exceed the national expectations for their age. In Years 3 to 6, whilst achievement plateaus a little, pupils attain above average standards in English, mathematics and information and communication technology (ICT). Standards are higher this year than last due to the difference in the natural abilities of the different groups. Overall, pupils from all groups achieve well and those pupils with special educational needs (SEN) make good progress in relation to the targets identified for them.

Pupil's personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have positive attitudes to their work. Behaviour is good and relationships between pupils and with adults are very good. Attendance is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good.

Teaching is very good in the Foundation Stage, with staff meeting the needs of the youngest children very effectively and enabling them to achieve very well in virtually all areas of their learning. Teaching in Years 1 and 2 is good. Staff in Reception and Years 1 and 2 work hard to provide a bright, attractive and stimulating learning environment by providing very literate surroundings where pupils are surrounded by words, which raises their interest in stories and reading. Teaching in Years 3 to 6 is satisfactory because it is a little less vibrant and stimulating than for the younger pupils. Assessment is satisfactory. There are sound assessment procedures in English and mathematics. However, assessment information across the subjects is not always used as effectively as it might be to ensure the very highest level of challenge.

The curriculum is satisfactory overall. It is good for the youngest children where activities are often imaginative and interesting. Opportunities for enrichment outside the school day are very good with a wide range of extra-curricular activities and visits and visitors to the school. The school accommodation is satisfactory although uncarpeted floors create noise within the classrooms, which raises the subsequent sound level and affects concentration. The pastoral care of pupils is very good. Pupils are valued for who they are. Support staff work effectively with all pupils and particularly those with special educational needs.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. The headteacher has been a pivotal force in moving the school forward in the last two years and provides very good leadership towards school improvement. The role of subject leaders is underdeveloped and some co-ordinators do not have a good enough grasp of standards and areas for improvement throughout the school. Governance of the school is good and all statutory requirements are fully met. Governors are knowledgeable and committed to the school and to extending their roles in strategic management even further.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good and positive views of the school which they think has improved in the last two years. They appreciate the regular flow of information and that they are welcomed into the school. Several parents help in school and parents generally support their children well. Pupils enjoy attending school and especially taking part in the wide range of practical activities.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Extend the role of subject leaders in the rigorous monitoring and evaluation of the quality of planning, teaching, learning and assessment throughout the school, in areas for which they hold responsibility.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards and achievement are **good**. All groups of pupils achieve well with those in the Reception class achieving very well. Trends in national tests are rising.

Main strengths and weaknesses

- Children in the Foundation Stage achieve very well in virtually all areas of their learning.
- Pupils achieve well at the age of seven and eleven and standards are above average in English, mathematics and ICT.
- The school has identified that pupils do not do as well in areas of problem-solving and experimental and investigative work as in other aspects of their learning but progress is being made in these areas.

Commentary

Foundation Stage

1. Children enter school with a wide range of abilities but overall standards are generally average in all areas of their early learning. Because teaching in the Reception class is very good, children enjoy learning, try hard and achieve very well in the Foundation Stage. They gain a lot of confidence in their ability to learn and do things for themselves, and there are particular strengths in their personal and social development. Children with special educational needs are very well supported in Reception and often make large strides in their personal development and in their ability to communicate with their friends and adults alike. Overall, when children enter Year 1 standards are above those expected for their age.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.4 (17.3)	15.7 (15.8)
writing	14.4 (15.6)	14.6 (14.4)
mathematics	16.7 (16.9)	16.3 (16.5)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

2. Standards in the last inspection were judged to be average at the age of seven in English, mathematics, science and most other subjects. Progress was seen to be satisfactory. Standards in reading were above average and those in information and communication technology (ICT) were well above average. Standards have changed somewhat since this time and are now above average in English, mathematics and ICT. There have been considerable fluctuations in the standards achieved from year to year, due very largely to the contrast in natural ability of the different cohorts of pupils. Pupils in Years 1 and 2 generally make good progress and achieve well.

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.3 (28.2)	26.8 (27.0)
mathematics	27.0 (28.3)	26.8 (26.7)
science	28.4 (29.0)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

3. In the previous inspection, standards at the age of eleven in English, mathematics, science and most other subjects were average. Standards in ICT were well above average. Since this time standards have fluctuated quite widely. This again has largely been due to the differences in the natural ability of the groups of pupils. This has also been exacerbated by the arrival of pupils who moved into the school after the normal time for admission. Last year's group of Year 6 pupils included a significant number who had recognised special educational needs but who achieved their targets. Current standards in English, mathematics and ICT are above average and pupils achieve well.

4. In the last two years the school, in conjunction with the Local Education Authority, has spent considerable time focusing upon the development of literacy and numeracy skills. Pupils now achieve well in English, many have good speaking and listening skills and most are confident and able communicators. Standards in reading are good throughout the school. In the Foundation Stage children are taught the skills of reading in a well-planned and consistent manner. Parents support the development of reading skills well and many pupils become confident and proficient readers. To the school's frustration, standards in writing have been stubbornly slow to rise. However, since teachers have dedicated more time to focus on specific writing skills, standards have begun to rise and are now slightly above average, although there are areas for further improvement in the development of recording skills in other subjects and opportunities for creative writing.

5. The school has also recently focused upon the teaching of mathematics. Staff have become aware that pupils did not achieve as well in mathematical problem-solving activities as in other areas of their work. Time has been profitably spent in working with the Local Education Authority in identifying better planning and teaching strategies. This has begun to pay off well and pupils now achieve standards above the national average in mathematics.

