

INSPECTION REPORT

Sherwood Primary School

Preston, Lancashire

LEA area: Lancashire

Unique reference number: 119339

Headteacher: Mrs J Havard

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 3 – 6 April 2000

Inspection number: 191631

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: Sherwood Way
Fulwood
Preston

Postcode: PR2 9GA

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Appropriate authority: Governing Body

Name of chair of governors: Mr D M Jefferies

Date of previous inspection: 5 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs D Bell	Registered Inspector	Art	What sort of school is it?
		Music	How high are standards? The school's results and achievements
			How well are pupils taught?
Mrs J Farmer	Lay Inspector	Equal Opportunities	How high are standards? Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs D New	Team member	English as an additional language	
		English	
		Information and communication technology	
		Physical education	
Mrs J Hill	Team member	Mathematics	How good are curricular and other opportunities offered to pupils?
		History	
Mrs M Loudon	Team member	Design and technology	
		Religious education	
		Areas of learning for children under five	
		Special educational needs	
Mr A Markham	Team member	Science	How well is the school led and managed?
		Geography	
All Inspectors			What does the school need to do to improve further?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sherwood primary school, in the large industrial town of Preston, is bigger than most schools. It has 353 pupils on roll. This is more than at the previous inspection and there have also been many staff changes since that time. There are 11 classes in the school, many of which include two age groups and the average class size is 32. Children enter the reception class in the year in which they are five. Attainment on entry fluctuates from year to year and for the current cohort, it was below that expected nationally for 4-year-olds. The percentage of pupils known to be eligible for free school meals is below the national average at 6.8% (24 pupils). Pupils' backgrounds are very varied and only two fifths come from the school's immediate area. Many others come from areas of the town that suffer considerable social and economic pressure. A small number of pupils come from traveller families. The school has a significant number of pupils whose parents are working temporarily at the nearby hospital, university or army camp. Many of these pupils have attended several schools, sometimes in different countries and do not remain in the school for long, leading to an exceptionally high rate of pupil mobility. Over 14 per cent of pupils over compulsory school age come from the ethnic minorities, most from the Indian sub-continent. In the school as a whole, 14.73% of pupils (52) come from homes where English is not the first language spoken. This figure is high compared to most schools and 9 of the 52 pupils concerned are at an early stage of language development. The percentage of pupils on the register for special educational needs, at 19.54% (69 pupils), is broadly in line with the national average. However, 8 pupils (2.3%) have statements of special educational need and this is higher than is found nationally.

HOW GOOD THE SCHOOL IS

This is a good and effective school. Strong leadership, good management and a clear commitment to school improvement in the face of exceptionally high pupil mobility and a fluctuating intake on entry, lead to a very positive climate for learning. The majority of the current Year 6 pupils are working at the nationally expected levels in English, mathematics and science. Despite the school's best efforts, however, the exceptionally high pupil mobility in the 7 to 11 age range led to below average points scores in the 1999 National Curriculum tests in English and mathematics. Good quality teaching and support enable all pupils to achieve well in relation to their prior attainment, including those who are in school for only a short while. The vast majority of pupils have positive attitudes. Their behaviour is good and they respond well to the many opportunities presented to them to promote their personal development. The school adds considerable value to pupils' education and it provides good value for money.

What the school does well

- Very good teaching of English and mathematics up to the age of 7 enables pupils aged 5 to exceed the nationally expected learning outcomes and pupils aged 7 to attain above average standards in these subjects.
- Good teaching, support and provision for all groups of pupils minimise the effect of exceptionally high pupil mobility between the ages of 7 and 11 and enable the vast majority of pupils to achieve well.
- Leadership and management are good. The process of self-evaluation and review is a strength of the school, resulting in rigorous monitoring, ambitious targets and good support systems to help achieve them.
- The school has very good procedures for managing pupils' behaviour.
- Curricular provision for children under 5, for pupils with special educational needs, and for pupils for whom English is an additional language is very good.
- A very good range of activities is provided for all pupils outside of the normal school day.

What could be improved

- Consistency in how the planning format is used in all subjects
- Breadth and balance in the music curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

School improvement has been good. The school was last inspected in November 1996. It has worked hard and has successfully addressed both the major and more minor issues identified at that time. All teachers now have clearly defined roles and responsibilities and curriculum co-ordinators monitor provision and standards in their subjects. The headteacher also closely monitors standards and teaching. The quality of teaching has improved. Teachers work very hard to minimise the effects of the exceptionally high pupil mobility that has led to the decline in the National Curriculum test results for pupils aged 11 in English and mathematics. The school's comprehensive self-evaluation and review system enables it to check on all of its work. It is keenly aware of its strengths and weaknesses and takes effective action to improve. Special educational needs provision and the provision for pupils for whom English is an additional language are greatly improved and are now both very good and very well managed. A range of good assessment and very good recording procedures are used effectively to track pupils' progress and to set targets at individual, class and whole school level in order to raise standards and increase pupils' achievements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	D	E
Mathematics	B	B	D	E
Science	A	D	C	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows a decline in the average scores for English and mathematics when compared with all schools. In science, the results fluctuate. In all three subjects, the results are well below those found in similar schools but there are very clear reasons for this and for the lower standards in 1999. They are: exceptionally high levels of pupil mobility; the very different backgrounds of the pupils; the considerable variation in pupils' attainment on entry to the school at whatever age; and a higher than average percentage of pupils with statements of special educational need. Comprehensive documentation shows that most pupils achieve well in relation to their prior attainment. The school did not meet the challenging targets it set for English or mathematics in 1999 because the pupil population changed considerably between the beginning of Year 5 when they were set and the end of Year 6, when pupils took the tests. However, the school has not been deterred from setting further challenging targets for both 7 and 11 year old pupils for the 2000 tests and it has raised those for 11 year olds because of the good progress the pupils have made since the targets were originally set. The majority of pupils currently in Year 6 are working at the nationally expected levels in English, mathematics and science.

The average National Curriculum scores for pupils aged 7 in 1999 were well above the national average in reading, writing and mathematics. When compared with similar schools, the scores were well above average in reading and mathematics and above average in writing. Teacher assessments show that attainment was well above the national average for science. The trend in the test results for 7-year-olds is above the national average. The school's population is much more stable in this age group and most pupils benefit greatly from three years of very good teaching. Most 7-year-old pupils are currently attaining standards that are above the national expectation in reading, writing, mathematics and science. They are achieving well in relation to their attainment when they started school. The difference between the test results and the standards seen in the work of the present 7-year-olds is a result of the differences in attainment on entry to the school of the respective cohorts of pupils. The majority of pupils aged 7 and 11 achieve well in all other subjects except music because in that subject, insufficient attention is given to composing and performing and this restricts pupils' achievements in this subject. Good teaching and considerably improved curricular provision and resources have led to good standards in information and communication technology. Good use is made of literacy and numeracy skills, thereby enhancing learning in all subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. The majority enjoy their learning and work hard. This has a good effect on standards and achievement.
Behaviour, in and out of classrooms	Behaviour is good in and around the school, including the playground and the dining room. The disruptive behaviour of a small number of pupils is usually well managed through the school's very good procedures.
Personal development and relationships	Personal development is good. Pupils show interest in the school and willingly get involved in its routines. They learn to take responsibility and show initiative, for example, through the Children's Council. Most are polite, courteous and show good respect for each other and for adults.
Attendance	Attendance is good. It has improved since the previous inspection and is above the national average. Most pupils enjoy coming to school.

TEACHING AND LEARNING

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

The quality of teaching is good. It is at least satisfactory in 97% of lessons. It is excellent in 8% of lessons, very good in 26%, good in 39%, satisfactory in 24% but less than satisfactory in 3% of lessons. The 3% represents two literacy lessons, one of which was unsatisfactory and the other poor. Overall, English and mathematics teaching is good. In both subjects, it is very good in the 5 to 7 age range. The teaching of pupils up to the age of 5 is very good overall and gives them a very good start in their education. The basic skills of literacy and numeracy are reinforced well, enabling pupils to access learning in all subjects. Most teachers plan well for their lessons and take good account of the differing learning needs of their pupils, especially those with special educational needs and those for whom English is an additional language. In the vast majority of lessons, pupils respond well to the high expectations teachers have of their learning and of their behaviour. They are successfully taught to persevere, to work hard and to take increasing responsibility for their learning as they grow older, by, for example, thinking and finding things out for themselves. In the two lessons where teaching is less than satisfactory, pupils' behaviour is not managed well. This occurred in one Year 4 class and one Year 5 class, the latter taught by a supply teacher, because the two teachers are not firm enough in their consistent application of the school's very good procedures for managing inappropriate behaviour.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a wide range of worthwhile learning opportunities and places good emphasis on literacy and numeracy. Provision for extra-curricular activities is very good. Links with the community and other schools are also very good.
Provision for pupils with special educational needs	Very good. Pupils are identified early and very positive action is taken to address their learning needs. As a result they make very good progress in relation to the well thought out targets in their individual education plans.
Provision for pupils with English as an additional language	Very good. The school has taken very positive action to support these pupils and because of this, they make very good progress. Their language needs are addressed well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. This is a school that is very effective in helping pupils to develop good manners, good relationships and to know the difference between right and wrong. It also helps pupils to develop a good appreciation of the world around them including the richness and diversity of other cultures.
How well the school cares for its pupils	All pupils are well cared for. Procedures for monitoring attendance, academic achievement and personal development are good and are very good for

	monitoring behaviour.
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Parental links are strong. The school values highly the parental support it receives and involves parents in their children's learning as much as possible. Parental support and involvement makes a major contribution to the life of the school and to pupils' achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: there is very strong leadership by the headteacher. She provides a clear vision and educational direction for the school and is well supported by the deputy headteacher, the curriculum co-ordinators and all staff. There is a clear commitment to improving standards and teaching, strongly encouraging good achievement in all aspects of school life.
How well the governors fulfil their responsibilities	They do this well. They are very supportive of the headteacher and are also fully committed to school improvement. Governors with specific responsibilities take them very seriously, liaising well with teaching staff and reporting back regularly to the relevant governing body meetings.
The school's evaluation of its performance	Good: the process of performance review and self-evaluation is a strength of the school and has helped to raise standards over the past year. Effective action is taken to address any weaknesses found.
The strategic use of resources	Good. Spending is closely allied to the school's stated priorities and good use is made of designated funding, including that for special educational needs. The school spends wisely in order to raise standards.

There is an adequate number of well-qualified teaching and support staff and resources for learning are good. The accommodation is well maintained but classrooms are cramped for the number of pupils because class sizes are large. However, the school makes the best use it can of all its available space. The school applies the principles of best value well in all of its work. It is constantly comparing its work with other schools, seeking best value for money in obtaining services, consulting parents, pupils and its wider community and challenging itself as to how it can improve further.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>The vast majority of parents are overwhelmingly pleased with all aspects of the school. They say:</p> <ul style="list-style-type: none"> • children like school; they behave well and make good progress • the teaching is good and they feel comfortable approaching the school • the school expects their children to do their best and is well led and managed • the school helps their children to become mature and responsible • it provides an interesting range of activities outside of lessons 	<p>A small number of parents felt the following could be improved:</p> <ul style="list-style-type: none"> • the amount of work pupils get to do at home – some said there was too much, others that there was too little • information about how their children are getting on • closer working with parents

Inspectors agree with parents' positive views but could find no evidence to support the negative views. The amount, type and range of homework are satisfactory. Parents are adequately informed about their children's progress through annual reports and parents' evenings. The school's open door policy means that parents can come to discuss any concerns they may have at any time and enables parents who are unable to attend parents' evenings to discuss their children's progress at a mutually convenient time. The well attended literacy and numeracy workshops for parents have been very successful in helping parents understand the new strategies and the wide range of information parents receive keeps them well informed about what is happening in the school. Inspectors found that the school's partnership with parents is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When compared with all schools, the average points scores in the 1999 National Curriculum tests are below the national average for English and mathematics and in line with the national average for science. In English, the percentage of pupils achieving the higher levels was well below the national average; in mathematics and science, it was close to the national average. When compared to similar schools, the results for all three subjects were well below average. Since 1996 the trend in results, when taken across all three subjects, has been below the national trend. There are differences in the three subjects, however. In English, the results have fallen from above the national average in 1997 to below it in 1999. In mathematics, the results were above the national average in 1997 and 1998 then fell below it in 1999. In science, the picture is one of fluctuating results, with a sharp fall from well above the national average in 1997 to below the national average in 1998, then rising to bring them in line with the national average in 1999.
2. There are very clear and well documented reasons for the differences in the school's results over time and especially for the dip in 1999. When considering the test results against the national average, a thorough evaluation of the school's documentation shows clearly that 80 per cent of the school's population had changed since the beginning of reception. Indeed, there had been a 60 per cent change between the ages of 7 and 11, most of which occurred between the beginning of Year 5 and the end of Year 6. As a result, 60 per cent of the pupils who took the tests at the age of 11 in 1999 had not been on the school's roll at the age of 7 when they would have sat their first National Curriculum tests. This is an exceptionally high level of pupil mobility. The school assesses all pupils when they arrive and charts the progress of each individual through to their test results at the age of 11. In spite of the below average test results in English and mathematics, the vast majority of pupils in the 1999 cohort achieved well against their previous attainment and, because of the demands made of them and the challenging targets set for them, they made good progress.
3. When considering the school's results in comparison to similar schools, the free school meals percentage gives a false picture of the pupil population. Because of parental patterns of employment, some pupils start at the school, leave and later return. Many have attended several schools, sometimes in different countries. This was confirmed in conversation with pupils currently in Year 6, who described their previous schooling in, for example, Germany and Sweden as well as other parts of Britain. A higher than average percentage of pupils come from homes where English is not the main family language and some come to the school speaking very little English. In addition, the school takes a significant percentage of pupils from areas of high social disadvantage some distance away in the town, many of whom come to the school between the ages of 8 and 11. A significant number of these pupils have special educational needs (SEN) related to learning and behavioural difficulties. The very good provision and support for all of these groups of pupils ensure that they make very good progress in relation to their prior attainment. The school's records show that in 1999, all pupils reached the standards of which they were capable in the tests and some did better than was predicted.
4. The school undertakes extensive analyses of its results and of the strengths and weaknesses of individual pupils' attainment and achievement. The good use it makes of the information to adapt the curriculum and curricular organisation to meet pupils' needs, has resulted in extra support for pupils in Years 5 and 6 in English and mathematics in addition to the government funded booster classes. **In spite of a 58 per cent turnover in the current Year 6 cohort, the majority of pupils are attaining at the expected levels in English, mathematics and science and are achieving well in relation to their prior attainment, making good progress in all three subjects.** The very good and excellent teaching they receive in two of the three Year 5/6 classes is a major contributory factor to this improvement. Over the last four years, boys have attained higher standards than girls in English, mathematics and science. Although no significant differences in attainment were observed during the inspection, boys did better than girls in the 1999 English tests where they were approximately one term ahead; and considerably

better in the mathematics tests where they were almost two terms ahead. There was very little difference in science but the English and mathematics results are the reverse of what is usually found nationally.

