

INSPECTION REPORT

FULWOOD AND CADLEY PRIMARY SCHOOL

Fulwood, Preston

LEA area: Lancashire

Unique reference number: 119151

Headteacher: Mr Keith Johnson

Reporting inspector: Steve Bywater
18463

Dates of inspection: 15th to 18th April 2002

Inspection number: 192566

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cadley Causeway Fulwood Preston Lancashire
Postcode:	PR2 3QT
Telephone number:	01772 717087
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Appropriate authority:	The governing body
Name of chair of governors:	Stephen Bentham
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Steve Bywater 18463	Registered inspector	Information and communication technology History Physical education English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Colin Herbert 09652	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents? How high are standards? (attitudes and behaviour)
Stephanie Cook 14842	Team inspector	Science Foundation Stage Art Special educational needs	
Richard Evans 20692	Team inspector	English Music Religious education	
Derek Pattinson 19120	Team inspector	Mathematics Design and technology Geography Equal opportunities	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fulwood and Cadley is a larger than average primary school in Preston. Most of the 314 pupils (173 boys and 141 girls) on roll live close to the school. Pupils enter school in the academic year in which they are 5 and transfer to many secondary schools at the age of 11. The number of children receiving free school meals is 8.9 per cent which is below the national average. When children enter the reception classes, most arrive with skills which are best described as average for their age. Approximately 18 per cent of children are on the special educational needs register and 19 pupils receive additional help from outside agencies. The majority of these children have learning difficulties but a small number have emotional and behavioural difficulties. Eight children have Statements of Special Educational Need. Twenty six pupils speak English as an additional language and a smaller number of these children are at an early stage of English language acquisition and receive additional support from a bilingual assistant. Most of the children from ethnic minority groups are from Pakistan, Bangladesh and India. The school's improvements in standards have been recognised by the presentation of a school achievement award in 2000.

HOW GOOD THE SCHOOL IS

This is a good school that gives good value for money. Pupils attain high standards by the time they leave the school. The quality of teaching and learning is good and as a consequence pupils make good progress during their time at the school. Pupils' personal development is good; they are eager learners and behave well. The school provides a broad curriculum which is enhanced by a wide range of extra-curricular activities and interesting educational visits. There is a supportive ethos and an orderly atmosphere in the school and pupils feel valued. The headteacher provides strong and effective leadership.

What the school does well

- When compared with similar schools, standards at the end of Year 6 are impressive in mathematics and science.
- Teaching is good and pupils make good progress overall.
- Provision for pupils' spiritual and social development is good and moral development is very good.
- Pupils have a good attitude to learning, relationships within school are good and pupils behave well.
- The quality of care is good. The astute analysis of test results and pupils' assessments and use of the information gleaned are leading to improved standards.
- The headteacher is a strong leader and, with the support of staff, governors, parents and pupils, he has created a determined ethos of raising standards.

What could be improved

- The consistency in the quality of teachers' marking.
- The quality of education provided in the reception class.
- The development of, recognition of and valuing of the roles of key members of staff and governors in the monitoring and evaluation of school developments and the governors' role as critical friends.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has developed very well since the last inspection in March 1997. It is a tribute to the efforts of all the staff that the school has significantly improved all aspects of school life. In particular, the standards of pupils' work in the core subjects of English, mathematics and science have improved impressively as a result of the overall higher quality of teaching and learning. The teaching of religious education, design and technology and the overall provision for information and communications technology has improved enormously. The planning of the curriculum has advanced significantly as teachers have developed and implemented schemes of work in all subjects to ensure that pupils develop skills, knowledge and understanding in a systematic way.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	A	C	C
Mathematics	A	A	A	A
Science	B	A	A	A

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

The table shows that in the 2001 national tests for 11 year olds, pupils' performance in English was in line with the national average; in mathematics and science it was well above the national average. In comparison with similar schools, standards in English were average and standards in mathematics and science were well above average. The school has improved its performance over recent years in line with most other schools but since the last inspection the improvements have been impressive. The school is well aware of the strengths and weaknesses. Science and mathematics are strong but writing is an area to develop further. The full range of inspection evidence generally confirms the main findings of the test results in that, at the age of 11, standards in English are in line with national expectations whereas standards in mathematics and science are above and well above national expectations respectively. At the age of 7, standards in English and mathematics are currently above national expectations and standards in science are in line with national expectations. Evidence also shows that the attainment of children on entry to the reception class is at the level expected for their age. In the reception class, children make steady progress and by the end of their reception year the majority of children attain the early learning goals in all areas of learning. A few achieve beyond this. Standards in information and communication technology have improved very well since the last inspection and meet national expectations at the ages of 7 and 11 years. Pupils make at least satisfactory progress throughout the school in all subjects and by the ages of 7 and 11, standards are in line with national expectations in art and design, design and technology, history, geography and physical education. It is not possible to make a firm judgement about standards in music because only one lesson was seen. In religious education, pupils achieve the levels expected for their age as determined by the locally agreed guidelines.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils develop good work habits and are keen and responsive learners. They concentrate well and show eagerness when responding to the teachers' questions.
Behaviour, in and out of classrooms	Good. Pupils are polite and courteous and many pupils were seen to be respectful and kind to others during the inspection week.
Personal development and relationships	Good relationships enable daily routines to run smoothly and purposefully. Pupils co-operate well with each other and assume responsibilities as monitors. They show mature and responsive attitudes, particularly when willingly accepting duties with the youngest pupils.
Attendance	Satisfactory. Most pupils are punctual and lessons start promptly.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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.

Overall the teaching is good; the higher quality teaching was seen in the Year 1 class and in a number of junior classes. Three lessons were less than satisfactory (two were taught by supply teachers). The teaching in the Foundation Stage is satisfactory. Teachers provide interesting lessons and use of a variety of exciting resources. Teachers and other staff ask children pertinent questions and help them consolidate their learning. Control is better in the mixed age reception and Year 1 class because the teacher in the reception class is not consistent in applying the class rules. In the infant and junior classes, teachers have secure knowledge and understanding of the subject and in most lessons they ensure all pupils are enthused by a good choice and use of resources. Teachers have good relationships with their pupils and control is generally good. However, in the less than satisfactory lessons, the expectations of pupils' work and behaviour were too low and control inadequate. Teachers use assessment consistently to inform future planning but marking is inconsistent. Many teachers do not have high enough expectations of the presentation of work and do not pick up sufficiently on spelling and punctuation errors. The teaching of English and mathematics is good overall. Strengths include the way that teachers make clear what they expect pupils to learn and skilled questioning to tease out their understanding. Weaknesses in some mathematics lessons include review sessions at the end of lessons which sometimes miss opportunities for pupils to consolidate their learning. Throughout the school, teachers provide opportunities for pupils to use information and communication technology across the curriculum. The teaching of pupils with special educational needs is good. Class teachers and support staff are aware of pupils' learning targets and use them well to plan work for pupils. The teaching and learning of pupils with English as an additional language and the support of ethnic minority pupils are good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is sound emphasis on the development of knowledge, skills and understanding in most subjects but the curriculum for children of reception age is inappropriate. Teachers provide a very good number and range of clubs and a good range of educational visits and visitors extend and enrich pupils' learning.
Provision for pupils with special educational needs	Good. The school sets individual targets for pupils with learning difficulties. Classroom assistants, who work closely with teachers, ably support many pupils.
Provision for pupils with English as an additional language	Good. Teachers take care to explain tasks carefully and repeatedly to ensure pupils understand what it is they have to do. When necessary, the school makes good use of bilingual support to provide help for those pupils who need additional help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual and social provision is good; moral provision is very good and cultural provision sound. Pupils feel valued as individuals. Their spiritual development is well supported through assemblies and religious education. The school strongly promotes pupils' understanding of right and wrong.
How well the school cares for its pupils	Good procedures are in place for child protection and health and safety matters. The results of tests and assessments are used astutely to prepare projected targets for the school and for individuals.