6. Standards in science are largely average throughout the school. Pupils achieve satisfactorily, with a significant number achieving well. Staff have become aware that pupils did not use very effectively the factual information they had in experimental or investigative activities. Recently, there has been a greater emphasis on organising open-ended practical activities, and in Years 3 to 6 pupils now record what they have found out under specific headings in a less teacher-directed style than previously. Both of these rather overdue initiatives are beginning to bear fruit although are not yet fully embedded in all parts of the school.

7. Pupils achieve well in ICT across the school although standards have fallen since the previous inspection when they were deemed to be well above average. This is largely because the school was previously well ahead in introducing hardware and software and benefited from the quality of external support and skills offered by a local company. This support is no longer available to such a degree and other schools have now largely caught up with what was happening at Strike Lane. However, the good work of a learning support assistant and pupils' high levels of usage of computers at home ensure that standards are nonetheless above average. Standards in religious education are in line with the expectations of the locally agreed syllabus.

8. All groups of pupils make the same good rates of progress and generally achieve well, although occasionally some higher-attaining pupils could achieve more if challenged at a consistently high level. There is no significant difference in the achievement of boys and girls. Those pupils with special educational needs receive good levels of support and achieve well. There are no pupils speaking English as an additional language.

Pupils' attitudes, values and other personal qualities

The behaviour and attitudes of pupils to school and to their learning are **good** overall; they are better in Years 1 and 2. The provision for spiritual, moral and cultural development is **good** and the provision for social development is **very good**. Pupils' attendance is **very good** and their punctuality to school is **good**.

Main strengths and weaknesses

- Pupils have very positive attitudes and very good behaviour in Reception, and Years 1 and 2.
- High quality relationships and racial harmony exist in the school.
- There is a well above average rate of attendance.
- There are unacceptable attitudes and behaviour among a small number of pupils in Years 3 to 6.

Commentary

9. Pupils are enthusiastic about school. In the playground each morning they are very keen to talk to each other or visitors. They are polite, well mannered and confident, for example inviting a member of the inspection team to join in a game of football with them. The attitudes and behaviour of children in the Foundation Stage are very good. The pupils' behaviour is good overall in the classroom and better in classes in Years 1 and 2. There are some older pupils, and in particular Year 4, whose behaviour and attitudes to learning are occasionally unacceptable. There is no indication of any racist behaviour.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
166	1	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Relationships between pupils are very good. For example, in the breakfast club, an older pupil was observed helping a much younger one to spread jam on his toast. Additionally, others were seen helping someone who had fallen in the playground. These very strong relationships between all members of the school community are the result of the very strong ethos that permeates the whole of school life. The impact of these high quality relationships is that all pupils are totally included in all school activities. Parental responses to the inspection questionnaire and at the meeting were very positive about this aspect of school life.

11. All pupils have a very clear idea of right and wrong and they are encouraged to become mature and responsible members of the school and local community. Pupils are given opportunities to reflect on such things as other faiths and *how* aspects of them compare with Christianity. Very good opportunities are provided for social development through such activities as the breakfast club, circle time, house teams and involvement in village activities. The school helps pupils prepare for life in a culturally diverse society. The provision for all these aspects of school life has a very positive impact on the personal development of all pupils in school.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.4
National data:	5.4

Unauthorised absence	
School data:	0.4
National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. The attendance rate is well above the average for similar schools. The school works hard to make clear to pupils and parents the importance of regular attendance. The rate of unauthorised absence is similar to the national average.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. The provision for children in the Foundation Stage has much improved since the previous inspection and there has been good improvement in teaching in Years 1 and 2.

Teaching and learning

Teaching and learning are **good** overall. Assessment procedures are **satisfactory**.

Main strengths and weaknesses

- The quality of teaching for the children in Reception is very good.
- Teaching in Years 1 and 2 is good.
- The use of assessment information and the marking of pupils' work are variable.
- Classroom computers are not used well enough to support day-to-day learning.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	5 (16%)	17 (53%)	8 (25%)	1 (3%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. The very good teaching of children in the Foundation Stage makes a significant impact upon the early learning skills of the youngest pupils. The quality of teaching is of a high level and has recently been recognised by the Local Education Authority. The classroom and outdoor classroom are used very effectively to stimulate teaching, which is always interesting, very purposeful and well organised. Time is used very well and activities are often organised on a 'carousel' arrangement where children move from one activity to the next whilst also having structured choices of what they would like to do. This leads the youngest pupils, including those with special educational needs, to make very good progress and achieve very well in virtually all areas of their learning and particularly in their personal and social development.

14. Teaching in Years 1 and 2 is good, and in Year 1 it is often very good. There is a high level of challenge in the range of tasks in Year 1, particularly in literacy activities, and whilst more variable in Year 2 this is generally good. Staff have worked very hard to provide a very literate environment where a lot of emphasis in the high quality displays is upon the written word. There are strings of words displayed for pupils to help them develop independent writing skills and to create interest in words and stories. This is effective practice and supports pupils' achievement in English well.

15. Teaching in Years 3 to 6 is more variable whilst being satisfactory overall. Teachers work hard in areas that they feel confident in teaching, while in other areas planning and teaching are not as effective. There is some good and very good teaching throughout the key stage, while there is also some teaching that does not demand enough of pupils. Planning is sometimes very brief and with little indication of the proposed levels of achievement. Classrooms are sometimes untidy and the marking of pupils' work is often brief and at times minimal. This does not give a signal to pupils that their personal organisational skills and the presentation of their work are important and consequently some of their work is very untidily presented. The samples of pupils' work seen during the inspection show that there has been some unsatisfactory teaching in Year 4 during a period of staff illness. The school is mindful of this and is monitoring the situation.