5. The results of the 1999 National Curriculum tests for seven-year-olds were well above average in reading, writing and mathematics. When compared with similar schools, these results are well above average in reading and mathematics and above average in writing. The trend in results since 1996 has been upwards, well above the national trend in reading and mathematics and above the national trend in writing. In science, teacher assessments show that pupils also attain well above average standards in science. **Pupils currently at the age of 7 are attaining above average standards in reading, writing, mathematics and science.** The school's documentation shows that pupils who took the tests in 1999 had entered the school with above average attainment for their age, measured by a nationally approved test. The reason for the apparent difference in the attainment of pupils currently in Year 2 is that when those pupils started school, their attainment was in line with what was expected for their age. They are therefore achieving well and making good progress in relation to their prior learning. The school's population is much more stable in the 5 to 7 age group with much less movement in and out of the school. Pupils are therefore able to benefit from continuous access to the school's good provision and this in turn has a positive impact on standards and achievement.
6. The children currently in the reception classes started school with levels of attainment below those expected for their age, showing yet again the changing nature of the school's intake. However, because of very good teaching, a well-organised curriculum and high levels of demand being made on them, they are achieving very well and making very good progress in language and literacy and mathematics. They are likely to exceed significantly the nationally agreed desirable learning outcomes in these two areas of learning because the majority of children are already working well within the National Curriculum programmes of study for pupils aged 5 to 7. Children in this age group make good progress in personal and social education and physical development, and very good progress in creative development. While overall progress is good in knowledge and understanding of the world, children make very good progress in acquiring geographical skills and in information and communication technology. Most are likely to exceed the desirable learning outcomes in all areas by the age of five.
7. In English, pupils attain good standards and achieve well in speaking and listening. They listen attentively and speak in turn. As they move through the school, they participate more confidently in class, group and inter-school discussions and debates. They learn to think before they speak and to use the relevant subject vocabulary to state their ideas and opinions, to give information or to ask questions. By the time they leave the school, they can hold a considered debate using a wide range of well-chosen vocabulary. They respond well to the different challenges provided for them to speak and communicate with different audiences for different purposes and learn that they may need to alter the way they speak and what they say in order to communicate effectively. This is fostered well through the use of drama and role-play techniques and successful participation in activities such as 'The Children's Parliament'. A sense of audience and purpose extends also to pupils' writing. In the 5 to 7 age range, pupils learn the rules of grammar and punctuation and by the age of 7 they can use accurately these accurately as they write stories with a good structure. Pupils aged 7 to 11 develop an increasingly exciting and lively style of writing in imaginative stories, poetry and factual writing. For example, pupils in Year 6 can write a well-considered, balanced argument for wearing a school uniform because they are successfully taught to understand the different kinds of emotive words and styles of writing used in texts to persuade others to follow the writer's point of view. They use well chosen words successfully when writing poetry to describe the sudden explosion of fireworks. They also understand and select the correct style of writing for both formal and informal letters, ranging from letters to a pen-friend to those for renewing car insurance cover or complaining about biscuits. Pupils learn to draft and edit their work satisfactorily, and often make good use of the computer to do so. Teachers, support staff and most parents help pupils to develop a love of books and to enjoy reading a wide range of texts. As a result, the majority of pupils are familiar with a range of authors and can say why they like some books and authors better than others. Pupils' achievements are greater in the 5 to 7 age group because they benefit from the good provision from the age of 4 and the fact that the vast majority attend the school for all three of these years. While provision remains good in the 7 to 11 age range, the exceptionally high level of pupil mobility affects the standards attained. Nevertheless, the school is successful in teaching basic literacy skills and enables all pupils to gain access to learning in all other subjects.

8. Pupils use their literacy skills well in other subjects because teachers expect them to do so, insist on the use of accurate subject vocabulary and constantly reinforce what pupils have learned in their literacy lessons. As a result, pupils successfully undertake research work using books and CD ROMs and record their findings in note form and prose in history, write reports in science, label diagrams and write evaluations in design and technology and record their opinions and feelings in religious education. Opportunities are missed for pupils to write in response to music or art, however, and especially to use literacy skills by labelling preparation work, recording their ideas or making notes about artists in their sketchbooks.
9. In mathematics, pupils aged 5 to 7 develop good mental skills as a result of very good teaching, and can suggest and explain with confidence the different strategies they use to arrive at their answers. They have a good understanding of space, shape and measure. Most can classify two and three-dimensional shapes by their properties and the majority understand reflective symmetry and half and quarter turns. Pupils measure in basic standard units and can tell the time with reasonable accuracy on analogue and digital clocks. They gain suitable expertise in data handling and can represent information on both frequency and bar charts. Between the ages of 7 and 11, the majority of pupils use addition, subtraction, multiplication and division with increasing accuracy and understanding. They develop a good mathematical vocabulary and can successfully use a range of mental strategies. For example, they have a sound knowledge of their multiplication tables and can apply this when doubling, halving or finding the product of two numbers. The skills of data handling are greatly enhanced in this age group. Lower and average attaining pupils organise and interpret data on bar charts and graphs and most understand how to group data. Teachers provide good added challenge for higher attaining pupils by teaching them how to use symbols to represent a set of units, to understand and use terms such as mode, median and mean and explain probability. All pupils acquire a good understanding of measurement, and can measure angles and calculate area and perimeter by using different formulae. They are able to plot co-ordinates in all four quadrants, and understand translation, reflection, rotation and enlargement of shapes.
10. Pupils use their numeracy skills well in other subjects. Opportunities to do so are outlined clearly in the comprehensive mathematics policy document and are reinforced well in most subjects. For example, in science, pupils in Year 1 use a computer generated graph based on data for non-slippery footwear, and in design and technology, pupils in Year 2 name shapes, discuss their properties, and use geometric nets when constructing Easter baskets. In Years 3 and 4, pupils make effective use of their knowledge of symmetrical shape in history, when drawing Celtic crosses, and in art, pupils in Years 5 and 6 consider geometric shape and line in Mondrian's picture "Broadway Boogie Woogie". When designing packaging for flap jacks, pupils in Years 5 and 6 investigate rectangular prisms and cuboids as they decide on the best shape for their packaging. They also use their measurement skills to work out size and weight, and their numeracy skills to work out how much to charge per packet. This good use of numeracy skills greatly enhances their work in design and technology.
11. In science, pupils in the 5 to 7 age range successfully carry out experiments such as testing materials. They learn about the living things and begin to understand, for example, the life cycle of a frog and what plants need in order to grow. They are successfully encouraged to ask questions and to find things out for themselves and by the age of 7, they begin to understand the need for and how to carry out a fair test. They build on this work in the 7 to 11 age range and by Year 6 they can carry out high quality experiments on, for example, solutions and solubility. Their understanding of fair testing is well developed by the time they leave the school.
12. The school is now using a wide range of annual tests and assessments to check pupils' achievements from the earliest possible age, so that it can identify where there are gaps in learning. The very effective action taken to address these has led to better achievement for all pupils through the rigorous tracking of their progress towards challenging individual and whole school targets. The school has raised the targets it originally set for the end of this school year because pupils in Year 6 have made better progress than was originally expected.
13. Good teaching and well-planned curricular provision engage pupils well, enable them to think and learn for themselves and acquire new knowledge, skills and understanding in most subjects as they move through the school. As a result, they achieve well and attain good standards in art, design and technology, information and communication technology, physical education and religious education. Pupils attain satisfactory standards in geography and history but standards in music are unsatisfactory.

This is because a commercial scheme has not been well enough adapted to suit pupils' learning needs in this subject, or to ensure that they have regular opportunities to compose and perform. This is restricting pupils' achievements overall in music and especially their progress in these two aspects.

14. The school thoroughly analyses the attainment of different groups of pupils and uses the information to plan their learning well. Since the last inspection, the very good improvement in the provision for pupils with special educational needs (SEN) and for pupils with English as an additional language means that both groups of pupils now make very good progress. For SEN pupils, this is towards the clear and achievable targets set in their individual education plans. For EAL pupils their very good progress is a result of increased staff training and the awareness of the need to use precise language and give clear explanations and instructions in each subject. Teachers throughout the school are very good at using the correct subject vocabulary and insist that pupils do the same. They also reinforce well the work done in literacy and numeracy sessions and thereby consolidate and extend pupils' learning of the basic skills in all subjects. This contributes in great measure to the pupils' good achievement. The success of the school's strategies in these areas resulted in 4 pupils on the special educational needs register attaining the nationally expected levels in the National Curriculum tests in 1999. In addition, the highest achieving pupil in the Key Stage 2 tests came from a bilingual family. The school is careful to identify pupils of all levels of ability and to provide work at suitable levels for them. At the present time, for example, a small number of pupils identified as gifted mathematicians are receiving appropriate extension work in mathematics and are making good progress. Good opportunities are provided for pupils to use their talents in music and physical education. Similarly, traveller children make good progress in relation to their prior attainment while they are in school.

Pupils' attitudes, values and personal development

15. The good attitudes, behaviour and personal development reported at the previous inspection have been maintained and continue to make a positive contribution to pupils' learning.
16. In the reception classes, children make good progress in their personal and social skills and are able to relate well to one another and to adults. They understand and comply with the rules of the class, show respect for resources and most are able to take turns sensibly. As pupils progress through the school they show a good attitude towards their learning and the majority are able to listen well, sustain concentration and are keen to participate in the activities. A particularly good example was seen in an assembly when pupils listened attentively and joined in enthusiastically when they sang the school song. Pupils apply themselves willingly to the tasks and are very keen to answer questions and participate in discussions. A good example was seen when reception pupils discussed sharing.
17. The behaviour of the vast majority of pupils in all age groups is good both in class and in and around the school. As pupils progress through the school they develop a good level of self-discipline. The youngest children abide by class conventions such as how many children are allowed on an activity at one time. Pupils aged 7 to 11 begin to become more involved in determining the rules and sanctions that contribute to the quality of life within the school. Most pupils very clearly demonstrate that they understand the impact that their actions have on others when as a matter of routine, they hold doors open for fellow classmates and for adults. They show respect for the building, property and resources. Bullying and oppressive behaviour are not major problems in the school though the staff are continually vigilant and deal with the occasional incident quickly and effectively. A small minority of pupils in two classes do, however, disrupt learning for others when they choose to ignore instructions and the teachers are not rigorous enough in applying the school's very good strategies for dealing with unacceptable behaviour. Where a pupil feels they are being treated unfairly by other pupils, they have the confidence to talk to staff about it and get the problem resolved. Relationships between pupils and between pupils and staff are consistently good and mutual respect is evident.
18. Pupils with special educational needs respond well both in class and when receiving additional support. They are keen to learn, try hard with their work and concentrate well on the tasks provided. Their behaviour is good and the great majority work co-operatively. Teachers work hard to develop the social skills of the few that find this difficult. Pupils for whom English is an additional language are well

integrated into school life and there is no evidence of any racial harassment or other forms of oppressive behaviour towards or by these pupils.

19. Personal development is good. Pupils willingly take on responsibility and get involved in the daily routines of the school. They undertake a number of 'monitor jobs' such as operating the music in assemblies, looking after younger pupils at lunch, answering the telephone in the office during lunch breaks, tidying the library and returning the registers to the office. They also serve on the Children's Council, which makes a significant contribution to the positive ethos of the school. They contribute to the life of the community by collecting for charity and by entertaining parents and fellow pupils at concerts such as the leavers' service. When given the opportunity pupils work well together in groups and pairs. A good example was seen in a design and technology lesson with pupils in Years 5 and 6 as they designed packages for flapjacks they had made earlier in the week.
20. Attendance is good. It has improved since the previous inspection. Authorised and unauthorised absence is below the national average. The vast majority of pupils enjoy attending school and make every effort to achieve a high attendance rate.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good. It is at least satisfactory in 97 per cent of lessons. It is excellent in 8 per cent of lessons, very good in 26 per cent, good in 39 per cent, satisfactory in 24 per cent but less than satisfactory in 3 per cent of lessons. The 3 per cent represents two literacy lessons, one of which was unsatisfactory and the other poor. Teaching has improved since the previous inspection. The percentage of very good or better teaching has risen from 24 to 34 per cent and the percentage of less than satisfactory teaching has fallen from 9 to 3 per cent.
22. The teaching of children under five is very good. This is seen in language and literacy, mathematics, where it is also sometimes excellent and creative development. Teaching is good in personal development, knowledge and understanding of the world and physical development. Within knowledge and understanding, the teaching of geography and information and communication technology skills is very good. All staff have a good understanding of how young children learn and they work closely together to plan structured, interesting and stimulating activities that motivate the children and enable them to learn well. The thorough teaching of important developmental skills in each area of learning and the high expectations of pupils' work, attitudes and behaviour are having a very positive impact on pupils' learning and personal development. Children respond well by trying hard to follow instructions. They listen carefully to what staff say and their behaviour is good. Teachers assess the children's work thoroughly and use information from baseline assessment, their own checklists and children's daily work to match tasks carefully to the needs of the children. Teachers use homework very effectively to extend and consolidate work in class, to help children develop good learning habits and to encourage them to begin to think and learn for themselves.
23. The teaching of English and mathematics is good. In English it is at least good in 67 per cent of all lessons and in mathematics, in 83 per cent of all lessons. In both English and mathematics, the teaching of pupils aged 5 to 7 is very good. An excellent mathematics lesson was seen in a Year 2 class. In this subject, the school benefits from having several 'leading mathematics teachers' related to the successful implementation of the National Numeracy Strategy and this is having a very positive impact on pupils' learning. A high proportion of fast-moving, direct teaching in mathematics has led to improved standards and motivated pupils, many of whom declare that mathematics is their 'favourite subject'. The National Literacy Strategy has also been successfully implemented and the three-part structure of lessons is being used to good effect in many other subjects. In English, the structure works best where teachers are very clear about what pupils are to learn, explaining this to them, providing accurate examples for them to follow and managing their behaviour well so that they all remain on task and work hard. Teaching is also good in science, art in the 5 to 7 age range, information and communication technology and physical education. It is very good in design and technology. There was insufficient evidence to make a secure overall judgement on teaching in geography, history, music or religious education. However, in geography and history, evidence from pupils' work indicates that they acquire appropriate skills, knowledge and understanding in these subjects. In religious education, pupils' knowledge and

understanding is good. In music, while pupils acquire sound listening and appraising skills, the skills of composing and performing are weak and they are not presented with sufficient opportunities to apply creative thought or effort to their practical work in this subject. In geography, history and music, teaching in the lessons seen was at least satisfactory and in religious education, it was good.

24. Most teachers plan their work thoroughly with good attention to the small steps required for pupils to make progress and to achieve well. In Year 2, the practice of having pupils' individual targets at the front of their books is having a very positive impact on their learning because it focuses both teacher and pupil on what they need to do next to achieve the targets. This practice has undergone a successful 'trial period' and is now being extended to other classes in the school. It ensures that pupils have good knowledge of their own learning and what they need to do to improve. Most teachers reinforce this further in good quality marking and assessment of pupils' work. In the best lessons, what has been learned is very effectively reviewed with pupils, sometimes during the lesson, to reinforce teaching points, and always at the end of the lesson to check on pupils' understanding. Most teachers explain clearly to pupils what they are to learn at the beginning of each lesson and reinforce this well when pupils move into group or individual work. Frequent reminders and the good use of time limited activities then keep pupils motivated and working hard. In most subjects, teachers demonstrate their secure subject knowledge through well-targeted questioning in which pupils' responses are either consolidated with further explanation or extended with the imparting of new knowledge and information. An excellent example of this was seen in an art lesson with pupils in Years 5 and 6 as they examined several pictures by artists from different times, places and cultures in preparation for their own practical work. The teacher skilfully led the pupils through each work of art, questioning and probing to make them observe more closely and become more confident at presenting their own ideas and opinions. This good practice also helps teachers to establish as quickly as possible what new pupils in their classes already know, understand and can do so that work can be planned to help them make further progress.
25. Many lessons end with targets being set for the next lesson and relevant homework that either consolidates class work or extends this in preparation for what pupils are to do next. In the great majority of lessons, teachers manage their classes well, consistently applying the school's very good behaviour management strategies. This minimises the potentially disruptive behaviour of a small number of pupils and helps pupils who arrive in school after the normal starting date to learn quickly the established routines and procedures. However, in the two lessons where teaching was less than satisfactory, the teachers' management of pupils' behaviour was inappropriate and considerable learning time was wasted. The teachers, one of whom was a supply teacher teaching pupils in Year 5, did not adhere to the established procedures to ensure that all pupils listen to them, follow instructions and remain on task. In the poor literacy lesson with pupils in Year 4, this was further compounded by the considerable confusion in the teachers' planning between the learning objectives for the pupils and the activities that the teacher would be doing.
26. Good emphasis is given to teaching the basic skills of literacy and numeracy, In most lessons, teachers remind pupils about the quality of their writing and insist that they use the appropriate vocabulary for the subject when discussing issues in class. Good speaking and listening skills are actively promoted in the vast majority of lessons. Regular and frequent access to the library and research and investigation in subjects like science and history, promote good information retrieval skills. The teaching of numeracy skills is reinforced in all policy documents and well promoted in, for example, science, design and technology and history. A very good example of how well literacy and numeracy skills are reinforced was seen in a design and technology lesson with pupils in Years 5 and 6. As they discussed and examined nets in preparation for their own designs for biscuit packaging, pupils studied the impact and style of the language used on the packets and how the ingredients were listed. They then had to work out what price to charge per packet and were skilfully led through the maze of working out all the on-costs involved in pricing, such as labour and electricity, using addition, subtraction, multiplication and division skills. As they designed their own packaging, they labelled their designs, listed their materials and measurements and discussed and evaluated which design might be best. Information and communication technology skills are also taught well through, for example, word processing, data handling and art programs, and pupils confidently use the computers for research using CD ROM encyclopaedias and other information handling programs.