In some classes, planning for pupils in mixed age classes does not always match their precise needs. Teachers give satisfactory emphasis to pupils' personal, social and health education within the curriculum but there is not yet a carefully structured programme. The school knows pupils very well and ensures that all pupils are fully included in all activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is a very strong leader who has been instrumental in driving up standards. The major improvements would not have been possible without the determined efforts of staff who have been under intense pressure and stress since the last inspection.
How well the governors fulfil their responsibilities	Satisfactory. There is a clear commitment to raising standards but governors now need strategies and routines to ensure continued and consistent improvement.
The school's evaluation of its performance	Satisfactory. There is a clear commitment by all to improve standards and the quality of education, but co-ordinators and governors are not clear about their monitoring roles and have had little guidance in the process of monitoring the quality of teaching and learning across the school.
The strategic use of resources	Good. There is a clear link between development planning and finance. Priorities are relevant to school. Best value principles are understood by the headteacher and are at the heart of the financial planning process. The school provides good value for money

The welfare and continued co-operation of staff is now of paramount importance if the improvements are to be consolidated. The subject leaders need to be empowered more to make decisions and implement change. The governing body is supportive and involved in the school but governors rely too heavily on the headteacher to inform them of what is going on.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • The amount of homework their children receive. • The school working closely with parents. • The information about how well their child is getting on.

Eighty one questionnaires were returned (26 per cent of those sent out) and 17 parents attended the pre-inspection meeting. A large majority of parents have a positive view of the school and a significant number of parents and grandparents provide valuable help in class. Inspectors support the parents' positive views. Inspectors judged that homework provision enhances pupils' learning and is fully in line with national guidance and note that the policy has been discussed fully with parents. Inspectors recognise that parents have a justified concern over information in their child's annual report. The school also recognised this and has already implemented changes.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Most children enter the reception class with average levels of skill across the range of their work; some higher-attaining children have above average skills. However, the attainment on entry varies from year to year. This is confirmed by the school's initial assessments that it undertakes with these young children. By the end of the Foundation Stage¹, most children's attainment is in line with that expected for their age in personal and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical, and creative development. These standards are not as good as they were at the time of the last inspection when standards were above average in language and literacy and the mathematical areas of learning. The reason for this is that the curriculum is not as good as it was at the time of the last inspection. The curriculum for the children in the reception class is satisfactory but it is not entirely appropriate for the children taught in the mixed age class. Some of the children in this class are ready and capable of undertaking this work but miss out on regular access to activities such as sand and water. There are also fewer opportunities for these children to choose their own activities.
2. In the 2001 national tests for 7 year olds, standards were in line with the national average in reading but were above average in writing and mathematics. When compared with similar schools, standards were average in reading and well above average in writing and mathematics. In the teacher assessments in science the proportion of pupils achieving the expected level was below the national average but higher attainers did well and were above average when compared with all schools and with similar schools. In the national tests, there had been an upward trend in reading improvements since 1998 but there was an unexpected dip in reading last year. The school has identified weaknesses in writing over a number of years. The number of higher attainers achieving the higher levels increased from 2 per cent in 1999, to 9 per cent in 2000 and 24 per cent in last year's tests. Girls generally outperform boys in reading and they did so in 2001. However, this was not significantly different from the national trend. More of a concern is a four-year trend where girls have consistently outperformed boys in writing by much more than the national trend. There is no clear reason for this but the school is aware of the differences and is monitoring this carefully.
3. In the 2001 national tests for 11 year olds, pupils' standards when compared with the national average were average in English (although standards have risen from 66 per cent in 1997 to 80 per cent in 2001) but standards were well above average in mathematics and science. Similarly, when compared with similar schools standards in English were average but well above average in science and mathematics. Although girls consistently outperform boys in English, boys usually outperform girls in mathematics and science. This is typical of the national trend and the school carefully analyses performance data in order to check for any concerns or anomalies. Teachers provide extra support for targeted pupils in order to raise standards and as a result all pupils including those who are higher attaining, those with special educational needs and those who speak English as an additional language achieve well in the junior classes. Due to the problems, which had been highlighted in the previous inspection, report the school had a backlog of underachievement to deal with. The greater proportion of pupils

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

achieving the higher levels in English, mathematics and science represents a significant improvement since the last inspection.

4. By the age of 7 pupils attain good standards in all aspects of English. They make good progress in Years 1 and 2. By the age of 11 pupils' standards are good in speaking and listening, and satisfactory in reading and writing. Their progress is satisfactory. The school has set aspirational targets in mathematics and English for 11 year olds. Although these are demanding, they are within reach.
5. The full range of inspection evidence shows that the level of pupils' speaking and listening across the school is above the national expectation. The receptive atmosphere in classes and assemblies, good relationships and pupils' good attitudes to learning, all combine to raise standards. Pupils in Year 2 read well. Their reading is accurate and confident. Careful teaching and support enables lower attaining pupils to read simpler books correctly and with understanding. In Year 6, the standard of pupils' reading is in line with national expectation. The range in standards between the higher and lower attaining pupils is narrower than that usually found. Standards of reading in the younger junior classes are in line with those expected nationally. However, pupils' progress slows from the good progress in the infant classes to satisfactory in the juniors. A contributory factor to this is that teachers do not hear pupils read individually with sufficient frequency. In Years 1 and 2, pupils achieve good standards in their writing. They make good progress over the two years. Most pupils achieve above average standards and higher attaining pupils' writing is well above the average. Pupils with special educational needs and those whose first language is not English receive good support from teachers and assistants. Pupils' handwriting and presentation of their work is mostly satisfactory but they do not always transfer the neatness seen in their English work to their written work across the curriculum. The standard of pupils' writing in Years 5 and 6 is satisfactory. In extended writing pupils write successfully in a good range of styles. Although pupils have a sound understanding of the structure and purpose of the different styles, the content shows a lack of imaginative development. This is particularly true of the higher attaining pupils whose standards of work are not significantly above those of average ability. Pupils also mar their work with too frequent spelling and punctuation errors which teachers do not correct or comment on in their marking.
6. Standards in mathematics are currently above national levels by the end of Years 2 and 6, and progress for most pupils is good as they move through the school. A small number of pupils, mostly the more able in Years 1 to 4, and the average attaining pupils in the upper school, where pupils are grouped by ability, do not always make the best possible gains in learning. Most pupils achieve well in the development of understanding of number and shape, space and measures and make sound gains in learning in their ability to handle data. Investigative approaches receive satisfactory emphasis in most years. These approaches help to develop pupils' ability to think and solve problems for themselves. For example, older pupils develop their own strategies for solving problems and confidently communicate them.
7. Pupils use literacy and numeracy skills to good effect in many subjects. Throughout the school they read and record their work in different ways. For example, they write stories and accounts in history and religious education and they use graphs and tables in their science work, often making comparisons and recording measurements accurately.
8. During the inspection, inspectors found standards in science to be in line with national expectations by the age of 7 and well above national expectations by the age of 11. The inspection confirms that all pupils, including those with special educational needs and those who speak English as an additional language, learn at a good rate and achieve well by the time they are 11. Most pupils have an inquisitive approach to science and they use their scientific enquiry skills to compare and contrast, and to make predictions.