16. Teachers do not make enough use of classroom computers to support day-to-day learning. Whilst standards are above average in ICT, this is largely due to the quality of support for groups of pupils provided by a learning support assistant. Staff do not follow up this work well enough and ensure that computers are in continuous use; this limits pupils' higher achievement.

17. Pupils who have special educational needs are fully included in all class activities. Teachers' planning reflects the targets set out in the individual education plans of these pupils. Non-teaching staff play an effective part in supporting pupils in lessons, helping them to meet their targets and praising their achievements to boost their confidence and enabling them to achieve well.

18. Assessment routines are satisfactory and have recently improved in English and mathematics. The headteacher, with governor support, has worked hard to ensure all assessment information is entered onto a database in order to track pupils' achievement. Staff are beginning to make more effective use of this information in planning different activities to meet the needs of pupils of varying abilities. However, the use of this information is not consistent and is not always used to identify the highest level of challenge and small-scale targets for improvement.

The curriculum

The curriculum is **satisfactory** overall and good for children in the Foundation Stage. There are **very good** opportunities for curriculum enrichment. Accommodation and resources to support the curriculum are **satisfactory**.

Main strengths and weaknesses

- The school provides pupils with a very good range of extra-curricular activities.
- Provision for pupils who have special educational needs is good.
- There is a good number of support staff to meet the needs of the curriculum.
- Some classrooms are small for the number of pupils and noisy where there is no carpet, and the playground area is small.

Commentary

19. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and the requirements of the locally agreed syllabus for religious education. Planning for all subjects is based on national guidelines and this is an improvement since the last inspection. As a result, teachers plan topics satisfactorily in cycles to avoid repetition. A good feature is the provision of themed weeks each term, for instance, 'Book Week' and 'Religious Education Week'. These provide the time to focus specifically on one area of the curriculum. Pupils have weekly access to the computer suite, but teachers do not use ICT well enough in the classroom to support learning in other subjects. The school makes appropriate provision for those identified as gifted and able.

20. There is a very good programme of before and after school activities. A breakfast club provides study support as well as breakfast. The school's many clubs are well attended and, where suitable, open to all age ranges. A good range of visits and visitors give pupils interesting first-hand experiences.

21. Teachers and support staff know pupils on the school's register for special educational needs in depth. Pupils receive all the support from school and outside agencies which is their due and as a result they achieve well. There is good provision for pupils' personal, social and health education (PSHE), and this makes a significant contribution to their good attitudes to learning. Topics covered include sex education and drugs awareness, and a range of visitors and visits develops their understanding of the responsibility of citizenship. The school has recently made a commitment to work towards accreditation for the Lancashire Healthy Schools Programme.

22. Support staff give good help to pupils of all abilities and particularly to those who have special educational needs. They make a significant contribution to pupils' good achievement. The school's accommodation is satisfactory, well maintained, clean and attractive. Classrooms are rather cramped where pupil numbers are large and noise is intrusive where floors are uncarpeted, and this has an impact on the behaviour of some pupils. The playground is rather small but the school solves this problem as best it can. The school's resources for learning are at least satisfactory for every subject. This is an improvement since the last inspection.

Care, guidance and support

The school provides a **very good** level of care for the needs of its pupils and there has been an improvement in this area since the last inspection. The school provides **good** support, advice and guidance to its pupils and **good** opportunities for pupils to be involved in school life by seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides a high level of care for its pupils.
- Very effective procedures are in place for health, safety and child protection.
- Good procedures are in place to support, advise and guide pupils.
- There are good opportunities within the school for the views of pupils to be heard and valued.

Commentary

23. The school looks after its pupils very well. This high level of care is underpinned by the very good relationships that exist within the school community and the knowledge that all staff have of the pupils. Parents consider that the school is very caring towards their children and looks after them well. The school takes its responsibility for health, safety and child protection seriously. Appropriate records are maintained for risk assessments, first aid, fire drills and accident recording. Additionally, the school ensures that its midday assistants and breakfast club supervisors are well briefed for the safety of pupils. The procedures for child protection are very effective and understood by all staff.

24. There is a good level of provision for the support, advice and guidance of all pupils. This is based on the high quality of trusting relationships that exist between children and adults within the school community. Pupils also know that the school will listen to their concerns and this was reflected in their very positive responses to the inspection questionnaire. The school is currently setting up a school council to improve the opportunities for pupils to make their views known about aspects of school life. The school provides good support for pupils who have special educational needs.

Partnership with parents, other schools and the community

The school has developed a **very good** partnership with parents and the community. The quality of information provided to parents is also **very good** and these areas have improved since the last inspection. Links with other schools are **good**.

Main strengths and weaknesses

- The school has worked hard to maintain and develop further its links with parents and the community.
- Parents express very positive views of the school.

Commentary

25. A very good number of parents help out in school on a regular basis and more are able to give their time to support class visits. The school carries out a skills check of its parents on a regular basis and this ensures that the school is best able to match its helpers to individual classes. There is a hard-working and very committed Friends Association which is responsible for raising funds for additional school resources and activities. All of these features have a very positive impact on involving parents in the education of their children. The school values the contribution that all its parents make to school life.

26. The quality of information that the school provides for its parents is very well presented. The regular newsletters are very informative and include things to celebrate, future events and opportunities for parental support. The annual reports on progress are appropriately personalised and include useful targets for improvement. Parents of pupils who have special educational needs are well involved in the review process.