27. The teaching of pupils with special educational needs is good. The special educational needs co-ordinator provides good support for teachers in drawing up pupils' individual education plans, ensuring that clear and achievable targets address their difficulties. Teachers know the individual needs of the pupils well and plan effectively to meet their needs. Tasks are broken down into small steps and carefully structured to build on from what the pupils can already do. During class discussions, pupils are asked specific questions matched to their abilities and tasks are mostly carefully matched to the pupils' needs. The good teaching enables all pupils to take an active part in the lesson, understand what they are being taught and therefore make very good progress. All teachers, including the Local Education Authority's hearing impaired and outreach teachers, special needs assistants and classroom assistants give good support to the pupils. They establish good relationships with the pupils, guiding them in their work by providing clear explanations, asking and answering questions and supporting them in recording their findings or thoughts. Resources are used well and staff supplement purchased resources with their own. For example, in a mathematics lesson for pupils in Years 1 and 2, the teacher made attractive, interesting resources which enabled the pupils to read and transfer data information and produce their own data tables. Praise is used well to motivate the pupils and challenge them to work to the best of their ability. The quality of support and very good pupil progress is an improvement since the last report when inspectors found that there was insufficient support for pupils at stages 2-4 on the register and that pupils not receiving additional support made less progress than they otherwise should.
28. Teachers are careful to provide for the needs of higher attaining pupils. Good extension activities are planned for them and also for pupils who are gifted or talented. For example, work at an appropriate level effectively challenges the small number of gifted mathematicians in the school. Good opportunities are provided for pupils who are musically gifted to perform in assemblies and for gifted orators to participate in events such as the 'Children's Parliament'. Pupils who show particular talents in sport are encouraged to use them in competitive team games and other events outside school, for example, in the swimming gala.
29. The teaching of pupils for whom English is an additional language has also improved since the last inspection and is now good. As a result, these pupils learn and achieve well. All teachers have benefited from good in-service training since the previous inspection. Younger pupils also benefit from the good support they receive from a nursery nurse specifically trained to develop their language. Teachers' planning files show that they are aware of the needs of the pupils and they set sensitive targets, planning their work well to improve in particular, pupils' confidence in speaking and writing skills. Teachers pay good attention to the use of precise language to help pupils understand the specific vocabulary used in different subjects and insist that pupils use this when responding to questions or discussing their work. There is a weekly language group for pupils to extend further their language development and effective questioning during discussions in class, particularly in the literacy hour, helps pupils to reflect on and make explicit their knowledge of how language works. The school is justifiably proud of its success in teaching the small minority of pupils who come into school without any English at all. Teachers assess pupils' work thoroughly. They keep good records and use the information when planning further work.

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

30. The curriculum provided for children under the age of five is good and effectively promotes children's attainment and progress in all of the six areas of learning for this age group. There is an appropriate emphasis on literacy and numeracy, which enables the majority of children to attain very good standards in these areas. In the last inspection, inspectors found under-five provision to be good with children achieving good standards. The school has improved on this in terms of language and literacy and mathematics, where children are currently achieving very good standards.
31. For pupils aged 5 to 11, the curriculum is good, providing them with a wide range of worthwhile learning opportunities, which prepare them well for the next stage of their education. All subjects of the National Curriculum are taught and due attention is given to the locally agreed syllabus for religious education. Statutory requirements are met. Since the previous inspection, the curriculum has continued to meet the needs of the pupils and to fulfil the aims of the school. Good emphasis is given to both literacy and numeracy both as discrete elements of the curriculum and within other subjects. The National Literacy

Strategy is having the desired positive impact on learning, whilst the National Numeracy Strategy is contributing to improved standards in mathematics. There has been good improvement in the provision for information and communication technology. In music, however, insufficient attention is given to composing and performing and this is restricting pupils' progress and achievement in this subject. Learning opportunities for pupils in Year 6 are enhanced through regular sessions of conversational French, and skills are further developed during the pupils' residential visit to France.

32. Provision for pupils' personal, social and health education is good. A detailed sex education policy provides both clear guidance on sensitive issues, and a well structured scheme of work is in place. Issues of relationships, family life, and growth are addressed well, and although there is no separate written policy, pupils are taught appropriately about the effects of drugs on the human body. The impact of smoking is taught through the school's science curriculum and the mobile drugs education unit periodically visits the school.
33. Curricular planning for most subjects is based on well-constructed schemes of work that provide good guidance as to the content to be covered and the progress to be made by pupils. The exception is music, where a commercial scheme has not been well enough adapted to suit the learning needs of the pupils. In all other subjects, effective long, medium and short term planning supports pupils' learning, although the agreed common format for short term planning is not used consistently well by all teachers to identify assessment opportunities or to record and evaluate pupils' progress. However, teachers do keep their own notes and records and they use the information when planning further work for the pupils.
34. The school is committed to equality of opportunity for all pupils, including those with special educational needs (SEN) and those for whom English is an additional language (EAL). Provision for both groups of pupils is very good and has improved considerably since the previous inspection. Both groups of pupils have full access to the curriculum and to extra curricular activities. The register detailing the pupils at each stage of the SEN register is regularly updated and the school has added an extra section which identifies pupils causing concern at pre-stage 1. The SEN co-ordinator assesses new pupils who move into the school and monitors their progress during their first year. This ensures that pupils' needs are identified and addressed at an early stage. Pupils with SEN and EAL, whether withdrawn or receiving support in the classroom, receive equally good support. The SEN co-ordinator is also the EAL co-ordinator and ensures that their support is well-focused. The nursery nurse provides intensive language support and specific subjects are monitored to ensure their relevance to ethnic minority pupils, for example, India is studied in geography. An audit of provision for each ethnic minority pupil is carried out and includes identifying what support is needed for the future. The co-ordinator also assesses any pupil causing concern to ascertain whether or not SEN provision is required in addition to EAL support. Where pupils are withdrawn for extra support, the school is careful to ensure that as far as possible, they do not miss the same lesson each time.
35. A very good range of extra curricular activities extends the curriculum outside of the normal school day. Sporting activities include football, netball, rounders and athletics, and teams represent the school and enjoy success in local sporting competitions. For example, for the last two years, the school has won the district swimming gala for large schools. Pupils also enjoy clubs for art, information and communication technology and French. In the past, the school choir has taken part in Preston's annual Children's Music Festival, sung at a local Christmas Carol Concert that was broadcast across Europe, and was successful in the 'Alleluia Concert' at the Manchester Evening News Arena. There is no choir at present because the music co-ordinator is away from school due to long-term illness. A range of educational visits and further valuable learning experiences also enrich the curriculum. A team of two Year 6 pupils won the 1999 Lancashire finals of the debating competition, 'The Children's Parliament' and represented the county at regional finals. This led to the personal development of all Year 6 pupils being enhanced as a result of a visit to London and the Houses of Parliament. Year 6 pupils also benefit from an annual residential activity holiday, which is currently to France. Pupils visit museums and science exhibitions, and visits to for example, Ribchester and Skipton Castle, enhance their work in history.
36. The school has maintained its strong links with the community since the last inspection. The range and quality of these links make a very good contribution to pupils' learning and personal development. Through close association with Preston College, the school's information and communication technology suite has been very successfully developed. Overseen by a joint steering group, this provides a very

valuable resource for pupils, and is available to the local community in the evenings. Pupils benefit from use of the new Sports Centre at Preston College, and have attended an Enterprise Day there, in order to develop their business awareness. Links with the local football club have provided facilities for fund raising through sponsored walks, and pupils have also raised large sums of money for charity through sponsored swims at the local baths. Through co-operation from businesses on the nearby industrial estate, pupils' learning opportunities are further enhanced. Access to the Internet is being developed but at present pupils do not have the opportunity to enrich their learning through contact with other people around the world.

37. There are very good links with other schools in the area and liaison with local nurseries, playgroups and high schools is very effective. Work experience students from Preston College and from the local high schools are welcomed and well supported. The school also has good links with an initial teacher training college, supervises the students well and successfully introduces them to the rigours of teaching.

Spiritual, moral, social and cultural development.

38. Provision for pupils' personal, spiritual, moral and cultural development is good. Provision for their social development is very good. The good provision for spiritual and cultural development has been maintained since the previous inspection while the provision for moral and social development has improved.
39. Good spiritual development is evident in the way that the school uses both formal and informal ways of encouraging pupils to reflect and to value the religious beliefs of Christianity and other major faiths. Well planned acts of collective worship at whole school, key stage and class level meet statutory requirements and offer pupils opportunities for prayer and quiet reflection. These effectively promote pupils' understanding of values and beliefs, for example, when pupils give thanks to God for the beauty of the day. Pupils are taught about Christianity and other faiths in religious education lessons, and there are opportunities to explore and reflect upon the wonder of the world through other subjects. For example, children in reception gasp with amazement when they see an ostrich egg during a story about the birth of a chicken. Similarly, pupils in Year 6 are encouraged to explore their own thoughts, feelings and attitudes towards different styles of art as they learn about the thoughts and intentions of different artists.
40. Moral development is good. The school successfully teaches pupils the difference between right and wrong and much of this is done implicitly through the good example set by staff. Pupils are expected to take responsibility for their own actions, by following the school's Code of Conduct. The code is clearly understood and consistently applied by all staff around the school and in most lessons. Older pupils are encouraged to sign a home / school agreement. The recently updated behaviour policy is used very effectively to deal with some challenging behaviour exhibited by a small minority of pupils and explicit procedures are in place to deal with both minor and more serious incidents. Moral issues are actively promoted through acts of collective worship and in lessons. For example, pupils are encouraged to reflect on saying sorry for wrong doings after hearing and discussing the apology the criminals made to Jesus in the Easter Story. Similarly, children in the reception class explore the concept of sharing, following the story of "Rose and the Midnight Cat." An effective system of rewards is established. For example, merit certificates and trophies for the best class in each key stage are awarded at the weekly 'Achievement Assembly'.
41. Provision for social development is very good and pupils of all ages are encouraged to be aware of the needs of each other and the wider community. Pupils work well together in many situations and sometimes with different teachers, so broadening their experience of relating to different people. Teachers and other adults in the school set a good example. They listen to pupils, value their contributions and show respect for their points of view. The Children's Council gives appropriate responsibility to pupils, and provides all pupils in the 7 to 11 age range with the opportunity to express their views and put forward suggestions, through their elected class representatives. Pupils take these roles very seriously and the school responds accordingly. For example, it was the pupils' own suggestions that led to their holding doors open for each other as well as for adults. Opportunities are provided for pupils to be involved in fundraising through extra curricular activities and many pupils organise their own charity events. 'Bring and Buy Sales' have raised money for Blue Peter appeals, and cake stalls and non-uniform days have been organised by pupils to support appeals such as the Mozambique floods.

Various clubs, visits and residential weeks very effectively develop pupils' understanding of teamwork, partnership and social responsibility.

42. The provision for pupils' cultural development is good. A wide range of opportunities to broaden pupils' experiences is provided and pupils enjoy a variety of visits out of school. These include: London; Manchester Museum; Martin Mere and the Charter Theatre. Pupils also gain valuable experience from visitors to school, for example, theatre groups, musicians, a children's author, and older members of the community who talk about their childhood memories. Through the school choir's involvement in the Preston Music Festival and other concerts, pupils' appreciation of their own musical heritage is developed well. Opportunities to explore other cultures and faiths are actively promoted. An Asian musician has provided a workshop for pupils, and during Eid and other religious events, pupils who follow particular religions are able to talk about their celebrations. However, the range and frequency of visitors from the major world faiths are currently limited. Pupils in Year 5 make a detailed study of life in India, and international links are established with France, Sweden, Poland and Australia. Stories from different cultures are included in the literacy hour and legends and myths from Ancient Greece are discussed in history. Pupils also have good opportunities to study art from different cultures at different times in their school life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The good educational support and guidance given to pupils is a strength of the school and contributes in good measure to raising pupils' achievement. Staff know the pupils well as individuals and show good concern and care for their well being and safety. Good induction procedures ensure that children are well supported even before they start school and that they settle quickly into the routines once they are in the reception classes. Similar good support is given to pupils who come to the school after the normal date of starting to ensure that their learning needs are met and that they quickly become part of the school community.
44. There are good procedures for child protection. Two members of staff have received appropriate training and liaise effectively with outside agencies. All staff have been made aware of the LEA's procedures for child protection through inset training. The school has an appropriate policy for the Care & Restraint legislation. Procedures for accidents and emergencies are well documented and known by staff including the mid-day supervisors. Most members of staff are trained in first aid. Mid-day supervision is good, staff are vigilant and interact well with pupils. The mid-day supervisory staff are given good guidance on school procedures and behaviour management through a good handbook produced specifically for them. Pupils are encouraged to adopt a safe and healthy life style through initiatives such as a sponsored swim, healthy eating, drug awareness and road safety. A good range of visitors supports pupils well being.
45. Procedures to promote good behaviour are good. There is a published and well known system of sanctions and rewards that is applied consistently by most members of staff. At times, inappropriate behaviour does occur in some classrooms. This is due mainly to teachers not following the school's very good procedures for ensuring good behaviour such as the requirement to ensure that all pupils listen to what the teacher is saying. The school records incidents of unacceptable behaviour and is vigilant to bullying, harassment and oppressive behaviour of any sort.
46. Procedures to improve and monitor attendance are good and are having a positive impact on the overall attendance rate. The school works closely with parents to encourage full attendance and punctuality. Procedures to monitor and support pupils' personal development are good. Staff know pupils well as individuals, aspects of personal development are recorded on the annual reports and form part of the targets set for each pupil.
47. The school has very good procedures in place for identifying and supporting pupils with special educational needs. The special needs co-ordinator liaises effectively with staff from external support services, teachers, support assistants and classroom assistants to ensure that all pupils needs are met. She

and the Local Education Authority's support worker regularly assess the pupils' progress and update their individual education plans setting new targets for improvement. Assessment information for pupils with special educational needs is used well to plan future work. Documentation is very good and the code of practice is fully implemented. The school has a copy of all statements for pupils. It ensures that all provision specified in the statement is provided and that statutory requirements are met in respect of the annual reviews of statements. The special needs co-ordinator meets with staff in the high schools to which the Year 6 pupils transfer to ensure a smooth transition.