Pupils' work in all aspects of science (life processes and living things, materials and their properties and physical processes) is at the levels expected. The strong emphasis given throughout the school to investigation continues through the junior classes. By the time they are in Year 6, most pupils are confident in their science work and have a wide knowledge of all aspects of science. Higher attaining pupils are particularly competent in their work on 'Life processes and living things' and correctly identify different organs of the body and describe their functions.

9. Standards in information and communication technology have improved very well since the last inspection and meet national expectations at the ages of 7 and 11. Pupils make at least satisfactory progress throughout the school in all subjects and by the age of 7 and 11, standards are in line with national expectations in art and design, design and technology, history, geography and physical education. It is not possible to make a firm judgement about standards in music because only one lesson was seen. In religious education, pupils achieve the levels expected for their age as determined by the locally agreed guidelines.
10. The overall standards achieved by pupils with special educational needs vary according to how well the individual learning needs are met. Teachers take care to include all pupils in all aspects of their lessons. In questioning and discussion they encourage all to participate and specifically target under-achieving pupils to answer. Pupils with special educational needs and those with English as an additional language receive very good support which helps them to make good progress. In some cases their attainment is in line with other members of the class.

Pupils' attitudes, values and personal development

11. The attitudes of pupils to school and to their learning are good overall and their behaviour in and around school is also good. Relationships between all members of the school community are good. Pupils have improved the quality of this aspect of school life since the last inspection. This improvement is as a direct result of the very good provision for moral development provided by the school. A very high proportion of those parents who completed and returned the questionnaire or who attended the pre-inspection meeting also expressed positive views about behaviour in school.
12. In the classroom the attitudes and behaviour of pupils were good or better in 75 per cent of lessons and very good or better in 18 per cent of lessons.
13. Children in the Foundation Stage have good attitudes to learning and enjoy coming to school. They are often enthusiastic about their activities and keen to participate, particularly in oral work. They try hard to put up their hands and not shout out but find this difficult sometimes as the teacher does not insist on children obeying the class rules. A slightly higher proportion of very good behaviour was observed during lessons in Key Stage 1. Standards of behaviour in the playground have improved since the last inspection and the anti-social behaviour referred to in the report has been eliminated. Indeed, throughout the school, pupils of all ethnic groups happily work and play together and there was no evidence of any oppressive behaviour. The good behaviour extends within the dining hall at lunchtime and at the breakfast club. Pupils were very polite and well mannered towards visitors as they moved around the school. They would hold doors open and offer a cheery greeting. Pupils act in a very orderly and sensible way as they walk to their swimming lesson in the local leisure centre. Pupils with special educational needs have good attitudes to school and usually behave well. Those pupils who find it difficult to conform to school rules are pleased when they behave well and are rewarded and praised by the staff. There was no indication of any unsociable or racist behaviour whatsoever during the inspection. There have been no exclusions during the last reporting year.

14. Pupils generally have a good understanding of right and wrong and always show respect towards all members of the school community. There was no evidence of graffiti, litter or vandalism in or around school. All pupils enjoy coming to school and they talk about it enthusiastically. The majority are very keen to participate in class activities and a large proportion of pupils are fully involved in the extra-curricular activities. For example, in a Year 3 numeracy lesson they expressed genuine pleasure as they improved on the previous day's time for the mental maths exercise. They then set an improved time target for the next day. Additionally, in a Years 1/2 numeracy lesson the pupils were thoroughly enjoying the mental maths session and paced their response to the 'swinging piglet' that was controlled by the teacher.
15. Relationships between pupils and one another, and pupils and all adults, are generally good and pupils collaborate very well in all aspects of school life and enjoy working and playing together. Pupils socialised well together in the breakfast club as they enjoyed their cereal and toast. At lunchtime pupils entered into serious debates with visitors about the seriousness of the injury to David Beckham or whether Preston North End would manage to secure a place in the playoffs for their division. Additionally, in a Year 4 physical education lesson pupils were working very well in teams of two or three to design musical movements. The high quality of these relationships has a positive impact on pupils' learning, as they are all included in all school activities.
16. The opportunities for pupils to take responsibility in school are good overall. Older pupils help to supervise younger ones during wet playtimes. Additionally, pupils in Years 5 and 6 have been trained to carry out duties in the school office at lunchtime and they enjoy taking messages and delivering mail around school. However, there is no school council, and this is a lost opportunity for pupils to get involved further in their school community and take further responsibility. The opportunities for pupils to show initiative are somewhat limited as, in some classes, pupils are over directed and do not get sufficient opportunities to carry out independent research or set their own targets. Pupils are very aware of the needs of those less fortunate than themselves and make generous donations to a variety of charities such as Doctor Barnado's, the National Society for the Prevention of Cruelty to Children, Age Concern and Poppy Day. All these activities have a positive impact on pupils' personal development.
17. Levels of attendance have increased considerably since the last inspection. In the last year, they have risen to match the national average precisely. More recently, attendance rates have improved still further and, in the present year, 11 pupils have maintained a 100 per cent record. Unauthorised absence is below the national average. The school has fully addressed the key issue identified at the last inspection, concerning the completion of registers to record attendance.

HOW WELL ARE PUPILS TAUGHT?