27. The school has developed very good links with the local community. There are many links with the village and these have a very positive impact on pupils' understanding of the importance of living in the community. Additionally, the school benefits from the support of a major international company in the area. This initiative provides lunchtime reading support to pupils of all ages, which supports reading well. Good links exist with secondary schools and these ensure that pupils in Year 6 are able to make the move into the next stage of their education without any concerns.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The well-respected headteacher provides **very good** leadership. Governance is **good**. Management systems are **good** and everyone knows what their own responsibilities are.

Main strengths and weaknesses

- The headteacher provides a very clear vision for the future of the school.
- There are good systems for checking how well the school is doing in each subject, although curriculum leaders have not yet developed sufficient rigour in the monitoring and evaluation of their subject.

Commentary

28. Overall leadership is good. The headteacher has an excellent knowledge and understanding of the school. She has created an ethos of mutual care of pupils and staff. The headteacher shares her vision with the senior management team and staff, and a good professional relationship with them has helped her in the school improvement work which is evident in the school. Leadership of the Foundation Stage is very good. However, not all staff are as confident in their role as the

headteacher is in hers; consequently, although they have clear views of what is best for the pupils, they are sometimes unsure in their approach to changing styles of teaching. For example, the number of worksheets, which are used by some teachers, has limited the clearly identified development need of a more creative approach to learning.

29. The school has good systems for checking how well it is doing and uses these to identify its main priorities for improvement. The senior staff analyse the information from the results of the national tests to establish clear priorities for improvement. The school development plan fully reflects those priorities and the school identifies staff development needs, through effective performance management, to ensure that staff development relates closely to whole-school development issues. The school has worked hard to minimise the problems caused by long-term staff absence.

30. Subject leaders have clearly defined roles in checking the quality of teaching and learning in their subjects and in providing effective support to colleagues. Subject portfolios are comprehensive and informative. Subject leaders have some time allocated to check how well their subjects are doing and the results of these checks are intended to identify specific priorities for development. However, there is a lack of rigour and consistency in ensuring that agreed procedures are consistently followed throughout the school. This results in some subject leaders being uncertain whether pupils throughout the school are achieving all they could. The special educational needs co-ordinator (SENCO) provides very good leadership, and this results in provision for these pupils being good. Recommended procedures are followed carefully and record-keeping is systematic. Funding for pupils who have special educational needs is spent well for their benefit.

31. The governance of the school has improved. Since the time of the last inspection, when it was found that the governing body was unsatisfactory, the chair of governors has worked closely with the headteacher, staff and other governors to ensure that governors develop a more effective structure. They consider their own developing needs as governors and have identified the most suitable training to help them to be as effective as they can be. They understand their role clearly and most know the school well. A planned programme of focused visits would give governors an even clearer understanding of how well the school is doing.

32. Governors reflect carefully upon the ways community issues impact on the school and how they should deal with them. They have researched thoroughly the need for a breakfast club and have put in place good systems to ensure its success. With the help of the headteacher, they analyse and understand the information the school receives about its standards compared with all schools and with similar schools. This enables them to ask searching questions about how the school is tackling the challenges it faces in raising standards. They are fully involved in school improvement planning and in monitoring progress towards the targets the school sets for improvement. They ensure that all statutory requirements are fully met.

33. Governors understand and apply the principles of best value, ensuring that the school provides good value for money. Day-to-day management of the school is efficient. The teaching and non-teaching staff, under the direction of the deputy head, work very closely to ensure that a calm and orderly climate is maintained at all times and this contributes well to the learning environment of pupils. The school has clear plans to use any financial surplus to improve school accommodation.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	449,603	Balance from previous year	35,190
Total expenditure	425,534	Balance carried forward to the next	59,259
Expenditure per pupil	2,128		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND

SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Current provision for children in the Foundation Stage is very good; a much improved picture from the last inspection, and a strength of the school. Attainment on entry is average, although there is a very wide range. All children achieve very well because the teaching is very good. There is challenge and high expectation in lessons with clearly planned activities to match the needs of individuals. Teaching is based on the six recommended areas of learning, and provides a rich curriculum where activities are designed to weave together the various areas of learning. The very effective Foundation Stage co-ordinator works very well with the classroom non-teaching assistant and both provide excellent role models for the children. Monitoring of progress is very good and careful assessment across all areas of learning is ongoing. The overall accommodation and resources are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve well because of the very high expectations of staff, the very good teaching and the careful monitoring and assessment of their progress.
- Supportive relationships are established so that the children's self-esteem is raised and they feel confident and happy.

Commentary

35. This area of learning is particularly well taught and by the end of the Reception year the majority of children are on line to exceed the expected levels. Most are able to conform to the high expectations of the staff because these are made clear and staff are good role models. Children are self-assured and are pleased to perform in assemblies in public where they speak and sing with great confidence and maturity. They are valued in all aspects of school life and many take part in after-school activities. They are interested and eager in their learning; many stay on task for long periods of time and are motivated to succeed even when not directly supervised.

36. The adults constantly encourage children and praise their efforts so that all can feel successful. They intervene when necessary with good questioning, which extends learning, and they encourage children to take a pride in their work. There is consistency in routines so that children know to put up their hands, take turns and listen to others, valuing individual contributions. Children share well and support each other.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teaching in this area is very good.
- Teachers and support staff take every opportunity to develop children's language skills.