48. The school works hard to provide good support for pupils for whom English is an additional language. Good improvement has taken place in this area since the previous inspection. There is now a policy in place that gives good guidance as to how to assess these pupils and how to plan appropriate work to develop their language skills. Their progress is well monitored. Staff have received training from the Local Education Authority's Ethnic Minority Achievement (EMA) staff and the school employs a part time nursery nurse to provide direct support for language development. The standards attained by these pupils are in line with those of other pupils with similar prior attainment. However, some do not achieve in line with national expectations because of the lack of a full understanding of Standard English. The school is working hard to address this and is shortly to receive extra funding to support a designated teacher because of the rising numbers of pupils in the reception class. Currently, 27 per cent of reception children have English as an additional language and proof of the effective support so far is seen in the high standards of language and literacy being attained in that age group.
49. The school also provides good support for pupils it finds to be gifted and talented. Currently, individual programmes of work are provided for a small number of gifted mathematicians to enrich their learning and stimulate them to make good progress and achieve well. A small number of pupils show good instrumental skills for their age and are supported by being encouraged to play their instruments in school assemblies and concerts. Pupils with good physical education capabilities are well extended in team games, opportunities to play against other schools and in the swimming gala in which they always achieve good success. Similarly, opportunities to take part in regional and national debates enable talented pupils with good oratory skills to use these to perform well.
50. The systems for assessing and monitoring individual pupil attainment and the progress that they make as they pass through the school are good. As a result, teachers and support staff have a clear overview of their pupil's academic achievement and use the information well to identify the next step needed to effect an improvement in their learning. A key issue of the last inspection was to develop a coherent system of assessment and use the information gained to improve the planning of pupils' work. The school has made very good progress in addressing this issue since the previous inspection by developing a good system of pupil tracking. This includes tracking the progress of pupils who come to the school other than at the age of 4, and particularly during Key Stage 2, and setting targets for them to ensure that they make as much progress as possible during their time in the school. This system is having a positive impact on standards. Baseline assessment is in place and the information from this is also used well to plan what pupils need to learn in their reception year. The pupil profiles are another good example of the way teachers carefully assess and monitor pupils' academic achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The majority of those parents who replied to the questionnaire and all of those who attended the parents' meeting are positive about most aspects of the school and all that it achieves. A small number of parents are less positive about the effectiveness of the school's partnership with parents, how well informed they are about their children's progress, and about the amount of homework given.
52. Inspectors found that the school's partnership with parents is good and that parental involvement in the life of the school contributes positively to pupils' learning. It is co-ordinated through a designated member of staff, which reflects the school's determination to involve parents as closely as possible in their children's learning. A significant minority of parents, including some from the ethnic minority groups, have successfully participated in the 'Parents as Educators' course, which is a credit to all those involved. Many parents help in classrooms, accompany school trips, are very effective fundraisers and are very supportive of special events such as concerts. Attendance at parents' evenings is very high. Parents readily lend their expertise as and when it is required and in so doing, make a positive impact on their

children's learning. For example, a father who is a fire officer attended the reception classes to talk about his job as part of the class's topic 'People who help us'. A disappointment to the school is the fact that only 68 per cent of parents have so far signed and returned the home/school agreements.

53. Information to parents is good. There are regular letters and newsletter that are timely, informative, well presented and friendly in tone. Currently the school also includes information about the school diary, including professional events for staff. Many parents are not familiar with the acronyms and professional terms used, however, and therefore find this information unhelpful in its present form. Inspectors agree with the parents' views in this matter. The school has run very successful and well-attended curriculum workshops on the National Numeracy and Literacy Strategies. Some class teachers also send out curricular information so that parents are aware of what topics are being studied by their children in the following term. However, this is not a consistent practice throughout the school and accounts in some measure for the fact that a small number of parents feel that they are not well informed about their child's progress. Staff do, however, go to some lengths to accommodate all parents' needs at the time of the parent/teacher evenings. For example, for those parents who work, they offer alternative appointments at mutually convenient times. In addition, parents are welcomed in school at any time to discuss the concerns they may have about their children's progress or personal development. The pupils' annual reports provide good information for parents on pupils' progress and achievements and in English and mathematics most also outline clearly what pupils need to do to improve. Good records of progress and personal development are kept in pupils' profiles, which also include comments on behaviour. These too are shared with parents and help to develop a home/school partnership in this aspect of pupils' development.
54. Links with the parents of pupils with special educational needs are good. Parents are fully involved as soon as their child is placed on the register. They are encouraged to meet informally with the special needs co-ordinator and other relevant staff throughout the year to discuss their child's progress and most follow the good advice they are given on how to help at home. Parental attendance at annual review meetings is good and parents' views are given due consideration as targets are set or reviewed.
55. Links with the parents of pupils for whom English is an additional language are also good. The parents are eager for their children to do well. Most involve themselves appropriately in their children's learning by supporting them at home and encouraging them to be fully involved in school life through, for example, participating in extra-curricular activities. Some also help in school and others attend the 'Parents as Educators' group.
56. The majority of parents support the school and their children's education by helping with homework and by ensuring children attend regularly and on time. Inspectors found that the amount, type and frequency of homework was satisfactory and they do not share the views of the few parents who are concerned that there is either too much or too little homework given.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school by the headteacher, deputy headteacher and senior management team are good. The headteacher has developed an effective team approach within the school through her own very strong, professional leadership and very clear understanding of current educational developments and priorities. The successful integration of new staff into the management structure since the last inspection provides a firm direction for the school's work. The senior management team has a clear and accurate view of the school's strengths and weaknesses and is strongly committed to school improvement and to ensuring that pupils achieve well. Responsibilities have been clearly delegated and all staff are highly involved in developing the work of the school. Relationships are good. There is a happy, supportive atmosphere, which successfully enables both teachers and pupils to improve their performance and raise the standards of work in the school. The school lays important stress on ensuring equal opportunity for all pupils. Expectations of behaviour are high and there are appropriately high expectations of work in most lessons. The positive ethos reflects the commitment to improving the quality of education, raising standards and enabling pupils to achieve well in all aspects of school life as stated in the school's aims.

58. The governing body is supportive of the school and a number of governors are highly committed and closely involved in the daily life of the school. For example, the literacy governor works in the school library, the numeracy governor is a non-teaching assistant in the school and the special educational needs governor is a frequent visitor to the school. As a result the governors are well-informed and very aware of the strengths and weaknesses of the school. The chair of governors has a good working relationship with the headteacher and a good grasp of the issues facing the school. He is in regular contact with the school and plays an important part in supporting the drive to improve its performance. Governors are appropriately involved in the formulation of the school development plan, which is a detailed document that sets clear targets for improvement together with detailed action plans. The governors and headteacher share the clear vision for the direction of the school and have appropriate long-term goals. All issues from the previous inspection have been successfully addressed and the governors carry out their statutory duties effectively.
59. The good procedures for self-evaluation and for reviewing staff performance are strengths of the school. Almost all co-ordinators monitor their subjects well and produce clear and informed written reports on the strengths and weaknesses in their respective subjects as part of the evaluation of the work of the school. These reports form an important part of the process of drawing up the school development plan. The teaching of English, mathematics and information and communication technology is continually monitored. For other subjects, there is a well-defined programme within the school development plan to show when each co-ordinator will next have the opportunity to monitor teaching. The headteacher closely monitors the work of the school. She examines pupils' work, monitors teachers' planning and carries out observations of teaching across all subjects. The results of observations of teaching are recorded and discussed with individual teachers and used to help set targets for improvement. The school uses performance review effectively to support the development of teaching. The statutory appraisal process has been successfully extended to include twice-yearly reviews of teachers' individual targets with the headteacher. Teachers are well supported in their efforts to meet their targets through the provision of release time in school and through attendance at relevant in-service training courses.
60. The headteacher makes very effective use of data to support the raising of standards. She has developed a detailed file of information on pupils' test results, which enables her to track their performance over time. She analyses these results to identify trends and links the results of the analysis to information gathered on the changes to the intake of pupils. As a result the school can explain variations in performance in year groups resulting from the exceptionally high pupil mobility and takes positive and successful action to minimise the effects of this on pupils' attainment. The school successfully uses this data to calculate how effective it is in adding to pupils' performance. It does this well. The analysis of results is also linked to the setting of targets for individual pupils, which form an important part of the school's successful strategy to raise standards.
61. There is an adequate number of well-qualified teaching and support staff, all of whom are deployed effectively. Good arrangements are in place to assist the induction of newly qualified teachers and staff new to the school. The expertise of individual members of staff is used effectively to help develop the expertise of other teachers. For example, the school is fortunate to have three leading mathematics teachers under the National Numeracy Strategy and they effectively support staff and raise their levels of confidence in teaching mathematics.
62. Resources for learning are good. They are well stored, both in classrooms and central storerooms. They are accessible and clearly documented. Classroom resources are well organised and labelled. The school has an attractive and well-resourced library, which benefits from a computerised loan system. The literacy governor supports the efficient use of the library through regular attendance as librarian. The information and communication technology suite is well equipped with eighteen computers and its use is very effectively timetabled. The accommodation is well maintained and attractive providing a pleasant learning environment for pupils. However, classrooms are cramped for the number of pupils because class sizes are large. The school has spacious and attractive grounds, which are also used as a valuable learning resource for subjects such as physical education and environmental work in science.
63. Financial planning is good and the school is efficiently run. The governors have a high level of financial expertise and this results in a prudent approach to managing the budget, close attention to getting value for money and careful consideration of financial implications in the longer term. The school applies the

principles of best value well in all of its work. It is constantly comparing its work with other schools and seeks best value for money when obtaining services. An example of this is the school's approach to using the Local Education Authority's support and services. It continues to use many of these services but has successfully examined the issue of school cleaning and makes its own arrangements. This has resulted in financial savings whilst retaining a high quality service and a clean and well cared for school. The school also consults parents, pupils and the wider community and challenges itself as to how it can improve further.

64. The school development plan is a very comprehensive document. It includes the costs of proposed developments and the criteria whereby their success can be judged. The links with the school's budget are clear and this results in the successful targeting of resources in accordance with the school's priorities. The school uses all grant money appropriately and augments these with funds from the budget and other sources in line with its priorities. The school successfully holds fund raising events each year. The large amounts of money raised are used to make improvements to educational provision. Notably the school successfully raised £17000 over 2 years for the development of its computer suite. The suite is well equipped and is a valuable learning resource. This was accomplished prior to the receipt of National Grid for Learning funds. The school now plans to use these funds to improve further its information and communication technology provision by purchasing more computers for use in classrooms and linking them to the server in the suite.
65. Procedures for financial control are clearly documented and efficiently carried out. The recommendations of the school's most recent financial audit have been successfully implemented. The school secretary has been up-graded to the role of administrative officer and deals very ably with the day-to-day features of financial matters. She works well with the headteacher to ensure the efficient management of the budget. Governors monitor spending through monthly financial reports and termly reviews. Good use is made of the information available from the school's computerised management system.
66. The leadership and management of special educational needs are very good. The co-ordinator, headteacher and governors ensure that all statutory requirements are met and pupils' progress is rigorously tracked. The co-ordinator is well qualified and attends relevant Local Education Authority meetings to update her knowledge. She no longer has a classroom responsibility and uses her teaching time effectively to support individual pupils through the 'reading recovery programme' and to work with the reception children to identify and address learning needs as early as possible. She makes good use of her designated non-contact time to assess and track pupils' progress, monitor teachers' planning and pupils' individual education plans and to meet with parents. A wide range of good quality resources has been built up since the previous inspection to address pupils' needs in English, showing a considerable improvement since that time. Governors are well informed of special educational needs issues. The co-ordinator meets regularly with the governor for special educational needs to update him on procedures and pupils' progress. The funding for special educational needs is used very effectively and governors supplement the funding made available to the school by a considerable amount, to appoint additional assistants to work with the pupils. This has addressed very well the key issue from the previous report and has had a very positive impact on the pupils' learning and achievement. The governors are clearly determined to maintain the very good provision for pupils with special educational needs despite cuts to the special educational needs budget in the next academic year.
67. The management of the provision for pupils for whom English is an additional language is also very good. Staff training and the allocation of additional funding for a part time nursery nurse to support these pupils is having a very positive impact on standards in language development. This has resulted in significant improvements in provision since the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to raise standards further and ensure pupils' continued good achievement, the headteacher and governors should:

- i) Extend the good procedures already in place for checking the content of teachers' planning to include checking that all teachers are using the agreed planning formats consistently well to identify assessment opportunities and to evaluate and record pupils' progress in all subjects.
(Paragraphs: 33, 111, 120, 131, 136)

- ii) As the review of the music curriculum that is already scheduled in the school development plan takes place, ensure that:
 - improved planning and provision for music includes regular and frequent opportunities for pupils to compose and perform as well as to listen and appraise music
 - the small steps in learning are clearly identified so that teachers are secure about what they have to teach and when
 - clear guidance is given as to how pupils' progress will be measured and recorded so that teachers can check that pupils increase their musical skills as they move through the school.*(Paragraphs: 13, 33, 128 – 132)*

In addition to the above key issues, the following more minor issues should be considered for inclusion in the action plan:

- Provide further support in behaviour management strategies for the teachers in the Year 4 and Year 5 classes where the lack of these caused teaching and learning to be less than satisfactory *(Paragraphs: 17,25,90)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	26	39	24	1.5	1.5	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

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	353
Number of full-time pupils eligible for free school meals	N/A	24

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	8
Number of pupils on the school's special educational needs register	N/A	69

English as an additional language

	No of pupils
Number of pupils with English as an additional language	52

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	95.6
National comparative data	94.1

Unauthorised absence

	%
School data	0.3
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
	1999	24	21	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	23
	Girls	20	21	21
	Total	42	42	44
Percentage of pupils at NC level 2 or above	School	93 (86)	93 (90)	98 (96)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	20	21	21
	Total	42	44	44
Percentage of pupils at NC level 2 or above	School	93 (89)	98 (97)	98 (95)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	25	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	17
	Girls	18	15	21
	Total	33	32	38
Percentage of pupils at NC level 4 or above	School	69 (72)	67 (70)	79 (61)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	16
	Girls	18	17	21
	Total	34	33	37
Percentage of pupils at NC level 4 or above	School	71 (77)	69 (75)	77 (76)
	National	68 (63)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	1
Indian	27
Pakistani	3
Bangladeshi	3
Chinese	1
White	261
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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)	14.2
Number of pupils per qualified teacher	24.9
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	111

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	534258
Total expenditure	540990
Expenditure per pupil	1524
Balance brought forward from previous year	10518
Balance carried forward to next year	3786

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

300

Number of questionnaires returned

94

Percentage return: 31.3%

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	5	0	0
My child is making good progress in school.	65	31	1	2	1
Behaviour in the school is good.	50	47	1	0	2
My child gets the right amount of work to do at home.	43	43	12	3	0
The teaching is good.	65	31	2	1	1
I am kept well informed about how my child is getting on.	39	44	12	4	1
I would feel comfortable about approaching the school with questions or a problem.	51	39	5	4	0
The school expects my child to work hard and achieve his or her best.	77	21	2	0	0
The school works closely with parents.	39	44	9	4	4
The school is well led and managed.	64	27	2	2	5
The school is helping my child become mature and responsible.	61	34	3	0	2
The school provides an interesting range of activities outside lessons.	61	34	3	0	2

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. Children are admitted to the two reception classes at the start of the school year in which they are five. There are 52 reception children of whom 18 are still under five. As recommended by the Local Education Authority, all children follow a curriculum based on the six areas of learning and the nationally agreed desirable learning outcomes in the first two terms of the reception year. The children that have achieved these outcomes by the end of the second term then move on to the relevant National Curriculum programmes of study. Baseline assessment tests are carried out when children start school in the reception classes. The results show that attainment fluctuates from year to year but that the pupils currently in the reception classes started school with levels of attainment lower than expected for their age in language and literacy, mathematics, knowledge and understanding of the world and creative development. Their attainment was in line with the expectations for personal and social and physical development although on entry to the school, a minority of children demonstrated poor social and physical skills.