18. Fifty seven lessons were observed and the overall quality of teaching is good. Three unsatisfactory lessons were seen, two of which were taught by supply teachers. Teaching in the Foundation Stage and the infant classes is satisfactory overall and teaching in the juniors is good. High quality lessons were consistently seen in the Year 1 class and in the classes in Years 5 and 6. Sixty per cent of lessons were good and 32 per cent were very good. Teaching in the last inspection was judged to be satisfactory or better in almost three quarters of the lessons. Based on the evidence in this inspection teaching has improved significantly.
19. The teaching in the Foundation Stage is satisfactory in all areas of learning although it was judged to be good at the time of the last inspection. It is better in the mixed age class in language and literacy and in mathematical learning. Teachers are well prepared

and organised and they deploy other staff effectively. Teachers, support assistants and other adult helpers are often skilled in asking children pertinent questions and helping them consolidates their learning. The classroom has stimulating resources but the role-play areas are not displayed as interestingly as they could be. Teachers have good relationships with the children, and control in the mixed class of reception and Year 1 children is good. Here the teacher makes timely interventions to interact with children and works hard to create and hold children's interest. The teacher in the reception class is not consistent in applying the class rules and as a consequence children are not as attentive as they might be.

20. Throughout the school, teachers' subject knowledge is good. All teachers in the infant and junior classes have benefited from training in subjects, which have included English, mathematics, science, information and communication technology and preparing work for pupils who speak English as an additional language. Some good organisation includes setting and some specialist teaching, for example in English and mathematics in Years 5 and 6 where teachers can make the most of their talents and share expertise.
21. The teaching of literacy and numeracy skills is good and the setting of pupils into groups by ability is having a positive impact by enabling teachers to plan work more efficiently to meet the needs of similarly talented pupils. Teachers have implemented the National Literacy and Numeracy Strategies well. In literacy lessons, teachers use challenging, well-chosen whole class texts to interest and involve pupils. Teachers make good use of other resources such as tapes of poems and songs to stimulate the pupils. In literacy lessons, as in most other lessons, teachers share the lesson's objectives with the pupils and review them at the end so that they reinforce the learning objectives and evaluate pupils' progress whilst pupils themselves become aware of their learning. However, teachers do need to review their marking policy. They often fail to pick up sufficiently on inaccurate spelling and punctuation and this detracts from the quality of some pupils' work. Mathematics is taught well. This has a positive effect on pupils' learning and the high standards they attain. In well-structured numeracy lessons the teachers ensure that pupils focus clearly on learning the basic skills in numeracy and encourage pupils to look for patterns as they concentrate on finding methods and strategies to solve problems. By the end of Year 6, pupils work quickly and accurately in mental mathematics sessions. They show high levels of interest and are keen to achieve at speed. They have a very good recall of number facts and manipulate number competently. In other subjects, particularly in science and art, teachers do not use the plenary as well as they might and miss opportunities to extend pupils' learning. Teachers encourage pupils to use their literacy and numeracy skills in all subjects. For example, in a Year 1 science lesson, the teacher uses a colourful big book about butterflies. Combined with skilful questioning this enables pupils to learn about life cycles. Pupils skim and scan documents in their research for history topics and write accounts about other countries in their geography work. Pupils' numeracy skills also develop well in other subjects. For example, they gather information in history, geography and science, record their findings using a variety of graphs and use the information well.
22. Teachers rarely miss opportunities to encourage pupils to use information and communication technology for research and to enhance the work in other subjects. For example, there is substantial evidence that pupils use computers to research using CD ROMs and the Internet to find information in their history, geography and work in religious education. However, although pupils know how to use spreadsheets and how to draw graphs and charts, there are times in mathematics and science when they miss opportunities to use these skills.
23. Teachers throughout the school create good opportunities for pupils to practise speaking and listening skills during class discussions and in pairs and small groups. They work hard to raise pupils' self-esteem and pride in their achievements and this enables them to

ensure that all pupils are fully included in all activities. Teachers share their own views and opinions with pupils and use pupils' contributions in a positive way to extend learning, even when the answers are incorrect. This results in pupils confidently volunteering their opinions and trying hard with their work. Teachers have high expectations of their pupils and use praise and encouragement regularly to enthuse and motivate them. The high quality of relationships in the school and the generally highly effective management of pupils' behaviour means that in most classes pupils are well behaved and concentrate for extended periods. This was seen, for example, in a religious education lesson in a Years 4/5 class where pupils discussed the Qur'an and showed respect and great interest in the information that their Muslim classmates had to offer.

24. Teachers work conscientiously to provide interesting starting points, for example visits and visitors to motivate and engage pupils in their learning. They use resources imaginatively. For example, in a science lesson looking at the characteristics of living things, pupils were enthralled at the inquisitiveness of a pet rat. They were inspired to write responses to the question 'How they know they are alive?' The music lesson observed in the Years 1/2 class provided the pupils with a memorable experience. The teacher introduced a professional guitarist to the class. His skills enthused and delighted the pupils who responded very well with their own musical input.
25. A strong feature of the more successful lessons is when teachers carefully balance whole class teaching with opportunities for enquiry, and for pupils to work independently and co-operatively. They use different strategies which allow pupils to answer searching questions, to research their answers and to solve problems through experimentation and handling materials. This enables pupils to use and enhance their skills and knowledge. Pupils respond enthusiastically, expand on their answers and know that their contributions are valued.
26. Teaching of pupils with special educational needs is good and pupils are supported well. Work is geared to achieving precise targets identified in individual education plans, with mostly clear time scales indicated. Teachers evaluate gains in learning towards the achievement of targets, and regularly update pupils' achievements before setting further targets. The pupils who speak English as an additional language are well known to teachers who take care to ensure that instructions are carefully given and repeated if necessary. These pupils are often supported individually or in a carefully selected group of supportive pupils to ensure they are fully included in all lessons. Additional advice from the local education authority support team and a bilingual assistant ensures that pupils make good progress in developing their use of English.
27. Homework does support pupils' learning but in a substantial period of time before the national tests the homework is revision and consolidation of knowledge and understanding rather than the enhancement of learning. Eighty two per cent of the parents who responded to the parents' questionnaire are satisfied with the homework given to pupils but some parents expressed concern about its abundance. Whilst the inspection team agree that the homework provision may be demanding for some pupils, it is clear from the documentation provided and information to parents that the school is not pressurising pupils unduly.