Commentary

37. Children make good progress and many exceed expectations in this area by the time they enter Year 1. They listen well. Adults continually talk to children and the provision of imaginative activities helps them to think and choose appropriate language to describe what they are doing. Teachers' planning pays close attention to constant questioning, explanation and activity, which are designed to widen pupils' vocabulary.

38. Books are readily available and children take them home regularly to be shared with adults. They understand how to use books and enjoy them. Staff focus well on encouraging children to learn the key words, which helps children in their reading. There is very good emphasis on the teaching of sounds and children make good progress in sound recognition, learning through rhymes, and sound and picture games. Children have opportunities to write incidentally, using role-play areas to write labels and take orders from menus. Higher-attaining children copy by either writing over letters or copying words from a card, and some will attempt to spell words on their own. Staff ensure that pencils and crayons are held correctly and that letter formation is accurate. However, without direct supervision pupils cannot be relied on to remember the strategies.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching is very good in this area of development.
- Teachers take every opportunity to promote mathematical development in all activities.

Commentary

39. Teachers plan a wide range of interesting activities to promote mathematical understanding. This enables the children to achieve well and exceed the goals for their age. Adults question children and constantly use a variety of mathematical words, such as above, below, one more than, one less than, tomorrow, yesterday, in many incidental ways to help develop vocabulary. Children understand concepts of length and explain that when curved lengths are straightened they are longer than they at first appear. They know the main colours, recognise two and three-dimensional shapes, such as square, triangle, cube and cone, and are beginning to develop an understanding of their properties. For example, they know that a triangle has three sides and that a cube has faces. They sequence patterns and make symmetrical patterns using the computer.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Planning provides a wide range of activities to promote learning.
- Children are familiar with and confident in their use of computers.
- Teachers question the children well so that they develop a sense of time and place from an early age.

Commentary

40. Teaching is very good. Very effective provision extends children's knowledge and understanding well so that they make good progress and will reach the levels expected of them by the time they reach Year 1. The outdoor classroom is an excellent learning resource, where a garden centre has been developed, giving children opportunities to find out about the growth of spring bulbs, insects and creatures that live in the soil. Children explore the local environment, visiting the vets and learning about their work with animals. They learn about their own bodies and understand the purpose of the skeleton. Children have the opportunity to use a computer in the classroom and have group learning sessions in the computer suite weekly, which encourages their confidence in using programmes independently. They are confident and eager to talk about their activities and can move the mouse with dexterity. They use listening centres with confidence and some can follow the text in storybooks as they listen.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There is good use of physical activity to extend learning in other areas.
- Children are encouraged to make the most of outside play experiences.

Commentary

41. Teaching is very effective. Children enjoy physical activity both indoors and out and make good progress so that many will reach the expected goals by the end of the year. Children have access to the outdoor play area; they use it well and make the most of opportunities for physical development. The resources are good. The outdoor classroom provides a very effective flexible base, which enhances children's play and other development opportunities. In lessons in the school hall, children pay good attention and are responsive to teachers' expectations. They stretch, are aware of balance and can begin to make sequences of movement. They move in different directions and the teacher's use of language continually reinforces mathematical and positional vocabulary. They use space well and are imaginative in their activity. Children have good opportunities to develop fine motor skills in a variety of activities in the classroom. They use scissors, thread beads, build with construction toys and handle paintbrushes, crayons and play materials confidently.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Good planning gives many opportunities for creativity in a variety of situations.
- Children are aware of the expectations and produce careful work.

Commentary

42. The well-planned activities allow for children to develop their language and imagination well so that by the end of the year they have made good progress and many will exceed the expected goals in this area. Role-play is encouraged so that children can develop their imagination. For example, they visit the class pizza parlour where they can become customers, chefs and waiters. Children have the opportunity to paint and to colour as well as to use scissors and glue to make models and sculptures. They enjoy singing in a range of activities, not necessarily directly related to music, and

using percussion to sound out the beat and rhythm so that they can perform 'fantastically, like stars'. Such praise is a strong feature of teaching where all celebrate each other's success and the love of learning is fostered well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Interest in reading is high throughout the school.
- Pupils' knowledge of grammar, punctuation and spelling is good.
- Some teachers do not provide enough opportunities for pupils to write creatively or provide work at a suitable level for all pupils.
- The marking of pupils' work is inconsistent.

Commentary

43. Pupils' attainment in reading was above average at the age of seven in the 2003 National Curriculum tests and average in writing when compared to schools nationally. When compared to schools with similar numbers of pupils entitled to free school meals, attainment was above average in reading but below average in writing. Standards in Year 6 were below the national average of all schools and those schools with pupils who attained similarly at the end of Year 2. This was largely because the year group contained a higher proportion of pupils with special educational needs than is usual for the school.

44. Standards in Year 2 and Year 6 are currently above average in speaking and listening, reading and writing. Standards have risen since the last inspection because of the school's strong focus on English. Pupils enjoy lessons and show good attitudes to the subject. As a result of their hard work, they make good progress and achieve well. Boys and girls alike join in class discussions keenly. Teachers give pupils some good opportunities to develop their speaking and listening skills, for instance, by talking with a partner during discussions. As a result, a significant number of pupils are very articulate and most speak with confidence.

45. The school lays strong emphasis on developing pupils' skills in reading and is building up a good stock of books in classrooms and both libraries. Reading books are carefully graded so that pupils make good progress in small steps. Pupils in Year 2 sound out words they do not recognise on sight and are confident in explaining the meaning of what they read. Those with low attainment or who have special educational needs make good progress and achieve well because extra help is well organised and closely focused on their needs. Pupils are enthusiastic about reading at school and at home. Consequently, by Year 6 many read at a higher level than the national average.