Personal and social development

70. Personal and social development is given a high priority and is taught well. Standards are good and all children will have at least achieved the desirable learning outcome in this area of learning by the age of five. From the time they start school, children are encouraged to be independent. They take on jobs in the classroom, dress themselves, choose their own resources and activities and tidy up well at the end of a session. Children form good relationships with the staff, confidently discussing matters of personal interest to them, or asking for help. They are polite and well behaved, walk sensibly through the school and thank the door monitors for holding doors open for them. They are careful not to disturb other children as they move around the classroom. They are successfully taught how to share and take turns when playing games and to persevere in their tasks. They develop a good understanding of right and wrong because staff continually praise good behaviour, reinforce why it is good and discuss with them the consequences of any unacceptable behaviour. The children are motivated to learn by the richness of the environment and stimulating experiences offered. They show high levels of concentration, value each other's contributions and are eager to answer questions and join in all activities. They begin to learn how to think for themselves by using displays of key words and number lines to help them in their writing and mathematics work.

Language and literacy

71. Although attainment on entry is below average, very good teaching enables children to make very good progress. All children will have attained the desirable learning outcomes for language and literacy by the end of the reception year. Many will have exceeded them significantly as they are already working comfortably within the National Curriculum programme of study for pupils aged 5 to 7. Children respond well to the wide range of good opportunities to develop their speaking and listening skills. Staff constantly develop children's linguistic skills by asking them questions about what they are doing or have discovered. They help the children to be more articulate in their replies by insisting that they use the correct vocabulary in all areas of learning. Language skills are further extended in role-play activities as, for example, children act out familiar scenes and stories and play, for example, in the 'travel agents' area, where they confidently book holidays for classmates and visitors.
72. Teachers use big books successfully to teach reading skills. They point to the words as they read, talking about the story and encouraging the children to use the pictures to understand what is happening. Skilful questions help the children to understand the text and predict what might happen. Children are taught to recognise familiar words in the text and successfully learn to read unknown words by using clues in the pictures, spelling the words out phonetically or guessing their meaning from the sentence. Phonics are taught well and all children know the letters of the alphabet. This leads to very good progress in independent reading. Children enjoy books, recognise a large number of words and read confidently with understanding. Higher attaining children read increasingly more challenging texts fluently and with expression, talking excitedly about the story and relating incidents to their own experiences. Weekly

library sessions successfully introduce children to how to find and use reference books and distinguish between fiction and non-fiction books. Higher attainers can use contents and index pages to find information.

73. From the time they enter the reception class children are encouraged to make marks on paper to represent writing, for example, as they write captions and labels for their pictures. Children respond eagerly as, in shared writing sessions, very good teaching enables them to begin sequencing events in a story and to write lists, postcards and letters. Because the writing is interesting and based on either a known text or the children's own experiences, they are well motivated and listen to and watch the teacher carefully. Regular handwriting practice and the systematic teaching of spelling, phonic patterns and punctuation enable children to present work that is neat and of a good standard. This gives them the knowledge and confidence to write their own sentences and stories and to make plausible attempts at spelling new words by using their knowledge of phonics. Work is well matched to their learning needs thereby ensuring success and all pupils learn how to find the words that they need by using word banks and words on displays around the classroom. Children with special educational needs and those with English as an additional language make very good progress by playing appropriate reading and language games with qualified support staff who help them to form letters accurately, to spell simple words and to gain a greater understanding of language.

Mathematics

74. Children make very good progress in mathematics because of the very good and occasionally excellent teaching and the high expectations that teachers have of their work. All children will have attained the desirable learning outcomes by the end of the reception year. Many will have exceeded them significantly as they are already working comfortably within the National Curriculum programmes of study for pupils aged 5 to 7. Clear explanations and practical demonstrations linked to imaginative activities help the children gain a thorough understanding of mathematical concepts relevant to their age. Tasks build on what pupils already know, enabling them to consolidate and extend their learning. Constant challenges, enthusiastic teaching and the opportunity to investigate and explore keep children highly motivated. Through constant practice in counting and recognising numbers on the number line children have attained a very high level in numeracy skills. During registration they use their mental skills to work out how many more or less children are present than the day before. They can count in 2's, 5's and 10's to numbers beyond 40 and identify numbers between, before and after given numbers up to 20. The lower attaining children can write and order numbers to 10. Higher attaining children can do this securely to 20 and can fill in the missing numbers on a 100 number grid. Through practical activities all children understand addition and subtraction and can multiply and divide by halving and doubling numbers and sharing objects equally between two or three children. The higher attaining children use their mathematical knowledge of doubling and halving when sharing objects and do not need to do it practically to arrive at the correct answers.

Knowledge and Understanding of the World

75. A rich variety of experiences and good teaching develop the children's knowledge and understanding of the world well and they make good progress in this area of learning. By the end of the reception year, all children will have attained the desirable learning outcomes and many exceed them. Teachers ask searching questions and provide good opportunities for the children to discover facts for themselves by handling objects and watching scientific processes. Through handling equipment that was used in homes 100 years ago and sharing books of this period with the teacher, they can talk knowledgeably about how things have changed in the home. Children plant seeds and by watching their growth and discussing their findings with staff are beginning to understand that plants need light and water to grow and can name the root, leaf, flower and stem. Teachers provide good opportunities for children to explore and experiment with different sources of light such as torches, miners' lamps, oil lamps and find out how to make candles. Children develop a good understanding of the scientific processes of using heat to melt ingredients when baking and through the teacher's constant repetition of correct terminology, children confidently use terms such as 'melt', 'hard', 'coated' and 'recipe'. When shown an ostrich egg children gasped in awe and wonder at its size and by comparing the sizes of different eggs made sensible predictions, using their extensive knowledge, as to which birds might have laid them. Children have a thorough understanding of metamorphosis for their age and readily use the terms 'pupa' and 'cocoon' when describing the life cycle of a butterfly or moth.

76. Progress in geography is very good because of very good and imaginative teaching. The children receive 'postcards' from 'Ted' the teddy bear as he journeys around the world. Teachers make these countries come alive as they read the postcards and describe them to the children. Ted's travels are being plotted on a world map and every opportunity is taken to show the children where he has been and where he is travelling to next. As a result, all children have a very good knowledge of other parts of the world. They can name countries such as Russia, Spain, New Zealand, Australia and America and talk knowledgeably about ports, marinas and harbours. Average and higher attaining children can find these countries on a map and show the route that Ted has taken. Children also learn about space and the need for space suits and oxygen tanks through Ted's journeys in space.
77. Children's computer skills are developing very well because of the very good class teaching in the computer suite and daily practice on the classroom computer. During these sessions children receive very effective support from qualified support staff. They confidently use the mouse when using programs designed to develop their reading and mathematical skills and can type in their names and simple sentences using the shift and full stop keys to create capital letters and full stops. Their control of the mouse is particularly good when creating images using an art program. They confidently print their work and a significant minority know how to switch from the black and white printer to the colour printer to do so.

Physical Development

78. Most children enter the reception class with adequate skills when using large apparatus but about one fifth display poor skills when using small equipment such as scissors and paste brushes. They make good progress in physical education lessons in the hall as they become aware of space, of themselves and of others around them. All children will have attained the desirable learning outcomes by the end of their reception year and many will have exceeded them. Children learn to control balls using hands, feet and bats and make good attempts at catching and throwing. They jump, skip, run and balance on different parts of the body responding well to instructions from the teacher. Good demonstrations from the teacher, together with praise and encouragement give them the confidence to practise their skills and try more difficult manoeuvres. Children move around the hall sensibly and stop and start on command. They are also making good progress in acquiring small manipulative skills. They are given many opportunities to use scissors, paste brushes, crayons and construction materials and are using these with increasing precision and control. They enjoy colouring in pictures and achieve high standards in their work. When making Easter cards they are able to cut out the shapes of eggs and chicks and stick them in the right place. The teacher gives good support by reminding them how to hold the scissors and discussing where the shapes might be stuck to achieve the best results. A parent helper gives very good support as children learn to weave and further refine their small manipulative skills through, for example, threading needles and patiently threading tape through consecutive holes.

Creative Development

79. The teachers provide many opportunities for children to develop their creative abilities. All children will have attained the desirable learning outcomes by the end of their reception year and many will have exceeded them. Throughout all areas of the curriculum the children are encouraged to respond to what they see, hear, smell, touch and feel. Very good direct teaching of how to roll modelling dough, mix paints and use paintbrushes and pastels helps children to improve their skills. They experiment with the effects of paint and colour when painting and printing and successfully explore texture when making collages using a variety of materials. The teaching of observational drawing is very good and children learn how to look carefully when recording observations. Their drawings of themselves, fruit and vegetables and miners lamps are of a very high standard. They learn to choose their own colours and show high levels of concentration and perseverance in their art work. Good questioning and demonstrations by the teachers are developing appropriately the children's musical skills. They sing tunefully and with enthusiasm and work hard to learn the words of new songs. They are keen to play instruments and through good direction by the teacher are learning to play at the appropriate time.

Provision Overall

80. The quality of teaching is very good. In one lesson the teaching was excellent. Qualified nursery assistants and parent helpers give very good support contributing strongly to the very successful teaching of children under the age of five. The teachers and nursery nurses have a good understanding of how young children learn and plan structured, interesting and relevant activities that motivate the children

and enable them to learn well and to make very good progress. Particularly impressive is the rich learning environment in the classrooms and the opportunities provided for investigation and exploration. Teachers have good strategies for managing children's behaviour and high expectations to which the children respond well. Assessment is used very well. Teachers use information from baseline assessment, their own checklists and children's daily work to match tasks carefully to the needs of the children. Children take reading books home each day. A homework pack containing a worksheet and games to develop their mathematical and reading skills is taken home each week. Children enjoy these activities, which make very good contributions to their learning.

81. The very good transition arrangements help children settle quickly into the routine of school life. Teachers visit the children in their nurseries and arrange visits for them to the reception class. During the term prior to starting school children and parents have the opportunity to borrow weekly early learning packs that contain activities to aid development in every curriculum area. Photographs are taken when the children visit the school and these, along with the paintings and pictures that they do, are on display when they first come to school. Parents fill in pre-school achievement booklets about their children, which helps the school cater for their needs. Children with special educational needs and English as an additional language receive very good support from qualified support staff. This ensures that imaginative tasks are very well matched to their learning needs, enabling them to make very good progress.
82. Leadership and management of under-fives provision is very good. The detailed policy and scheme of work ensures full coverage of all areas of learning and progression in the development of skills. The co-ordinator monitors planning, children's work and assessment results to ensure that work is closely matched to children's needs and that high standards are maintained. She gives good leadership to staff through her enthusiasm and good knowledge of how young children learn. She works hard to produce story sacks, early learning packs and homework packs and to find artefacts and resources to give children 'hands on' experience. This ensures that the children have the very best provision the school can provide.
83. In the last inspection report inspectors found under-five provision to be good with children achieving good standards. The school has improved on this in language and literacy, mathematics and geography and children now achieve very good standards in these areas of learning. Provision for pupils under five is now a strength of the school.

ENGLISH

84. The 1999 National Curriculum average points score was below the national average for pupils aged 11 and the percentage of pupils achieving the higher grades was well below the national average. Attainment was also well below the average for similar schools. Standards in English have fallen from above the national average in 1997 to below the national average in 1999. There are clear reasons for the decline in the school's results over time including the dip in 1999 and these are well analysed and documented. An exceptionally high level of pupil mobility resulted in 80 per cent of the pupils who took the tests in 1999 not having been on the school's roll at the time of their Key Stage 1 tests. Very detailed and well documented analysis of pupil movement in and out of the school shows that 60 per cent of the pupils had not been on the school's roll when they sat their first National Curriculum tests at the age of 7. Most of this movement occurred between the beginning of Year 5 and the end of Year 6. Pupils who arrive in the school between the ages of 7 and 11 are formally assessed to ascertain their levels of attainment and their progress is rigorously tracked up to and including the age of 11. Challenging targets are set for them and, where relevant, good support systems are triggered to give them the best possible chance of succeeding in the statutory tests. Despite the school's best efforts, it was unable to redress the weaknesses in literacy of the pupils entering the school late before they took the 1999 National Curriculum tests at the end of Year 6. However, comprehensive records of the improvements in pupils' learning show clearly that most respond positively to the high demands made of them and achieve well in relation to their prior attainment. The school has worked very hard to raise the attainment of pupils currently in Year 6. The success of this work is evident in the fact that **in spite of a 58 per cent turnover of pupils in the current cohort, the majority are attaining the nationally expected standards in English.** Although no significant differences were observed in school, boys did better than girls in the 1999 tests in contrast to what is found nationally.
85. The test results for pupils aged 7 were well above the national average in reading and writing. When compared with similar schools, the results in reading were well above average, and above average in

writing. This reflects the continued rising trend in the results for this age group since 1996. The percentage of pupils reaching the higher levels is well above the national average for pupils aged 7 in both reading and writing. **Pupils currently in Year 2 are attaining above the nationally expected standards in both reading and writing.** This is a result of a lower attainment on entry than was found in the 1999 cohort but is nevertheless an improvement since the last inspection report when inspectors judged that attainment and progress were in line with national expectations. The pupil population is much more stable in this age group and pupils benefit from three years of very good teaching.

86. Throughout the school, pupils attain good standards and achieve well in speaking and listening. Very good teaching ensures that pupils in Years 1 and 2 build on the skills they acquire in the reception classes by listening attentively during whole class discussions and taking turns to speak. The majority of pupils express their views and opinions confidently during shared reading sessions and are continually encouraged to use 'wonder' words to enliven their speaking and writing. The majority of teachers are skilful at adjusting their questions to ensure that all pupils, including those with special educational needs and those for whom English is an additional language, are able to participate in discussions that arise in all areas of the curriculum. All pupils collaborate well in small group work. This enables them to extend their vocabulary and gives them the confidence to participate more fully in whole class discussions. By Year 6 pupils can express their opinions confidently and logically. For example, because of the teacher's skilful and challenging questioning, they are motivated to work hard and express themselves more clearly as they discuss the pros and cons of wearing a school uniform prior to undertaking a related writing task. Pupils respond well to the teachers' high expectations that they will use the correct vocabulary to do with the subject they are discussing. There are many planned opportunities for debate and discussion and the impact of this approach on standards of attainment can be seen in the school's successful participation in 'The Children's Parliament', where pupils won the Lancashire finals and represented the county in the regional finals.
87. Standards in reading are above the national expectation at the age of 7 and in line with the nationally expected standards by the age of 11, affected by the exceptionally high level of pupil mobility in the 7 to 11 age group. Very good teaching ensures that pupils aged 5 to 7 build well on the good reading skills they acquire in the reception classes. Pupils clearly enjoy reading and can relate the stories to their own experiences. They have very good phonic knowledge and sight vocabulary and use this very well to read fluently and with expression. By the age of 7, the majority of pupils can correct their own errors when reading. They can talk about plot and characters and describe the favourite part of their book or story. Higher attaining pupils understand that non-fiction books are factual and confidently use contents and index pages to find information both in English and in other subjects. This good foundation is built upon in the 7 to 11 age range, where pupils enjoy the more challenging experiences of reading a wide range of texts including poetry, journals, myths and legends. The majority of pupils are familiar with a range of texts and authors and can confidently express and give reasons for their likes and dislikes. All classes have an allocated time to use the school library and because of the excellent support provided by the part-time librarian, all pupils become familiar with how books are classified and how to use the library to further their reading and information retrieval skills. Pupils make good progress in skimming and scanning texts for information, an area that was judged to be weak in the previous report. Pupils' achievements are greater in the 5 to 7 age group because the vast majority benefit greatly from three years of very good teaching and provision. While provision and teaching are good in the 7 to 11 age range, the exceptionally high level of pupil mobility affects the standards attained. Nevertheless, pupils' achievements are good in relation to their prior learning. The good provision they receive through well planned activities in the literacy hour and the attention teachers pay to the use of literacy skills in other subjects enable pupils to learn and make good progress in reading. This is further enhanced by the effective support provided by the majority of parents and carers as they share books with their children at home.
88. Standards in writing are above the national expectation for pupils aged 7 and in line with the national expectation for pupils aged 11. However, as in reading, all pupils achieve well in relation to their prior attainment. Pupils aged 5 to 7 learn to write well because of their good response to the many opportunities presented to them to develop their writing skills as a result of the well implemented National Literacy Strategy. By the age of seven the higher attaining pupils are successfully recounting familiar stories. Their own stories contain a clear beginning, middle and end and punctuation extends to the accurate use of full stops, capital letters and, for higher attainers, speech marks. Pupils respond well

to the demands made on them to try to write without constant reference to the teacher, for example, for help with spelling or to extend their ideas. Higher attaining pupils can spell familiar and key words correctly and all pupils make good attempts to spell unknown words using their phonic skills. Pupils are encouraged to develop their comprehension skills by answering in complete sentences questions about their reading scheme books. Good practice in teaching handwriting results in well formed letters and neat presentation that overflows into other subjects and engenders in pupils a pride in their work. Pupils aged 7 to 11 develop an increasingly exciting and lively style of writing and understand the need to change the style to suit the purpose, for example, when writing formal or informal letters. Letters renewing car insurance cover show good editing skills and when writing to a pen-friend, the pupils use computers well to edit and present their work. By Year 6, pupils use factual and persuasive writing successfully to present a logical and balanced argument as to whether they should or should not wear a school uniform and carefully choose more expressive language when, for example, writing poetry to describe the sudden explosion of fireworks. The majority of pupils use dictionaries efficiently to find out meanings and check spellings. Higher attainers know how to use a thesaurus to help make their writing more interesting.