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

28. The school provides a sound curriculum for its pupils in which all subjects required by the National Curriculum are securely represented. This is a significant improvement on the findings of the last inspection when policies and schemes were not available in all subjects, and the school did not meet all requirements of the National Curriculum. There is satisfactory emphasis on the development of knowledge and understanding in most subjects to ensure that work carefully builds on previous learning for most pupils. The development of skills and applying the skills needs further attention in some subjects. Both religious education and design and technology are more secure than at the time of the last inspection. Information and communication technology, a weakness at the time of the last inspection, is now suitably represented as a separate subject. Pupils use it increasingly in other subjects. The use of homework to support the curriculum has improved. Grouping older pupils by ability in English and mathematics is helping to implement the curriculum in these subjects more effectively by matching work more precisely to pupils' needs.
29. However, weaknesses still exist, and this slows the progress that some pupils make as they move through the school. The curriculum for children under five, a strength of the school at the last inspection, is now inappropriate in the reception/Year 1 class. The school plans it mostly around subjects rather than the required areas of learning. For example, younger children have too few opportunities for sand and water play. In other classes, planning for pupils does not always match their precise needs, especially in mixed age classes and in subjects other than English, mathematics and science in all classes. In mathematics, there is too little use of 'real-life' experiences to help pupils to appreciate that mathematics is an important part of their daily lives. The development of skills does not get enough emphasis in art and history. Planning for geography prevents all pupils from receiving an identical curriculum as they move through the school. In the weeks leading up to the national tests in Years 2 and 6, pupils spend more time revising and consolidating knowledge rather than extending and enhancing what they know and understand.
30. The school has organised the curriculum well to meet the needs of pupils with special educational needs, enabling them to make good gains in learning over time. Work usually matches their particular needs, and where additional support is available, the school targets it carefully to ensure that pupils make the best progress.
31. The curriculum places good emphasis on the development of number skills, especially mental work to help pupils handle numbers confidently and to improve their speed of mental recall. The school gives satisfactory emphasis to the development of literacy skills within English and in other subjects, although it sometimes does not give enough emphasis to writing at length in some other subjects.
32. A very good number and range of well-led clubs and activities appeal to the interests of many pupils. Most clubs, such as football, netball, computer, French, choir and art and craft, get good support and great appreciation from the pupils. A good range of educational visits, such as to Ribchester, Southport, Turton Towers and Preston Guild Hall, and an annual residential visit for pupils in Years 4 and 5, serve to extend pupils' learning opportunities. Visitors, such as those who lead a 'Viking Day', and grandparents, help to enrich pupils' learning experiences still further.
33. Teachers make every effort in all lessons and most activities that support the curriculum to ensure that they celebrate and value the contributions of all pupils. Pupils with special educational needs take a full part in the life of the school. Most pupils gradually learn to respect one another and support each other's learning. The school successfully includes

all pupils in the learning activities, whatever their ability, age, background or ethnicity, to help them to make mostly good progress.

34. Teachers give satisfactory emphasis to pupils' personal, social and health education within the curriculum. Teachers often give praise to enhance pupils' self-esteem. They use discussion effectively to provide opportunities for pupils to appreciate the views of others, and to instil qualities such as kindness and caring for others. Most pupils have learning targets, and this helps them to take responsibility for their own learning. Pupils in most classes have specific tasks to perform, which they carry out conscientiously. Issues relating to the importance of a healthy diet and exercise for maintaining a healthy life style are addressed through science. However, there is not yet a coherent policy to ensure that the school promotes these areas actively and consistently as part of a carefully structured programme, although this is currently receiving attention. The governing body has decided that the school does not teach sex education at the present time, although teachers address issues if they arise. Drugs awareness is taught in the juniors as part of the science curriculum.
35. The community continues to provide a good contribution to pupils' learning. Pupils make numerous visits to local places of interest such as Chester Zoo, Fleetwood Museum, Speke Hall and the Lowry Art Gallery in Salford. The highlight of the year for pupils in Years 4 and 5 is the visit to the outdoor activity centre in Shropshire, which they thoroughly enjoy. Community visitors include representatives from the fire and police services and theatre groups performing such playlets as 'Bully's Paradise'. The school links all these activities clearly into the curriculum and they have a positive impact on pupils' learning and development. There are no direct business links but members of the governing body bring their business skills into school life. The school has developed good links with local nursery schools and parents and their children have the opportunity to visit before the transfer to reception class. It has developed strong and effective links with the schools to which most pupils transfer at 11 years.
36. The school provides well for pupils' personal development. Spiritual and social provision is good; moral provision is very good and cultural provision sound. This is a marked improvement on the findings of the previous report. There is a strong sense of community, fostered by pride in the school and pupils' and adults' respect for each other. Pupils' confidence in speaking both in class and assemblies, and to visitors, demonstrates that they feel valued as individuals. The school strongly reinforces this nurturing of feelings of self-esteem in the weekly assemblies when it celebrates pupils' achievements in work, effort, sport, and behaviour. Teachers use praise frequently to reward and encourage pupils. Pupils' writing in English and religious education lessons offers them good opportunities for expressing their own ideas and feelings. A music lesson gave young pupils the satisfaction of making music together with a professional musician.
37. Religious education supports pupils' spiritual development well. They learn that faith and belief expressed through writings, worship traditions and caring for others are important to many people. They also learn to respect and value the values and traditions of others, especially when their fellow pupils describe these. The daily acts of collective worship fully meet statutory requirements. They provide opportunities for learning about and discussing spiritual and moral issues such as behaving properly and helping others. These often receive support from Bible stories and appropriate songs. Assemblies also contain time for reflection and prayer. Pupils learn to appreciate the wonder of the world in which they live. In a science lesson Years 2/3 pupils were excited by small animals brought in by parents as part of their 'living things' learning.
38. The school strongly promotes pupils' understanding of right and wrong behaviour. Pupils help to devise their classroom rules which are prominently displayed. One class

examined the question of 'Why have rules?' in their writing. They came down firmly in favour of having rules to promote an orderly and disciplined community. Pupils know that all adults have high expectations of their behaviour and respond positively. Adults in the school are very aware of their responsibilities as role models for the pupils and act accordingly. Pupils are honest and trustworthy and respect the school's and others' property. They consider wider moral issues such as pollution in conjunction with science and geography, and issues of conflict and injustice through historical topics such as Victorian times and World War Two.

39. Social relationships within the school are good. Pupils co-operate well with each other in lessons, readily sharing materials, equipment and ideas. Older pupils help younger ones with their reading at lunchtime. There are many opportunities for pupils to take responsibility, for example in the library, setting up assemblies, taking messages, answering the phone at lunchtime and welcoming visitors to the school. Pupils also raise money for a variety of charities such as Doctor Barnardo's, the National Society for the Prevention of Cruelty to Children and Shelter. The good range of visits organised to places of historical and geographical interest also helps to develop pupils' social awareness and interaction.
40. Pupils broaden their cultural awareness with the wide range of texts which they read in English lessons, their study of other continents and countries in geography and the customs and lifestyles of former times in history. Religious education in particular strengthens pupils' understanding of different world faiths and cultures. Muslim pupils describe their own traditions to the class. A Hindu parent, wearing traditional dress, spoke to pupils about her religion. Last year Year 4 pupils visited the Buddhist Centre in Preston. Pupils enhance their cultural development with visits to theatres, concerts and the Lowry Art Gallery. They also participate in local schools' music and dance festivals. There is a display of paintings in the style of Monet by members of the school art club. The school library however has very few books reflecting different cultures in the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has improved the quality of care and support pupils receive in school since the last inspection. As a result, it has embedded all the procedures and policies for health and safety well into school life. In particular it has addressed the concern over the registration procedure highlighted in the previous report. The governing body carries out its responsibility for health and safety in an effective way and has developed a useful observation and feedback report for use by the premises committee. The school maintains appropriate records for fire drills, accident recording, issue of 'bump notes' and emergency contact of family and friends in case of an emergency. It provided very good support and care when pupils walked to the local leisure centre for swimming lessons. The procedure for child protection is effective and the designated teacher ensures that all members of staff have an appropriate understanding of its contents. The school supervises pupils well at the breakfast club, at dinnertime and in the playground. The midday supervisors are an important and effective part of the school community.
42. Additionally, the school provides good emotional support for its pupils when required. It gave pupils the opportunity to reflect on the recent death of a close member of the school community and on the events of September 11th last year.
43. The school promotes and monitors attendance well. Tracking and monitoring of statistics takes place on a weekly basis and the educational welfare officer provides good support to follow up any concerns over absence trends. The school also promotes and monitors behaviour well through the very effective programme for moral development and the way that teachers manage it. Pupils know how they are expected to behave and no anti-social or bullying was observed during the inspection.