46. Results in the national tests have varied widely in recent years and the school has correctly identified writing as a focus for development. As a result of action taken during the last two years, the standard of pupils' writing is improving. The school was slow to come to grips with the National Literacy Strategy, but most teachers now have a secure understanding of how to use it effectively in lessons. As a result of good teaching of writing in Years 1 and 2, by the end of Year 2 most pupils write with confidence. They write at reasonable length and in grammatically correct simple sentences with accurate punctuation and spelling. Teaching is not so consistently good in Years 3 to 6, but is strong enough to enable pupils to attain above average standards in writing by Year 6.

By Year 6, pupils' factual accounts are well organised, with paragraphs and complex sentence structures. There is a tendency for some teachers to hold on to the reins of pupils' creativity too tightly and in some classes teachers do not give pupils enough opportunities to write creatively or at length.

47. A strength of teaching is the provision for pupils who have special educational needs. Every effort is made by teachers and support staff to raise pupils' attainment by carefully planned work and good support and encouragement. As a result, these pupils make good progress and achieve well. A weakness in teaching is the inconsistency between classes in planning work which matches the needs of all pupils. Sometimes higher-attaining pupils get no more of a challenge than average-attaining pupils do. Sometimes lower attainers or average attainers find work too hard. In a few classes, teachers do not ensure that pupils present work as neatly as they should and do not show pupils how to improve when they mark their work.

48. Teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. In the best lessons, teaching is stimulating and consistently and suitably challenging for all pupils, so their response is very enthusiastic and pupils' achievement is very good. In other effective lessons, energetic instruction, a brisk pace, clear focus and high expectations prompt an active response from all pupils. Weaknesses include the setting of tasks which were not at the right level for all pupils. This leads to some loss of motivation and a slower pace of learning. Teachers make satisfactory links with other subjects in English lessons, but this is an area to be developed further, particularly in the use of ICT.

49. Subject leadership and management are satisfactory. The subject leader shows good knowledge of the subject and is a very good role model for teaching. She shows strong commitment to raising standards. A weakness is the lack of sufficient opportunity to monitor teaching and learning in the classroom, which prevents her from gaining a full understanding of strengths and weaknesses.

Language and literacy across the curriculum

50. There are satisfactory opportunities to develop literacy skills in other areas of the curriculum although the planning of these activities is often informal. Written work and discussions in lessons demonstrate an appropriate emphasis being placed on the extension of literacy skills in subjects such as history and religious education.

MATHEMATICS

Provision in mathematics is **good**. This is an improvement since the last inspection.

Main strengths and weaknesses

- Standards are above average at the end of Year 2 and Year 6 and pupils achieve well throughout the school.
- The quality of teaching and learning is generally good, and teachers are working to provide higher levels of challenge for all groups of pupils.
- There is growing emphasis on investigation and problem-solving activity.

Commentary

51. Standards were average in the National Curriculum tests for Year 2 and Year 6 pupils in 2003, a similar picture to the results of the last four years. The percentage of pupils achieving the higher levels in both year groups matched the national average. Inspection judgements show that

standards are above average in the present Year 2 and Year 6 classes. This is an improvement since the previous inspection. Girls do slightly better than boys in test results in Year 2 and in Year 6, but the differences are not significant. Levels of achievement are good throughout the school and standards are rising because of a clearer focus on teaching and learning.

52. Teachers have a good command of the subject and generally set challenging tasks. They have good classroom management strategies and ensure that pupils listen to instructions, concentrate on tasks and complete a good volume of work in the time available. Pupils acquire the necessary numeracy skills in calculation and gain knowledge and understanding because teachers use interesting methods. They become increasingly confident in their mental calculations, for example, adding numbers to ten in Year 1, and crossing the tens boundaries in Year 2. In Year 6 they are familiar with factors and square roots of numbers and manipulate these quickly. In the best lessons, expectations are high and there is good pace. For example in a Year 4 class, where a few pupils exhibited feisty behaviour, the teacher continued challenging pupils to find different ways of explaining their answers and this kept them focused and interested in the lesson.

53. Teachers plan thoroughly, drawing well from the guidelines of the National Numeracy Strategy so that there is good progression in the activities. Pupils with special educational needs achieve well. They are given appropriate support by teachers and teaching assistants and receive help readily. ICT is used to reinforce learning, with a good range of activities identified for all areas of mathematics. Teachers assess pupils' work effectively and set group targets for improvement based on the learning plan for the year, but individual targets are not identified and pupils do not know what they should be aiming for next in their learning. Their attitudes are good and many sustain concentration for long periods of time. Pupils work well together, and help each other so that peer learning is a strong feature of investigative sessions.

54. Leadership of the subject is sound and the subject leader has benefited from working with the Local Education Authority consultant in implementing the national strategy throughout the school. Monitoring of teaching and learning has been carried out; there are reviews of pupils' work and a good analysis of test results. The information gleaned has been used well to set new targets for improvement. The identification of weaknesses in pupils' investigative and problem-solving skills has become a target for school improvement and is being addressed well so that pupils are becoming confident in this area and relish the challenge it gives.