89. Good attention is paid to developing pupils' literacy skills in all subjects. Speaking and listening skills are successfully fostered through discussion and role-play, resulting in, for example, pupils in Year 2 gaining a greater understanding of the feelings of the people around Jesus on his triumphal entry into Jerusalem and how the apostles felt as they awaited his betrayal. In design and technology, pupils in Years 5 and 6 engage in carefully considered discussions about how to design and make packaging for their biscuits. They also use their writing skills well as they produce labelled designs for packages and record what they will need to make them. Writing skills are very well enhanced through good links with information and communication technology where, through word processing, pupils extend their drafting and redrafting skills as they label diagrams and undertake extended writing tasks. Effective teaching ensures that pupils use the correct vocabulary in each subject in both spoken and written work, including, for example, writing reports in science. Reading skills are promoted and used well in all subjects, enabling pupils to access all areas of the curriculum through using books and CD ROMs, and to learn and find things out for themselves, for example, in history. A further good example occurs in music as pupils in Years 5 and 6 make notes as they listen to different pieces of music and then use these as the basis for class discussions. Opportunities are limited and sometimes missed, however, to write in response to music and art, in the latter subject by using sketchbooks to record ideas, label designs and make notes or write about artists and their work.
90. Overall, the quality of English teaching is good. The teaching of pupils aged 5 to 7 is very good. In the 7 to 11 age range, teaching was unsatisfactory in one lesson and poor in another. Nevertheless, teaching has improved since the previous inspection. The successful implementation of the National Literacy Strategy has led to good subject knowledge, which most teachers use very well to plan thoroughly for the extension and consolidation of literacy skills not only during designated literacy sessions but also in other subjects. Teachers show good awareness of the need to develop specific vocabulary in all subjects. By striking a good balance between giving information and skilful questioning, they make sure that pupils' vocabulary is extended throughout the curriculum, that they learn to use Standard English and that they understand the rules and conventions associated with the English language. In most lessons, challenging work demands that pupils think and learn for themselves and this contributes also to their personal development. In addition, constant intellectual and creative demands are made on pupils to write well, enliven their writing through strategies such as the use of 'wonder words' and the use of the correct style of writing for different purposes. The majority of teachers have good relationships with the pupils and consistently employ the school's effective strategies for managing behaviour. In the less successful lessons, teachers do not adequately share with the pupils what it is they are to learn. Indeed, where teaching is poor, there is clear evidence that the teacher confuses the learning objectives for the lesson with the activities that are required to achieve them. In both the unsatisfactory lesson, where a supply teacher was taking pupils in Year 5, and the poor lesson, with pupils in Year 4, the teachers did not have sufficient strategies to keep pupils on task and ensure their appropriate behaviour. A considerable number of pupils in these two classes have behavioural difficulties that are not well managed, resulting in significant disruption to the learning of all pupils. In the Year 4 class there is also some confusion between what the learning objectives are for the pupils, and what the teacher needs to do to ensure that the pupils achieve them.
91. Teachers' planning takes good account of the targets in pupils' individual education plans and activities are well matched to their learning needs. Teachers brief support staff well and make good use of them to

support in particular, those pupils who have special educational needs and those for whom English is an additional language. In both instances, support staff make a good contribution to pupils' learning and progress. The teacher who supports pupils with English as an additional language is careful to plan activities linked to class work. The activities are also well designed to promote the pupils' confidence, enabling them to participate in discussion and practical activities. Teachers are careful to use specific and precise subject language to ensure that these pupils can access all areas of the curriculum. This very good provision enables both groups of pupils to make very good progress in English.

92. Subject management is very good. The two co-ordinators have led the implementation of the National Literacy Strategy very well. The strategy is now very firmly established and planning and record keeping are good. The literacy governor is the part-time librarian. She has first hand knowledge of the successful impact that the strategy is having upon standards and provides the governing body with accurate and up to date information on the quality of provision to help it fulfil effectively its monitoring role. Assessment procedures are very good and the information gained is used well to set realistic but challenging targets. For example, because of the pupils' good progress, the school has bravely raised its targets for English for this year following a recent analysis of pupils' achievements. The provision of 'booster' classes over and above those funded nationally is further evidence of the school's commitment to raise standards. The analyses of test and assessment results also provide good information on the areas that require further development and these are incorporated into the school development plan. Resources are good and the information and communication technology suite presents pupils with further good opportunities to develop their presentation and editing skills. Visits to the theatre, Preston College Performing Arts Department, Book and Poetry Days all positively extend and enrich pupils' knowledge and understanding of literacy.

MATHEMATICS

93. When compared with all schools, the 1999 National Curriculum average scores for pupils aged 11 were below the national average. The percentage of pupils achieving the higher levels was close to the national average. When compared with similar schools, results were well below average. The results were above the national average in 1997 and 1998 then fell below the national average in 1999. Boys did considerably better than girls in the 1999 tests, reversing what is found nationally.
94. There are very clear and well documented reasons for the dip in 1999. The school analyses its results rigorously and has established good assessment procedures to inform planning. Very detailed and well documented analyses of pupil movement in and out of the school show that 80 per cent of the pupils had not started at the school. Further, 60 per cent of the pupils had not been on the school's roll when they sat their first National Curriculum tests at the age of 7, and most of this movement occurred between the beginning of Year 5 and the end of Year 6. When pupils arrive in the school between the ages of 7 and 11, they are formally assessed and their progress is rigorously tracked up to and including the age of 11. Challenging targets are set for them and, where relevant, good support systems are triggered to give them the best possible chance of succeeding in the statutory tests. Despite the school's best efforts, it was unable to redress the weaknesses in mathematics of the pupils entering the school late before they took the 1999 National Curriculum tests at the end of Year 6. However, the school's comprehensive documentation shows that most of the pupils respond positively to the high demands made of them and achieve well in relation to their prior attainment. The school has worked very hard to raise the attainment of pupils currently in Year 6.
95. A successful new pattern of curricular organisation that includes grouping pupils by prior attainment has resulted in additional support for pupils in Years 5 and 6, in addition to the government funded booster classes and lunchtime revision sessions via the Internet. The National Numeracy Strategy has also had a very positive impact on attainment. Because of its introduction and the careful monitoring of pupils' individual targets, it is clear that standards are now rising and **in spite of a 58 per cent turnover in the current Year 6 cohort, the majority of pupils are attaining at the expected levels for their age.** Pupils with special educational needs, and those for whom English is an additional language, make very good progress, because of the very good provision and well targeted support.

96. The results of the 1999 National Curriculum tests for seven-year-olds were well above both the national average and the average for similar schools. The trend in results since 1996 has been upwards and well above the national trend. **The majority of pupils currently in Year 2 are attaining standards that are above those expected nationally for their age.** Pupils in Key Stage 1 are achieving well and making good progress. They develop good mental skills as a result of very good teaching, and can suggest and explain with confidence how different strategies are used to arrive at their answers. Higher attaining younger pupils can show how they add 9 to a two digit number by adding 10 and then subtracting one; or how they add 11 by adding 10 first and then another 1. The majority of pupils have rapid recall of number bonds to 10 and beyond, and can calculate 10 more or less. They are able to partition a two digit number to 30. Older pupils work confidently with three digit numbers and higher attainers with much larger numbers. Pupils can use strategies to add and subtract numbers with at least two digits, and can use repeated addition for multiplication. Pupils use addition and subtraction appropriately when solving real life problems. Higher attainers can link multiplication and division facts, and are able to use adjustment to add, for example, 19 and 29 to a two digit number by first adding 20 or 30 and then subtracting 1. Pupils have a good understanding of space, shape and measure. Many can classify 2 and 3 dimensional shapes by their properties, for example, the number of sides or angles, and they understand reflective symmetry and half and quarter turns. Pupils measure in basic standard units and can tell the time with reasonable accuracy on analogue and digital clocks. They have suitable experiences of data handling and can represent information on both frequency and bar charts.
97. Pupils aged 7 to 11 continue to achieve well because of the good teaching in this key stage. The apparent drop in standards does not mean that attainment has fallen back, but rather, reflects the exceptionally high pupil movement in the school between the ages of 8 and 11. In Years 3 and 4, the majority of pupils effectively use and apply their knowledge of addition, subtraction, multiplication and division. They have a sound knowledge of multiplication tables, can use mental strategies for, for example, doubling, in order to find the product of two numbers, and can recognise patterns in numbers. Pupils collect, represent and interpret data on bar charts, frequency tables and pictograms and higher attainers begin to use symbols to represent a set of units. Skills of data handling develop well in Years 5 and 6, where pupils are able to interpret data through testing a hypothesis, and then using the information to make predictions. Many pupils understand the grouping of data, whilst lower attainers are able to organise and interpret data on bar charts and line graphs. Most higher and average attainers understand range, mode, median and mean, and can explain probability. Pupils understand place value to high numbers, and can work to two or three places of decimal. They are able to multiply and divide by 10, 100 and 1,000, and understand negative numbers. The majority can successfully use their mathematical skills to solve real life problems, and they confidently use all standard methods of calculation. Pupils understand the equivalence of decimals, fractions and percentages, and can calculate accurately simple percentages of whole numbers and quantities. They have a good understanding of measurement, and can measure angles and calculate area and perimeter by formula. They are able to plot co-ordinates in all four quadrants, and understand translation, reflection, rotation and enlargement of shapes.
98. Pupils use their numeracy skills well in other subjects In science, pupils in Year 1 use a computer generated graph based on data for non-slippery footwear, and in design and technology, pupils in Year 2 name shapes, discuss their properties, and use nets, when constructing Easter baskets. In Years 3 and 4, pupils make effective use of their knowledge of symmetrical shape in history, when drawing Celtic crosses; and in art, pupils in Years 5 and 6 consider geometric shape and line in Mondrian's picture "Broadway Boogie Woogie". Pupils in Years 5 and 6 make good use of their knowledge of number, shape, space and measure when designing packaging for flap jacks and working out what to charge for their products.
99. The quality of teaching is good and enables pupils to make good gains in their learning. The teaching of pupils aged 5 to 7 is very good and in one lesson observed, it was excellent. The teaching of pupils aged 7 to 11 is good. The teaching of mathematics is always at least satisfactory. Teachers of 5 to 7-year-olds have very good subject knowledge and understanding, which they use well to teach basic skills, to foster good attitudes to learning from an early age and to keep pupils highly motivated and eager to learn. Throughout the school, teachers normally have high expectations of pupils' work and behaviour resulting in pupils settling quickly and working with good levels of concentration. This enables them to achieve well. The rare exception is in a mixed Year 3 and 4 class where a minority of pupils get away with ignoring the teacher's instructions and carry on talking or working when told to stop. In most classes and

lessons behaviour management is good and the vast majority of pupils respond well to the teachers' instructions. Throughout the school, the vast majority of lessons have a clear focus that is shared with the pupils. Planning is very thorough and specifies clearly the knowledge, skills and understanding that are to be acquired by pupils of different levels of attainment. Work is usually well matched to pupils' needs, but occasionally it is insufficiently challenging for the higher attaining pupils within a set. Explanations and instructions are precise, key mathematical vocabulary is used well and teachers ensure that pupils know what they are expected to learn and how their work will be assessed. In all age groups, the teachers' effective use of questioning keeps pupils attentive and on task, particularly during mental mathematics sessions. Good management of group activities and the effective use of well-briefed support staff means that good support is provided for all pupils. This keeps pupils interested in their work and willing to persevere, even when they find tasks challenging. Marking and oral feedback are used effectively to motivate pupils and acknowledge achievement and this helps to create an atmosphere where pupils have the confidence to ask for help. Time is used well and the majority of lessons have a brisk pace. Plenary sessions are used effectively to consolidate the work covered in the lesson, and the regular setting of appropriate homework extends pupils' learning and provides a focus for future work.

100. The effectiveness of the school's strategy for teaching the skills of numeracy is good and the National Numeracy Strategy has been successfully implemented. There is good evidence that the strategy is having a very positive impact on the development of pupils' mental capabilities. The vast majority of pupils are growing in confidence in their ability to use basic number skills in problem solving, and most are able to describe how they have reached an answer. Regular planning meetings ensure consistency of work both within and between age groups. Pupils are placed appropriately in groups set by prior attainment. Individual programmes of work are provided for the small number of gifted mathematicians enabling these pupils to make good gains in learning. Procedures for assessing pupils' progress against targets, and the use made of this information, are good. Half-termly assessments against specific key objectives track progress, inform placement in ability sets, and also inform future planning. "Child speak" targets, currently piloted by the co-ordinator in Year 2, provide pupils with a clear understanding of their achievements and also what they have to do next in order to improve. In addition, the analysis of the outcomes of statutory and non-statutory testing at the end of each year provides information for targets for future improvement and allows pupils' progress to be tracked accurately.
101. Management of the subject is good. The co-ordinator and one of the key mathematics teachers have worked hard and have successfully led the implementation of the National Numeracy Strategy. They have a very clear overview of the subject and the co-ordinator, together with the headteacher, checks teaching and learning on a regular basis. Information from classroom observations is used very effectively to provide feedback for individual teachers, and also to identify common issues for future whole school development. Teachers' planning is checked regularly. All test and assessment information is analysed very effectively and the information gained from these is used effectively to identify any weaknesses. Effective action is taken to address these through target setting and, for example, setting by ability and providing individual support for pupils where necessary. All staff are clearly committed to raising standards. The range, quality and use of resources are good, and good use is made of information and communication technology to support learning. There has been sound improvement in mathematics since the previous inspection.

SCIENCE

102. The standards attained by eleven-year-old pupils in the 1999 National Curriculum tests were in line with the national average but well below average when compared to similar schools. The percentage of pupils attaining the higher levels in science was close to the national average. The results have fluctuated in the last three years. In 1997 they were above the national average, they dipped sharply in 1998 and have recovered in 1999 to be in line with the national average. The exceptionally high degree of mobility amongst pupils aged 7 to 11 described elsewhere in the report contributes significantly to the fluctuation in standards attained. The school rigorously tracks the progress pupils make from the time they come to the school. It sets individual learning targets for them and can show that they make good progress and achieve well in science in relation to their attainment on arrival at the school. **The attainment of the majority of pupils currently in Year 6 is in line with that expected nationally for their age.** Fifty-

eight per cent of the pupils in this cohort were not on the school's roll at the time of their Key Stage 1 assessments.