44. The school's arrangements for monitoring pupils' academic progress are good. It assesses pupils regularly in English, mathematics and science, using a variety of approaches to help them make the best possible progress as they move through the school. Although assessment in other subjects is not as consistent, the school's strength in these core subjects enables pupils to make good progress as they move through the school.
45. An analysis of the school's own assessment arrangements, which are carried out as pupils move through the school, enable teachers to:
- establish priorities for development,
 - place pupils in groups by ability in the mixed age classes, and for English and mathematics in Years 4, 5 and 6, so that work can match their needs more precisely,
 - discover what pupils know and understand,
 - obtain information to enable them set targets for pupils to help them with their learning,
 - plan work for pupils of different abilities,
 - assess work against learning targets and National Curriculum levels.
46. Teachers do not have access to portfolios of pupils' work in all subjects, and not all that exist are levelled to National Curriculum requirements to ensure consistency of judgements. Teachers do not use marking consistently to indicate what pupils must do in order to improve. Some marking lacks care and includes spelling mistakes.
47. Teachers and support assistants carefully monitor and regularly assess the work of pupils with special educational needs to enable them to make good progress towards meeting precise targets on their individual education plans. However, the school does not track the progress of gifted and talented pupils consistently, although it has identified this as an area for development.
48. Pupils have started to become involved in assessing their own work, such as through marking their work themselves and taking ownership of their own targets to help them improve. This is helping them to become more involved in, and more responsible for, their own learning. However, the school recognises that this is an area for further development.
49. The school uses assessment information increasingly to guide its planning. It thoroughly studies assessment data, such as from national tests. It identifies and overcomes weaknesses through the use of targets for development. Teachers monitor carefully progress towards meeting these targets. Core subject recording systems are varied and thorough, and are embedded in the school's work. For example, teachers track pupils' progress in English, mathematics and science. These approaches, followed consistently, are helping to improve pupils' performance over time. The school regularly monitors the performances of different groups of pupils, such as boys and girls, to ensure that all groups have the best possible chances to succeed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school promotes itself well to its parents and the vast majority of those who responded to the questionnaire or who attended the pre-inspection meeting have positive views about most aspects of school life. These parents hold the school in high esteem.
51. A good number of parents and grandparents help out in class regularly. During the inspection some parents brought in family pets, such as hamsters and rats, for pupils to observe. There are many more parents who assist on visits into the community. A small

number of committed and hard working parents organise events for the parent teacher association and these receive very good support throughout the year. For example, the summer fair raises approximately £3,000 and the money raised from other events allows the association to donate in the region of £5,000 to the school each year. The school used some of this money to purchase games and other activities for wet playtimes and to provide books for the library. All this support has a positive impact on pupils' learning and shows parents are involved well in the life of the school despite 20 per cent of parents stating otherwise in the questionnaire.

52. The information produced by the school for its parents is judged to be good overall. This judgement differs from the view of 28 per cent of parents who feel they are not well informed. The school has listened to the concerns of its parents about the quality of annual reports and has improved these significantly. In addition to parents meetings which are generally regarded as useful in passing on good information, reports now contain more personalised information, which enables parents to recognise their children and follow their progress. The reports also make parents aware of the targets set for their children through useful comments such as 'to enjoy more reading opportunities at home' or 'to develop strategies for solving mental maths problems'.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are good overall and include many strengths and a small number of shortcomings. Since the last inspection, when the school was in turmoil following the departure of the previous substantive headteacher, the school has improved dramatically. Standards, teaching, curriculum development and leadership all show very positive development. The school now provides good value for money and this is a major improvement on the previous inspection.
54. The headteacher is a very strong and determined leader who understands the needs of the pupils well and has been instrumental in improving standards and the quality of education that the school provides. A loyal staff, without whose efforts the changes could not have taken place, has supported him very effectively. The school has developed a new management structure as staffing changes have dictated changes. The headteacher has moved some way to delegate both tasks and authority to involve most of the staff in the co-operative task of improving the school's performance. He now needs to relinquish some responsibilities to enable staff to carry out their roles more effectively. For example, the co-ordinators of English, mathematics, science, information and communication technology and religious education have a good understanding of how to move their subjects forward. However, some co-ordinators do not feel valued in their roles nor empowered to make changes. There is a very strong commitment to raise standards but there is no shared vision of how this should happen.
55. The school has supported some co-ordinators well in their tasks by giving them time away from class teaching to empower them to monitor and develop the subject area. There is scope for the school to develop and extend this further by, for example, teachers using their specialist knowledge in other classes. In the most recent developments in literacy and numeracy, the co-ordinators and local authority adviser successfully monitored teaching and learning in other classes to see what was working well and where there were problems. However, many co-ordinators have not had training in how to monitor teaching and some of their observations lack focus and rigour. Teachers' planning in literacy and numeracy is effective and there is a good sense of teamwork among staff. The school has made good developments in monitoring outcomes of national tests and further development has taken place by setting individual targets. The monitoring of pupils' progress within classes and year groups now effectively underpins the target setting of all pupils and is much more helpful and accurate than it was at the time of the last inspection.