Mathematics across the curriculum

55. The school is beginning to structure the curriculum so that mathematics becomes an integral part of teachers' planning in other subjects. There are good examples in science and ICT, with the use of graphs to interpret information about pupils' physical characteristics, and accurate measuring is a feature of design and technology lessons.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good general knowledge and interest in the world around them.
- The school has recognised the need, and has begun to extend the opportunities, to carry out open-ended experimental and investigative activities.
- The role of the subject leader is underdeveloped in the rigorous monitoring and evaluation of science activities throughout the school.

Commentary

56. Standards in science are average for the age of the pupils at the end of Years 2 and 6. Pupils' achievement is satisfactory as it was in the previous inspection. Pupils have a good level of interest in the world around them and many have soundly-based factual understanding of what they have learned in science. They are interested in life and living processes and in their local environment. Many build their knowledge of materials and their properties well, with understanding of what materials are best suited for certain purposes. Pupils have sound understanding of physical processes and talk with interest about what they have found out when constructing electrical circuits.

57. The school has become aware in the last year or two that pupils do not always do as well in national tests and activities which require them to use and apply their knowledge of scientific enquiry, and so staff have tried to extend the opportunities for investigative and experimental work. This is beginning to have a positive impact on learning. However, it is not yet fully developed in all areas and sometimes teachers overly direct the pupils in what to do.

58. The quality of teaching and learning is satisfactory. Previously there has been an overuse of worksheets that limit the opportunity for pupils to develop their scientific recording skills. This is now improving, particularly in Years 3 to 6 where staff now encourage pupils to use headings for their writing and to record what they have done in their own words; this is having a beneficial effect on developing a wider scientific vocabulary. However, the marking of pupils' work is often very brief and does little to indicate to pupils what they need to do to improve. Not enough use is made of classroom computers to support learning, as in Year 6 where this would be entirely appropriate.

59. The quality of leadership and management is satisfactory. The subject leader has an interest in the subject and has worked effectively with colleagues in Years 3 to 6 to improve the recording of pupils' findings. However, he does not have a clear enough awareness of achievement and possible issues across the school and has not developed sufficient opportunities to rigorously monitor and evaluate the quality of planning, teaching and learning. The subject leader is aware that as a member of the senior management team he needs to become a lead practitioner in his role as teacher and subject co-ordinator and is keen to develop a high quality working environment, greater clarity in planning and the marking of pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is generally **good** and pupils enjoy using computers.

Main strengths and weaknesses

- Standards are above average for the age of the pupils with their achievements being well supported by the use of computers at home.
- The work of the learning support assistant is valuable in supporting teaching.
- Sometimes too much is left to the support assistant, and teachers do not make enough use of classroom computers to develop specific skills.

Commentary

60. Standards in the previous inspection were well above average for the age of the pupils and have dipped since this time. This is largely because the school was initially at the forefront of developing the use of computers and made very good use of equipment and volunteer staff from a local company who worked with teachers and pupils to develop high quality support to teaching and learning. Since this time the local business link has lessened and general improvements in other schools have caught up with provision in Strike Lane. Nonetheless, standards are above average and pupils still achieve well in ICT because they are interested in using computers with many developing their skills well at home.

61. A portfolio of pupils' work and displays in the ICT suite show that there is a carefully considered range of activities that builds pupils' skills in a continuous and progressive manner in all appropriate areas. Observations show that most pupils concentrate well and try hard to improve their work.

62. The quality of teaching is generally good. This is very largely due to the good quality of work of the learning support assistant who works with groups of pupils across the school in specific activities using the computer suite. Activities are suitably planned by teachers, and during the inspection were carried out by the support assistant with minimal in-put from teachers. However, the computer suite was not used for considerable periods of the day and some classroom computers were not switched on in activities where it would have been entirely suitable. This limits pupils' achievement. However, senior staff indicate that at other times teachers make more use of the computer suite.

63. Leadership of the subject is satisfactory and with potential to be good. The subject leader is enthusiastic and has worked well with colleagues and the learning support assistant to develop a good range of activities. However, there are insufficient opportunities for her to rigorously monitor and evaluate the use of the computer suite, classroom computers or overall standards. This has limited the opportunities to identify shortfalls in provision and work alongside teachers to lift their confidence and competence, which is variable.

Information and communication technology across the curriculum

64. The range of activities undertaken by pupils when working with the learning support assistant is good and supports their work in mathematics and other subjects well. However, pupils' books show little integrated use of computers to support learning. As classroom computers are sometimes not switched on, this limits the development of ICT as a day-to-day tool to support learning across the curriculum.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- There are good links with places of worship.
- A 'Religious Education Week' provides a good platform to raise the profile of the subject.
- Teachers do not give higher-attaining pupils a good enough challenge.

Commentary

65. Standards are average and pupils' achievement is satisfactory as in the previous inspection. The main focus is on learning about the Christian tradition and other faiths such as Judaism, Islam and Hinduism, as laid down in the locally agreed syllabus. A strong feature is the value placed on other faiths. For instance, recently a visitor in assembly helped pupils to make comparisons between Christianity and Islam. The school seeks out places of worship for pupils to visit so they can compare features, festivals and ceremonies of different faiths. A 'Religious Education Week' is designed to bring together visitors of several faiths and churches to promote pupils' knowledge and spiritual awareness. This helps to raise the profile of the subject and gives a focus for pupils' learning.

66. Teaching is satisfactory overall. Where teaching is good, staff raise pupils' interest by leading lively discussions with lots of questions, and set tasks which contain realistic challenges for all pupils. Where teaching is less effective, the weak management of behaviour allows a few pupils to

spoil lessons. The evidence of lessons seen and the scrutiny of pupils' work indicate that on occasion in Years 3 to 6 there are weaknesses. Some tasks offer little challenge and are teacher-directed, with few opportunities for independent learning. In particular, there is little challenge for higher-attaining pupils. No evidence of the use of computers was seen in lessons.