103. In the 1999 National Curriculum teacher assessments for pupils aged 7, the percentage of pupils reaching the nationally expected levels was well above the national average. The percentage reaching the higher level 3 was broadly in line with the national average. When compared to similar schools, the results are broadly average, although fewer pupils reach the higher level 3. **The attainment of the majority of pupils currently in Year 2 is above the national expectation and their achievement is good.**
104. In the 5 to 7 age range pupils successfully carry out experiments to test the weatherproofing properties of materials and can control a pipette when dropping water onto materials. They use torches to test which materials allow light to pass through and learn terms such as 'transparent', 'translucent' and 'opaque'. Pupils have a good awareness of materials. Pupils have also learned about life and living things, in particular the life cycle of a frog, and have undertaken work on other animals and birds. They are encouraged to ask questions and to find things out for themselves. They know a good range of scientific vocabulary because teachers insist that pupils use it at all times as they discuss or evaluate their work. Information and communication technology is used well, for example, to transfer findings in experiments to a simple database and to produce a graph. By the age of 7 pupils can carry out experiments to test the absorbency of materials and begin to understand the need for and how to carry out a fair test.
105. There are clear indications that standards are improving in the 7 to 11 age range. Pupils in Years 3 and 4 learn about plants and the pollination of flowers and gain a deeper understanding of what plants need in order to grow as they watch seedlings grow in different conditions around the classroom. Pupils aged 10 and 11 carry out high quality experiments on solutions and solubility. They can explain that solids can be dissolved in liquids and that some, for example salt, can be recovered through evaporation. As pupils melt a lump of jelly in water, they learn and can subsequently explain the effects of heating and cooling on the substance and the difference made by cutting the jelly into small pieces and increasing the surface area. Pupils' skills in carrying out scientific experiments and their understanding of fair testing are well developed by the time they leave the school.
106. The quality of teaching is good throughout the school. Well planned and well structured lessons create a good balance between scientific theory and investigation. Teachers use their good subject knowledge to pose challenging questions that make pupils think hard. As a result, they learn to think for themselves by considering their predictions very carefully before carrying out investigations to test them. For example, when investigating whether solids that have been dissolved can be recovered, the teacher poses a simple question "would hot water make a difference?" to encourage pupils to try different methods without giving them any specific answers. In one Year 5 lesson, however, an opportunity was missed to develop pupils' understanding of the water cycle when questions and comments from pupils were not followed up with further, deeper explanations. Lesson objectives are shared with pupils so that they know what is expected of them. They respond well by showing a keen interest in their work, taking care with the equipment and working safely, with due consideration for others around them. Relationships are good. Teachers have a very positive approach to the pupils. In the vast majority of lessons, the good use of praise, ongoing assessment and well targeted comments and suggestions help pupils improve their work. This fosters good attitudes in pupils because they know that their work is valued. The skilful use of well-briefed non-teaching assistants helps pupils, in smaller groups, to arrive at greater scientific understanding and enables pupils with special educational needs and those for whom English is an additional language to make good progress. For example, in Year 1, the assistant helps pupils to investigate materials and through very effective demonstration, questioning and support leads them to a clearer understanding of what the words 'opaque', 'translucent' and 'transparent' mean. Where teaching is very good and occasionally excellent as, for example in Years 5 and 6, the pace of lessons is very brisk. Lively teaching engages pupils' attention well and there are high expectations that pupils will organise their own resources to enable them to predict outcomes, carry out and write up their investigations. The pupils respond well and such activities contribute greatly to their personal development. Teachers demand good quality work and readily grasp opportunities to reinforce learning from other subjects by reminding pupils of their learning in literacy and numeracy lessons and how they should apply that learning in science. Pupils rise to these expectations by presenting their work well and taking pride in what they do. Teachers successfully bring the class together at the end of a lesson to discuss and evaluate

pupils' work and to support and consolidate their understanding and develop further learning. As a result pupils enjoy their science lessons, demonstrate very positive attitudes to the subject, achieve well and make good progress.

107. Subject management is very good. The policy and scheme of work effectively cover all aspects of the National Curriculum and there is a clear emphasis on developing skills in carrying out scientific investigations. Resources are good and information and communication technology is successfully incorporated into science work, for example, through data handling. The co-ordinator gathers information on pupils' performance in the subject through the examination of planning and pupils' work and the programmed observation of teaching throughout the school. The information is used to support and develop teachers through identifying staff development needs and providing relevant in-service training, sometimes led by the co-ordinator himself. A detailed analysis of National Curriculum test papers is carried out to identify strengths and weaknesses. The information from this and from the analysis of the results of end-of-module tests is used to set annual targets for pupils and their progress towards them is monitored well. A portfolio of examples of pupils' work is being developed to support teachers in their assessments but this does not yet cover all areas of the science curriculum. A number of staff, including the co-ordinator, are qualified in science and this good subject expertise supports the school's determined drive towards higher standards. Improvement since the previous inspection is sound.

ART

108. Pupils of all ages attain good standards in art because of effective teaching and very good curricular planning that results in a wide range of high quality learning experiences. These include work in two and three dimensions using media such as paint, pastels and clay, and various collage materials. This represents good improvement since the previous inspection. Work on display shows that pupils also work very effectively in different scales, for example, in creating together an imaginative large-scale multimedia representation based on Kandinsky's work or small-scale individual sculptures based on the work of Henry Moore. All pupils achieve well and make good progress in relation to their prior attainment, including those with special educational needs and those for whom English is an additional language. These pupils often receive good support from well-briefed support staff.
109. The quality of teaching is good in the 5 to 7 age range. It was possible to observe only 2 lessons in the 7 to 11 age range. The quality of teaching was satisfactory in one lesson and excellent in the other but there is insufficient evidence to make a secure overall judgement in this age group. All teachers plan well for art, guided by the very helpful scheme of work that ensures pupils make continuous progress throughout the school. Pupils are taught to observe detail carefully. Good examples of this are found in observational drawings that show that they understand how to create three-dimensional effects through the effective use of line and shading. Drawings become more detailed and accurate as pupils move through the school and they also begin to use colour and different media with greater confidence and more imagination. Good attention is paid to consolidating and extending pupils' literacy, numeracy and information and communication technology (ICT) skills in art. Teachers insist that pupils use the correct subject vocabulary when talking about art. They draw attention to symmetry and geometrical shapes and, in a lesson with Year 2 pupils, to concentric circles in spirals as pupils prepare to print using string. Relevant ICT programs consolidate and extend pupils' creative use of colour, line, shape and space. There is at present, however, little opportunity provided for pupils to write about art.
110. By Year 6, pupils have a very good knowledge and understanding of the work of different artists. Where teaching is excellent, pupils are highly motivated and their interest clearly roused by the teacher's very effective questioning. This draws exceptionally well on pupils' previous knowledge and understanding of art from different times and cultures. In the lesson with pupils in Years 5 and 6 it also very skilfully led them into describing what they saw in Mondrian's picture 'Broadway Boogie Woogie'. The pupils' carefully considered responses show how well they have learned to think for themselves. They confidently give their own ideas and opinions and listen carefully to those of others. The teacher uses his very good subject knowledge to extend their responses and move them onto discussing the artist's use of, for example, primary colours and geometrical shapes. The ensuing practical work allows pupils to use their creative skills very effectively to produce similar representations based on their own ideas. This very good provision and guidance contributes well to pupils' personal development and to their spiritual,

moral, social and cultural development. Teachers assess pupils' work in class, praising what they do well and offering advice and support without stifling pupils' own ideas. This is effective and results in pupils being able to evaluate their own work and to talk knowledgeably about what they want to change and why.

111. Subject management is good. The well-qualified and enthusiastic co-ordinator monitors teachers' planning well, checks pupils' work and gives good advice and support to teachers when necessary. She also monitors the quality of teaching on a rota basis with other subjects and has prepared a useful portfolio of pupils' work to guide teachers in theirs. A weakness in this is that the work is not annotated to help non-specialists assess how well the different elements of art might be used through different media. The co-ordinator is very clear where the strengths and weaknesses are in the subject and about how to address the weaknesses, for example, using sketchbooks as a record of pupils' ideas and progress, and using the agreed planning format to identify assessment opportunities within a project.

DESIGN AND TECHNOLOGY

112. Standards in design and technology are very good at the age of 7 and good at the age of 11. In the 5 to 7 age range, pupils' achievements are very good because they are taught effectively how to plan, make and evaluate their designs and their products. By the age of 7 they do this confidently and make informed choices when selecting tools and materials. They cut and shape the materials with some precision and use simple finishing techniques to improve their design. Achievement is good in the 7 to 11 age range and by the age of 11 pupils produce detailed plans with precise measurements listing the materials, products and tools to be used. They evaluate several ideas when planning and while working they modify their plans as they identify weaknesses. Pupils select and use tools with increasing maturity and precision as they move through the school. In both age groups, the end products are similar to the original plan and pupils can evaluate them and point out what might be improved.
113. The quality of teaching is very good and enables pupils to achieve very well. Teachers use their very good knowledge of the subject to provide clear explanations when describing techniques and answering questions. They use precise and accurate vocabulary, and reinforce it well as they insist that pupils use the correct names of tools and procedures. For example, pupils in Years 3 and 4 can talk about and draw plan views, side views and front views of their design. Teachers ask very challenging questions to make the pupils think carefully about the suitability of their design for its designated purpose and about their choice of tools and materials. They give good demonstrations of how to use tools and join materials and in the best lessons stop pupils whilst working to assess and evaluate their work, reinforce techniques and teach new skills. The high expectations of standards and behaviour mean that all pupils listen well and work hard. They use tools correctly and safely and present work of a high quality. The enthusiasm of the teachers and the stimulating tasks that they present to pupils, keeps the pupils highly motivated and stimulates them to concentrate well, persevere and continually strive to improve their work. They are keen to produce the finest quality product and use a range of finishing techniques to improve corners and sand down or paint the finished product. Pupils work very well together supporting each other when using tools and joining materials. In one lesson, even when the teacher did not ask searching enough questions to help pupils improve their designs, they still concentrated well and worked co-operatively. The planned activities make a very good contribution to pupils' personal development.
114. Pupils with special educational needs make very good progress due to the good support they receive from teachers, support staff and fellow pupils. Design plans are modified for them and questions and explanations levelled at their abilities. The use of precise language and clear explanations also enables pupils for whom English is an additional language to make very good progress. Teachers also plan imaginative tasks linked to other areas of the curriculum. This motivates pupils by giving relevance to the tasks and allows them to use their practical knowledge in other subjects, for example, history (Tudor houses and Celtic brooches), science ('whizzers' and choices of materials according to their properties) and literacy (pop-up books, labelled designs, menus and instructions). Mathematical skills are reinforced as pupils take precise measurements and learn to present their research findings in the form of star diagrams and data surveys. They use mathematical knowledge when choosing the shape and weight of the packaging and work out the cost of each package taking into account labour and other production

costs such as electricity. Pupils use their observational skills very well when making plans and the standards of drawing and presentation are very high.

115. Subject management is very good. The very effective scheme of work includes well thought out tasks that gradually increase in difficulty. The scheme provides very good guidance for teachers. The school portfolio includes good examples of pupils' work across all elements of this subject. The co-ordinator monitors teachers' planning and pupils' work and is timetabled to observe colleagues and teach exemplar lessons from time to time. Assessment procedures are sound and there is a good bank of resources that are easily accessible. Satisfactory but limited use is made of information and communication technology at the present time as the school is still building up the software for control technology. The co-ordinator attends courses regularly and feeds new ideas and information back to the staff. The very good provision and leadership in this subject contribute in great measure to the high standards that have been maintained since the last inspection.

GEOGRAPHY AND HISTORY

116. In response to the flexible approach allowed in these two subjects, the school teaches history and geography in alternate terms and on a two year cycle. Because of these arrangements, it was possible to see only 2 geography lessons and 3 history lessons during the inspection. This evidence, together with discussions with pupils and the work in their books and around the school and discussions demonstrate that attainment is as expected for pupils' ages and achievement is satisfactory in both subjects. Standards have been maintained since the last inspection.
117. Pupils aged 5 to 7 cover a suitable range of topics in both subjects. In geography, they learn where different countries are by following Ted's journeys around the world and can use a globe to show where hot and cold countries are and what animals are found where it is cold. By the age of 7, they have a sound knowledge and understanding of their local area. They are able to compare homes and compile accurate information on the weather. In history, 5 to 7 year old pupils gain a sense of chronology as they study toys and games from different times. For example, they are able to distinguish between the toys of a hundred years ago and those that children have today. By the age of 7, pupils have an appropriate knowledge of key events and famous people. They respond well to the teachers' high expectations that they learn and use accurately, the vocabulary related to each subject. This helps them to be precise and specific in their answers to questions, to learn about places around the world and glean knowledge about the past through studying historical artefacts and other relevant sources.
118. Between the ages of 7 and 11, geographical knowledge and understanding is suitably extended to include climate and how the orbit of the earth determines day and night and the seasons of the year. Pupils in Year 5 make a detailed study of life in India, and international links are established with France, Sweden, Poland and Australia that further enhance pupils' geographical knowledge. They gain first hand experience in both subjects in a local study based on Ribchester, where they learn about settlements and about life in Roman times. Historical skills and knowledge are further enhanced in a study of Ancient Greece. Pupils demonstrate that they can identify the characteristic features of the society and contrast its attitudes, for example, to girls and women, with those of today. It is evident that pupils enjoy these two subjects and rise to the challenges set through the good consolidation of literacy and numeracy skills. In history, for example, pupils in Years 3 and 4 write delivery slips for Roman items arriving in Dover and produce a newspaper sheet to report the death of Caesar. In Years 5 and 6, they write imaginary accounts of competitions in the Olympic Games. In geography, pupils consolidate their numeracy skills in their work on co-ordinates. They are less secure when using grid references, however. In history, numeracy is developed well through the use of time lines, a calendar of festival and the collection and dating of historical data in Ribchester.
119. Because of the small number of lessons seen, no overall judgement can be made about the quality of teaching in either subject. However, in the 5 to 7 age range the teaching of history is satisfactory and teaching was good in the history lesson seen with pupils in the 7 to 11 age range. Teaching was good in one geography lesson and satisfactory in the other. Both of these lessons were with pupils aged 7 to 11. In both subjects, teachers' planning is good and reflects the teachers' sound subject knowledge and understanding. In the lessons observed, work was well planned to meet the needs of all pupils, including those with special educational needs and those for whom English is an additional language, enabling

them to make sound progress. Teachers respond well to pupils' questions and comments. Their confidence in their own subject knowledge enables them to bring new information to the pupils' attention thereby developing their learning, engendering enthusiasm and fostering good attitudes that keep pupils interested in their work and well motivated. Pupils are given the confidence to discuss their findings with the teacher and to make informed comparisons between different countries and the life styles of the people who live in them. Where geography teaching is good, there are high expectations of, for example, the pupils' ability to use photographs and the computer to gather information.

120. Subject management is satisfactory. Suitable adjustments have been made to the organisation of both subjects to take account of the limited time available. Both co-ordinators have carried out some monitoring of their subject through checking teachers' planning and pupils' work. The history co-ordinator has also had the opportunity to check directly on teaching but the geography co-ordinator, who has been in post for only one year, has not yet had the chance to do this. Both schemes of work outline the progressive development of skills in the respective subjects and assessment procedures are satisfactory. However, they are not identified consistently in teachers' planning and samples of pupils' work do not show clearly what skills and concepts have been covered or assessed. Resources are good for history and satisfactory for geography, and satisfactory use is made of a limited range of information and communication technology programs.