56. The school needs to reconsider the delegation of responsibilities to key members of staff. Due to staffing changes, the role of the deputy headteacher and key stage co-ordinators are insufficiently clear and there is no clear understanding and shared expectation of responsibility, authority and accountability. Whilst the co-ordination of the subject areas has a clear outline and an action plan gives details of dates, costs and success criteria, other duties are not clearly defined. The job specification needs to be far more specific. The management of the reception classes still needs careful monitoring and support because the teachers are relatively new to the Foundation Stage curriculum.
57. The governing body is loyal and supportive of the school and there is no doubting that there is a clear commitment to continue raising standards and improving the education for pupils in the school. However, the governors' role in leading the school can only be judged as satisfactory because they rely too heavily on the headteacher for information and consequently they are unable to fulfil their roles as critical friends. Some governors are regular formal visitors but overall they have limited knowledge and understanding of what actually goes on in the classroom. For example, although they have a secure understanding of standards in the national tests in numeracy and literacy, they have not been sufficiently involved in planning for these and other subjects' development through meetings or reports from subject co-ordinators. With the exception of analysing national test results, there has been no systematic and rigorous monitoring of standards or quality of education. The school development plan is monitored regularly and governors and staff meet together to review the last year's plan before agreeing targets for the new plan. All the targets in the school development plan are entirely relevant to the school and the action taken to meet these targets is clearly documented and effective.
58. The school has aims that address the educational, social and personal development of pupils and the aims explicitly express a firm commitment to improving attainment and raising standards. Many sound policies address the aims and priorities, and targets in the school development plan are appropriate to the school. However, the school aims have not been reviewed for a number of years. There is low morale amongst some staff and there is a need to re-examine the aims to see if they rest on a clear set of appropriate values. For example, there is no mention of valuing the contributions of staff, parents or governors and in order to achieve a shared sense of common purpose this is very necessary. The ethos of the school is good but could be improved. Staff relationships with pupils are strong, and there is a positive and welcoming atmosphere within school. However, a weakness in the ethos is that a significant number of staff feel pressured and unhappy in their roles. This is disappointing because there are many good things happening.
59. The management of special educational needs is effective. The deputy headteacher and the special educational needs co-ordinator have worked hard to ensure that all pupils receive the proper support this has led to improvements in provision. As a result, the school has been successful in raising the attainment for a significant number of pupils.
60. The management of pupils who speak English as an additional language has also been effective and close links with the local education authority ensure that when support is needed it is well-focused and all ethnic minority pupils are included in all activities.
61. The school has made a full and very effective recovery from the financial situation it was in at the time of the last inspection. It has paid back the very large deficit and by using good financial husbandry now functions within its allocated budget. The school has addressed all the points raised in the last financial audit. It uses its specific grants well and is making good use of new technology. The headteacher has a good understanding of the principles of best value. The school office is well organised and the secretary makes a valuable contribution to the day-to-day life of the school.

62. There is a satisfactory match of experienced and more recently qualified teaching staff in school. This enables the curriculum to be taught effectively. In particular there is a good improvement in qualifications and experience for the teaching of mathematics and science. The school has developed good procedures for the induction of new staff and for staff development generally. It has introduced its performance management policy well and all teaching staff are well into the first cycle of the process.
63. The adequacy of accommodation is satisfactory overall although a few classrooms are small for the number of pupils on roll. On occasions this limits the free movement of staff and pupils around the area. Both the library and information and communication technology areas are small and not easily accessible up a small staircase. The school benefits from a large grassed playing area and a well laid out adventure play area. The school is clean and well maintained due to the hard work of the caretaker and cleaning staff.
64. The adequacy of resources is also satisfactory overall, with provision for maths and science being good. The provision of two computers in most classes compensates for the small information and communication technology suite. The library is used by pupils to borrow books, but is insufficiently stocked for the size of the school. It is particularly short of books supporting the multi-cultural dimension.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards and improve the quality of education the headteacher, staff and governors should
- (1) improve the leadership and management of the school by continuing to clarify and articulate the role of the deputy headteacher, key stage co-ordinators and subject leaders by:
- empowering them to lead their subjects with responsibility, time and training where necessary;
 - reconsidering the aims of the school to ensure that it values all stakeholders (pupils, staff, governors and parents) and recognises their efforts and achievements;
 - ensuring that governors fulfil their roles as critical friends and finding out more about the school;
- (paragraphs 54-58, 110, 115 and 119)**
- (2) improve the quality of marking throughout the school by being more rigorous in identifying pupils' errors in punctuation, spelling and grammar;
- (paragraphs 5, 21, 89, 97, 115 and 125)**
- (3) improve the planning and provision, for children in the Foundation Stage by:
- providing opportunities for children to learn through play and choose activities for themselves;
 - improving children's access to the outside area;
 - improving the teaching in the reception class, so that no time is wasted on class management, and improve the provision in some of the areas of learning, for example, the writing area.
- (paragraphs 1, 13, 19, 29, 67-73 and 76)**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	9	25	20	2	1	0
Percentage	0	16	44	35	3.5	1.5	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)		314
Number of full-time pupils known to be eligible for free school meals		26

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		56

English as an additional language

	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	20	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	19	22
	Girls	18	18	18
	Total	37	37	40
Percentage of pupils at NC Level 2 or above	School	82 (93)	82 (86)	89 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	22	21
	Girls	18	19	18
	Total	37	41	39
Percentage of pupils at NC Level 2 or above	School	82 (93)	91 (91)	87 (95)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	24	21	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	22	23
	Girls	18	17	21
	Total	36	39	44
Percentage of pupils at NC Level 4 or above	School	80 (96)	87 (88)	98 (98)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	21	22
	Girls	16	17	19
	Total	36	38	41
Percentage of pupils at NC Level 4 or above	School	80 (90)	84 (96)	91 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	9
Pakistani	12
Bangladeshi	4
Chinese	0
White	239
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.6
Number of pupils per qualified teacher	25
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	196

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	552,593
Total expenditure	552,736
Expenditure per pupil	1,766
Balance brought forward from previous year	31,034
Balance carried forward to next year	30,891

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	2.1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 26%

Number of questionnaires sent out	314
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	41	6	4	0
My child is making good progress in school.	38	54	6	0	2
Behaviour in the school is good.	37	56	4	1	2
My child gets the right amount of work to do at home.	25	57	10	6	2
The teaching is good.	40	53	5	0	2
I am kept well informed about how my child is getting on.	27	44	26	2	1
I would feel comfortable about approaching the school with questions or a problem.	44	44	10	1	1
The school expects my child to work hard and achieve his or her best.	51	47	0	0	2
The school works closely with parents.	34	42	16	4	4
The school is well led and managed.	48	36	9	1	6
The school is helping my child become mature and responsible.	46	42	7	0	5
The school provides an interesting range of activities outside lessons.	46	49	1	0	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. There have been a number of changes since the previous inspection to the curriculum for children in the Foundation Stage, where the provision for children under five was judged a major strength of the school. Changes in staff have occurred and the government has introduced new guidance for the curriculum. At this school, children in the Foundation Stage are taught in two classes. The youngest children learn in one class and a smaller group of the oldest children learn in a mixed age class with Year 1. Children start school at the beginning of the academic year in which they reach the age of five. Most have had some pre-school education and transfer from a variety of nursery or playgroup settings. When children enter the school, the attainment of most is broadly what might be expected of children of their age. This is confirmed by the initial assessments of children in their first few weeks in the reception class. By the end of their reception year the majority of children attain the early learning goals in all areas of learning. A few achieve beyond this. These standards are not as good as they were at the time of the last inspection when standards were above average in language and literacy and the mathematical areas of learning.
67. The curriculum is not as good as it was at the time of the last inspection. The curriculum for the children in the reception class is satisfactory but it is not entirely appropriate for the children taught in the mixed age class. In this class, work is mainly planned and based on the National Curriculum. Some of the children in this class are ready and capable of undertaking this work but miss out on regular access to activities such as sand and water. There are also fewer opportunities for these children to choose their own activities and the classroom is not large enough for the teacher to set out sufficient activity areas for children to learn through play. The school plans to relocate this class to a larger room next year. The outside area for children is new and provides an exciting area for children to learn. However, children in the mixed age class are restricted in its use.
68. The teaching in the Foundation Stage is satisfactory in all areas of learning but it was judged to be good at the time of the last inspection. It is better in the mixed age class in language and literacy and in mathematical learning. Teachers, support assistants and other adult helpers are often skilled in asking children pertinent questions and helping them consolidate their learning. Teachers are well prepared, provide interesting lessons and make good use of a variety of exciting resources. They relate well to the children but the teacher in the reception class is not consistent in applying the class rules and as a consequence children are not as attentive as they might be. Assessment is used effectively to assess what children have learnt through their activities.