67. The leadership and management of the subject are satisfactory. The subject leader has improved important aspects of provision since the last inspection. For instance, a new scheme of work enables teachers to plan work for pupils so that they learn progressively. However, a weakness in monitoring teaching and learning in the classroom prevents her from gaining an overview of strengths and weaknesses.

Geography and history

68. Provision in geography was sampled but not enough evidence was available to make secure judgements on the quality of teaching or standards. Sufficient evidence was available to make judgements in history by the end of Year 6, but not by the end of Year 2.

69. No lessons were seen in **geography**. Work in pupils' books indicates that pupils in Year 2 have a satisfactory knowledge of geographical features and make comparisons between their own experiences of where they live with a storybook Scottish island. They draw maps showing key features. Work in pupils' books in Years 3 to 6 indicates they have a satisfactory knowledge of geography. A strength of the teaching is the good opportunities provided for fieldwork. For instance, pupils in Year 4 study features in the village, and in Year 6 they undertake a river study.

70. Provision in **history** in Years 3 to 6 is **satisfactory**. Where teaching is good, there are high expectations of what pupils can do and teachers insist on good behaviour. As a result, pupils achieve well. Higher-attaining pupils rise to the extra challenge of deducing from their research the effect of certain conditions on people's lives. A scrutiny of pupils' books in Years 3 to 6 indicates that standards are typical for their age. Teaching overall is satisfactory in these classes. Pupils' books in Years 1 and 2 show very little evidence of written work in history, so no firm judgements can be made about the quality of teaching and learning.

71. Both subjects make a good contribution to pupils' cultural development. However, there are common weaknesses in teaching. A scrutiny of pupils' work indicates that teachers do not give higher-attaining pupils a good enough challenge and do not take enough opportunities to develop pupils' skills in writing. No evidence of the use of computers was seen.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

72. Only one lesson was seen during the inspection so it is not possible to make a judgement about provision. Evidence indicates that average attainment at the end of both key stages has been maintained since the last inspection. Pupils have a variety of experiences to stimulate creativity and the planned programme is varied and interesting. Displays of pupils' artwork, especially that of the younger pupils, are stimulating and lively and enrich the learning environment. Good attention to the development of sketching skills is evident in Year 5, where pupils' work shows good use of the pencil to create tone and shade. Pupils consider the work of famous artists and experiment with the techniques they developed. Staff link art to topics in history effectively. Artists visit the school and extend the pupils' experience, helping them to produce works of art, such as the clay tiles decorating the external wall of the school. Pupils also have the opportunity to visit galleries and these visits greatly enrich their aesthetic experience. The subject leader is enthusiastic and supports staff informally so that they gain confidence in their teaching. However, monitoring and evaluation of individual pupils' work lacks rigour.

Design and technology

73. No lessons were seen in design and technology during the time of the inspection so it is not possible to make a judgement about overall provision. Evidence shows the subject has a high profile in the school and is enjoyed by both boys and girls. There is a good range of activities which include the designing, making and evaluation of tasks. These activities give opportunity for reflection and modification and pupils are beginning to make very constructive suggestions about how they might improve. Links with ICT are developing, with pupils using control equipment. Pupils also have the opportunity to experience food technology, when a voluntary helper is in school. The subject leader is confident in his delivery of the subject and supports staff as necessary. Monitoring and evaluation take place on an informal basis and need to be developed further.

Music

74. Only one lesson was seen during the inspection so it is not possible to make a judgement about provision. The subject is valued within the school and the pupils enjoy their opportunities to make music. Music contributes well to the ethos of the school. There are many opportunities for pupils to learn instruments in school, from recorder club in Year 2 to brass and woodwind lessons for older pupils. Those who take up the opportunity are happy to practise in their break times. Singing plays a large part in school life, with the annual Eisteddfod and voice of the year competitions, and teachers give up their time in the lunch hour to rehearse with pupils. Pupils have the opportunity to sing in the school choir and together daily in assembly. They clearly enjoy this, singing tunefully and with good diction. Pupils also perform in concerts throughout the year as well as participating in workshops with famous orchestras. These activities all contribute to a very rich musical experience and this positive picture has been maintained since the last inspection. The subject leader is eager to raise the profile of the subject further and will undertake a full audit later in the year, at the relevant point stipulated in the school development plan.

Physical education

75. The subject was not a primary focus for the inspection so no judgement is made about provision. Teachers' planning indicates that the school teaches a suitable range of physical activities. In the two lessons observed, teaching was at least satisfactory and standards were average for the age of the pupils, as they were in the previous inspection. The provision for extra-curricular activities in sport is very good and includes a skipping club, which is attended by both infant and junior pupils. Boys and girls attend after-school activities in good numbers and the friendly way in which these are organised enhances pupils' social development and allows the pupils opportunities to mix with different age groups. Older pupils have the opportunity to represent the school and achieve success in a range of sporting activities. Due to the long-term absence of the subject leader, there has been little recent monitoring and evaluation of achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

76. Provision in this area is **good**. Staff view the rounded development of pupils as important. The school has recently made good efforts to introduce activities to extend pupils' understanding and experiences in different areas of their personal development. Staff organise PSHE activities which give opportunities for pupils to discuss their experiences and feelings. Work is also linked to other areas of the curriculum and provides good opportunities for pupils to think about friendships and what their families mean to them.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).