INFORMATION TECHNOLOGY

121. Information and communication technology (ICT) is a rapidly developing subject particularly since the opening of the new computer suite some twelve months ago. There has been very good improvement since the previous inspection with the school working hard to keep pace with the ever-changing nature of this subject. Pupils aged 7 and 11 attain standards above those expected nationally. All pupils, including those who have special educational needs and those for whom English is an additional language, achieve well and make good progress in relation to their prior attainment. This is because of the good quality teaching they receive in the computer suite and the follow-up work that takes place in many classrooms. Pupils enjoy working in the computer suite, listen well and carry out instructions.
122. Building on their work in the reception class, pupils in Year 1 learn how to use the computer for word processing. They can enter text and number information and with help can change font size, save, retrieve and print off their work. They confidently use the keyboard, have good control of the mouse and understand the purposes of shift and delete keys, cursors and arrow keys. Pupils in Year 2 competently use a variety of programs to develop further their word processing skills. They learn how to use the computer for data handling and to consolidate and extend their literacy skills.
123. Pupils aged 7 to 11 use information and communication technology competently. The vast majority confidently switch on the machines, load the programs they need for their work, retrieve information, print their work out and save it onto either their own floppy disk or the class file. They also know how to close down the computers using the correct procedures. All pupils have their own files, which contain good examples of the work covered. The majority of pupils display good skills in controlling the mouse and are knowledgeable about the functions of the keyboard. They extend their word processing skills to include different text layouts, changing formats and correcting their work as necessary. For example, Year 4 pupils use bullet points, change the size of fonts and highlight important points in the text by using the 'bold' command. In this age group, pupils also use computer programs to produce angled and symmetrical patterns and drawings. The skills of control technology are not as well developed as other areas, however, because the school is still building up its software for this aspect. A computer club meets once a week and is open to Year 6 pupils. This is a very useful extra-curricular activity that not only allows pupils to demonstrate their growing ability to use information technology with ease and confidence but also provides them with valuable revision opportunities in preparation for the statutory tests. Most pupils have a broad awareness of a wide range of computing terms and use these confidently when talking about their work.
124. Pupils with special educational needs have equal access to the subject and they receive good support as do pupils with English as an additional language. Many pupils benefit from having a computer at home and

often practise the skills they have been taught in school. Teachers are careful to note down what pupils know, understand and can do and plan relevant work for them to suit their different levels of attainment.

125. The quality of teaching is good. Both teachers and support staff confidently use their own good subject knowledge to ensure that all pupils benefit from their time in the computer suite. The basic skills of literacy and numeracy are covered well alongside the direct teaching of ICT knowledge and understanding. Curricular organisation is such that pupils aged 5 to 7 have one lesson each week in the computer suite in which they are taught specific ICT skills alongside the basic skills of literacy or numeracy. For example, in lessons with pupils in Years 1 and 2, lively and very motivating teaching extends pupils' knowledge of counting and the recognition of written numbers. They are successfully taught how to write their own version of a well-known counting and action rhyme, using backspace and delete keys to edit their work. They know how to print it and save it to floppy disk for use in the following lesson. Key language is identified and reinforced throughout the lesson and all pupils learn well. The teacher's good knowledge of the pupils also enables her to ensure that work is at the correct level for different pupils. For example, those who already have the required skills are shown how to take these further to improve their layout and those who do not are supported well to reach the required basic level for the activity.
126. Pupils aged 7 to 11 have two sessions per week in the computer suite. In one lesson they are taught specific ICT skills. In the other lesson, ICT is used for teaching literacy and numeracy skills. In a joint literacy/ICT lesson with Year 3 pupils, for example, the good direct teaching of how to insert and edit clip-art images motivates pupils and considerably increases their ICT presentational skills. They learn how to use 'view picture' to ascertain the image on the page, including altering the size of the picture and its position. The good use of time limits alongside interim plenary sessions to check on pupils' understanding keeps the pace brisk and enables pupils to achieve well. The effective organisation of the lesson enables all pupils to proceed at their own level and they share the machines, collaborate well and take turns so that all have the opportunity to practise the new skills. The teacher, student and support assistant all have clearly defined roles, and as in most ICT lessons they circulate well, accurately assessing and recording pupils' achievements, offering advice and encouraging pupils to make good use of their previous knowledge. Literacy skills are enhanced as pupils compose and sequence sentences as captions for their chosen pictures. They are successfully encouraged to be creative in their use of pictures and of language, to think and learn for themselves and to help each other as they practised their new skills in pairs. Teachers also make good use of ICT to develop pupils' research and information retrieval skills in subjects such as history and geography and good lesson planning ensures an effective balance between direct teaching and 'hands on' experiences for pupils. Programs are carefully chosen to match the needs of the pupils and information technology is used well to support work across the curriculum.
127. Subject management is good. The co-ordinator monitors teachers' medium term planning and offers support and advice when needed. A good subject policy and scheme of work incorporates the National Curriculum programme of study and provides good guidance as to how teachers can effectively assess pupils' work and decide what they need to learn next. Standards and the quality of teaching have both improved as a result of improved resources and the good quality in-service training brought about by the close links the school has with Preston College. Resources are good and the school is continually building up its range of software for use in all subjects. Since the last inspection the staff have worked hard and successfully to develop pupils' information technology skills and to broaden the range of work in line with National Curriculum requirements.

MUSIC

128. Pupils aged 7 attain satisfactory standards in music. By the age of 7, pupils can keep a beat through changes of tempo, recognise changes in dynamics and play untuned percussion instruments in different ways, for example, as they compose their music about a rainy day. They know the correct names for the instruments they play, for example 'maracas' and not 'shakers' because they are taught always to use the correct names for the instruments. The quality of teaching is satisfactory for pupils aged 5 to 7. Here, teachers successfully bring together the four elements of composing, performing, listening and appraising. Pupils benefit from being taught different ways of playing instruments and enjoy doing so to create particular effects in their work. Good classroom management ensures that they behave well, take care of the instruments and put them away safely after use.

129. Between the ages of 7 and 11, all pupils, including those with special educational needs and those for whom English is an additional language, extend their musical vocabulary by learning the meaning of a range of Italian terms and naming correctly a wide range of orchestral instruments. They also gain satisfactory listening and appraising skills as they listen to different styles of music from different periods of time. However, they do not achieve well enough or make sufficient progress in composing and performing. They have very limited opportunities to engage in these activities and there is no whole school approach as to how to teach them. Pupils who receive instrumental tuition benefit from good teaching that enables them to read musical notation, develop good instrumental technique and learn to play with a developing sense of style.
130. Insufficient evidence is available to make a secure judgement on the overall quality of teaching in all aspects of music in the 7 to 11 age range. In the three class lessons seen, teaching was of good quality in one lesson and satisfactory in the other two. The good teaching occurred in a lesson with pupils in Years 5 and 6 that effectively combined the four aspects of listening, appraising, composing and performing. The pupils are highly motivated by the good range of activities within the lesson because the teacher transmits an infectious enthusiasm that inspires them to try hard to succeed. For example, considerable challenge is added to the singing of nursery rhymes to reception children, as the Italian terms for different tempo and dynamics are used, first one at a time and then in combination, to sing the rhymes in different ways. Pupils rise well to such challenges, showing a good understanding of what the terms mean, clear enjoyment of the activity and good use of their voices. However, when the same pupils perform their compositions to reception children, it is clear that they do not have the same level of expertise or confidence. The compositions are at the very basic level of adding sound effects to a story that is read by a member of the group who stops at pre-determined places to allow the sound effect to be played.
131. Throughout the school, teachers' planning varies considerably. It is based on a commercial scheme that some teachers adhere to strictly and others alter to try and incorporate different musical activities to cover all four aspects of the curriculum. There is no whole school approach to this, however, and the scheme has not been well enough adapted to meet the pupils' learning needs, or monitored to ensure continuous progression in practical work. This results in uneven experiences for pupils and in standards that are lower than they ought to be. Pupils have little opportunity to think or learn for themselves by, for example, using imagination and creativity in their work or being able to work independently or in groups of different sizes to apply their musical knowledge and skills. Therefore music does not develop pupils' personal skills, including their social and cultural skills as well as it ought to do. Through the carefully planned listening and appraising activities, music makes a sound contribution to pupils' spiritual and moral development. Teachers' ongoing assessment of pupils' work in lessons helps them to evaluate and improve what they are doing. However, there are no formal assessment procedures and no indication in planning that teachers use their day-to-day assessments to inform the next step in pupils' learning. Nor is there any evidence of the use of information and communication technology in this subject even at the simple level of pupils' taping their own work or manipulating sound through using a keyboard.
132. Subject management is unsatisfactory. The music co-ordinator is at present absent from school due to illness. Both the headteacher and the teacher who is holding the post temporarily, are very aware of the weaknesses in provision and the drawbacks of the current use of the commercial scheme. Understandably, however, the concentration on raising standards in English and mathematics means that the issues have not yet been addressed. There has been some monitoring of planning, and teaching is monitored on a rota with other subjects. In line with the school development plan, a timely review of practice, provision and subject management is planned with the coming of the new programme of study. Standards in music have deteriorated since the previous inspection.

PHYSICAL EDUCATION

133. Standards in physical education are good throughout the school and all pupils, including those with special educational needs and those for whom English is an additional language, achieve well in relation to their prior attainment. Only gymnastics and games were observed during the inspection. However, evidence from the teachers' planning and the school's curriculum framework for the subject indicates that

there is also good provision for the teaching of swimming, dance and outdoor adventurous activities. The vast majority of pupils can swim at least the nationally expected 25 metres by the age of 11. There has been good improvement since the last inspection.

134. By the age of 7, most pupils listen carefully to instructions, take turns and pay particular attention to safety. They are all aware of the need to stretch muscles prior to vigorous exercise and understand the benefits of a raised heartbeat. In games lessons, Year 2 pupils show good control when throwing and catching balls and beanbags and are developing good co-operation in readiness for team games such as French cricket. They work well in pairs and small groups. Pupils in Years 3 and 4 develop good control of small apparatus through well planned, progressive activities as they practise the skills required for volleyball, hockey and basketball. They respond well to the good opportunities provided for them to practise passing and receiving and successfully consolidate and develop these skills in a 'proper' game. They understand defence and attack tactics in games and appreciate the value of teamwork and co-operation. In gymnastics Year 6 pupils successfully mirror the actions of a partner first on the floor and then progressing to developing a sequence of movements using the apparatus. They use their bodies well, stretching and holding a balance, and refining their movements while being aware of their partner's needs.
135. Teaching throughout the school is good, with some very good teaching in the 7 to 11 age range. Planning is good and results in lessons that successfully develop pupils' skills, step by step. This consolidates pupils' learning by providing them with achievable but challenging goals that encourage them to work even harder. Lessons are presented in an enthusiastic manner with the majority of staff having high expectations of what pupils can achieve. This motivates pupils and they work hard, with interest and concentration and are eager to please. The majority of teachers use their good knowledge and understanding of the subject to give clear instructions and explanations that enable the pupils to understand the task. They effectively demonstrate the correct techniques for handling equipment and passing and receiving balls and then move around the groups as the pupils practise, giving praise and encouragement and reinforcing correct skills by further demonstrations. Pupils respond by listening carefully to instructions, co-operating well in teams and trying their best. Teachers highlight the pupils' good achievements as examples to other pupils and their effective use of ongoing assessment is helping pupils to understand how well they are achieving and what they need to do to improve. Time in lessons is used to the full for physical activity. Pupils are generous in their praise and are beginning to evaluate their own and other pupils' efforts in order to improve.
136. The subject is well led by an enthusiastic, well-qualified co-ordinator who monitors medium and short term planning and teaching. Formal and informal support is given to teachers whenever necessary and the very good scheme of work provides very effective guidance for teachers' planning. At present assessment opportunities are not built into planning but minimum requirements are met. Resources for the subject are good and well used. These are enhanced by the use of local resources, such as the swimming pool and the sports facilities at Preston College. The Year 6 pupils also benefit from a week at an outdoor activity centre in Windermere. Further positive impact on pupils' achievement is provided through a wide programme of extra curricular activities. A high number of staff willingly participate in providing pupils with extra practice in netball, football, cricket, hockey, cross country running and other field sports. The school is also very successful in gaining awards for swimming and is the current holder of the local schools swimming trophy.

RELIGIOUS EDUCATION

137. It was possible to observe only two lessons due to timetabling arrangements during the inspection. However a scrutiny of pupils' work and teachers' planning, interviews with teachers and discussions with pupils indicate that pupils attain good standards and achieve well in this subject in relation to the locally agreed syllabus. This is an improvement since the last inspection when standards were found to be satisfactory at both key stages. While it is not possible to make an overall judgement on teaching, in the two lessons seen in Key Stage 1, teaching was good. In the one lesson seen in Key Stage 2, teaching was very good.
138. Pupils are taught to discuss religious issues and stories and use them as a basis for considering how to develop their own values. They do this well. As 5 to 7 year old pupils learn about the story of the Good

Samaritan, for example, they discuss how they would behave in different sets of circumstances. Through the story of Zacchaeus they think about how to maintain friendships and how to put things right that go wrong. In their writing, Year 2 pupils show a good understanding of the different ways to form and maintain friendships. Higher attaining pupils write at length about all the different ways that they can help their friends, comparing their actions with those of Zacchaeus. Through the story of Easter they discuss new life and new ways of living and how they feel when something begins or ends. They learn to empathise with characters in Bible stories. When dramatising the story of Palm Sunday, for example, Year 2 pupils learn about the feelings of Jesus, his disciples and supporters and enemies. Through a very well told story about the Last Supper, combined with good teacher questioning, Year 1 pupils learn to consider how the disciples felt as they waited for the arrival of Jesus' enemies.

139. Pupils in Years 3 and 4 learn about the life of Jesus in more depth and begin to understand what is meant by 'good' and 'bad' people and people who need 'saving'. Through the Easter story they learn to distinguish between facts and points of view and to understand that what might be considered to be 'bad' experiences can sometimes have good outcomes. Through their writing they show an understanding of how Jesus came to be admired and they identify the qualities that they themselves admire in people. By the age of 11, pupils show a good understanding of the Bible and how we know about Jesus. They compare how information is transmitted today compared with in Jesus' day and write about people in whose footsteps they would like to follow. They have a good knowledge of sacred books and major world religions. Their writing shows a developing understanding of the similarities and differences in the way that Christians, Buddhists and Moslems celebrate their faiths.
140. Pupils use their literacy skills well in this subject. Teachers insist on high standards of presentation in pupils' work and these are very high in Years 2 and 6. Pupils are encouraged to explore and write down their own views of religious issues. Older pupils carry out their own research, recording the information in their own way, although in one class, it was clear that all information had been copied from the board. Good links are made with geography and history. Pupils learn about the countries of other major religions and make good links between the persecution of the early Christians and life in some countries today. Assemblies contribute well to religious education. Pupils' knowledge and understanding is developed through discussing Bible stories, major religious festivals in different religions, moral issues and religious symbols. Religious education makes a good contribution to pupils' spiritual, moral, social, cultural and personal development.
141. Subject management is very good. The co-ordinator attends courses regularly and has organised effective training for the staff to update their knowledge and expertise. A policy and detailed scheme of work, based on the locally agreed syllabus for religious education, give clear guidance to all teachers on what to teach and how to teach it. A good range of structured opportunities for pupils to learn about Christianity and other major religions are provided. Full coverage of the subject has been ensured by planning the programmes of study over a two year period. Assessment procedures are satisfactory. The co-ordinator monitors teaching, teachers' planning and pupils' work to ensure full implementation and maintenance of standards. She has worked hard to build up a large bank of resources including books for the school library and artefacts for every religion taught. Standards and provision have improved in this subject since the previous inspection. The co-ordinator is currently developing the use of visits and visitors to the school to enrich the pupils' experiences. At present neither occurs on any regular basis.