Personal, social and emotional development

69. Most children enter the reception and mixed age class with the expected skills in personal and social development. They make satisfactory progress, and some children achieve well by the end of the year. Children are encouraged to feel confident about what they can achieve, because staff offer a good level of praise for children's efforts. Children usually play and work well together. They mostly show consideration towards each other, and most are aware of the effects of their actions on others. Teachers regularly remind them of how to relate and listen to one another. When showing a musical box to the class children listened carefully and with interest. However, children in the reception class find it difficult not to shout out because the teacher does not insist on children putting up their hands to answer a question. Children are enthusiastic about their learning. For example, they looked forward to finding minibeasts in the school grounds and were fascinated by the setting up of a wormery.

70. Teachers satisfactorily promote children's independent learning, through their expectations of them to make sensible decisions and to carry out routine practices as a matter of course. Consequently, the children collect and drink their milk and juice in a sensible way and help put away equipment when asked. Opportunities for children to choose their own activities are satisfactory overall, but are limited in the mixed age class.

Communication, language and literacy

71. Children enjoy listening to stories and sharing books, because the teachers use the books in interesting ways and add drama by giving different voices to characters in the stories they read. Children usually speak clearly and some children speak at length when answering questions or talking about their work. In oral work when the teacher is talking to the children most listen attentively in the mixed age class. However, although the children know the rules they find it difficult to sit and listen in some lessons in the reception class and the teacher has to stop the lesson too frequently to regain their attention. This wastes time and slows children's learning. Children who speak English as a second language are helped to improve their speaking skills well because they have good support from adult helpers.
72. Children develop satisfactory reading skills. Most children, apart from those with special educational needs and those who speak English as an additional language, know many of their letters and the sounds they make. Teachers are very aware of the needs of all children and ensure they are fully involved. Occasionally, for example, the bilingual support assistant helps one child by speaking in the mother tongue to ensure he fully understands. Most children know that authors write books and most can read a few words from their reading books. Higher attaining pupils read simple books competently, looking for picture clues and recognising the initial letter of words. The teaching of reading has been a focus this year, after the school discovered from assessments, that reading was not as good as expected at the end of last year. Teachers make more use of elements of the National Literacy Strategy to share and discuss texts with children and they place a greater emphasis on children learning the sounds letters make. For example, children suggested words with 'ee' sounds such as 'seeds and sheep'. Other adults working in the school help to listen to children read. These strategies are working and children are gaining the expected competence in reading. Children are developing confidence in writing and have a go when attempting to write for themselves. Classroom assistants give good support to children. For example, a group of children's handwriting greatly improved after practising letters in the air, on the table and whiteboards because of the good demonstrations and questioning. Children have opportunities to practise their writing in a 'writing bay' but these areas are not as attractive as they could be to entice children to write independently. Children in the reception class are not always encouraged to put their name on their work, which is a missed opportunity for them to practise their writing. Teaching is better in the mixed age class because the teacher has established better control of the class and, as a consequence, time is not wasted.

Mathematical development

73. This area of learning is satisfactorily taught in the reception class and well taught in the mixed age class. As a result, by the end of the Foundation Stage, most children will have reached the early learning goals for mathematics. Over half the children can count to 20, and some can count further. Some children have difficulty in matching objects to their counting so the teachers provides appropriate activities to develop this skill. For example, they assemble strings of beads, and then check how many are on the string. Many children understand comparative terms such as 'more than' and 'smaller than', and some can add one more to a given number. Most children can write numbers up to ten accurately and higher attaining children can add numbers such as 3+2 and record their

answers correctly. Lower attaining pupils and those with special educational needs write numbers to five. Nearly all children recognise and name two-dimensional shapes, such as a square and a rectangle. Teachers constantly reinforce basic counting and number skills at the beginning of lessons and give children lots of opportunities to practise. For example, children enjoy singing the song 'Ten red ladybirds' and practise taking one away from 10 at the end of each verse. A few higher attaining children know that six is needed to add to 4 to make 10. The activities provided for children are often well chosen and suitable but occasionally higher attaining children are not sufficiently challenged in the reception class.

Knowledge and understanding of the world

74. Children have a satisfactory knowledge of this area of learning. The reading by the teacher and children of a 'Big Book' on 'the body' helps children learn about the parts of the body and they can name the major bones and know they have muscles and veins. Children in the reception class are hugely excited when they find minibeasts in the school grounds and some of them remember which species they are. Children are familiar with the keys on the computer and love to print out their work. They learn about what life was like in times past and compare how people did their washing in 'yesteryear' with today. Children record in simple form a map of 'Rosie's Walk' which helps them understand how maps and plans work. Through the use of construction equipment, and other materials, children experiment with fastenings and fixings and produce simple models which they are keen to talk about. Children learn how Jesus looked after people by giving them food and copy a sentence in their books.
75. Teachers support children satisfactorily in investigating their surroundings and in talking about things they see. They provide an appropriate range of activities and are skilful in their questioning to promote children's knowledge and understanding. Classroom assistants give good support to individual children.

Physical development

76. Children make satisfactory progress in developing their physical skills, and nearly all will meet the early learning goals by the time the end of the year. The reception class have enough opportunities to take part in outdoor play activities where they use a good range of tricycles and other wheeled toys, which they control well on the 'roadways'. This area is well planned, new and exciting and children are delighted to be able to use the large apparatus to climb and slide. However, children in the mixed age class do not use this area enough although they do benefit from physical education lessons. In more formal physical activities in the school hall, children show developing ability to control their bodies. They know they need to warm-up their bodies and follow the teacher's instructions well. They know how to find space to work in and they respond well to a drumbeat, altering the speed of their movements to fit the beat. They enjoy moving like 'ladybirds' and 'woodlice'. Children are reasonably dextrous when using small equipment such as scissors.
77. Classroom assistants often join in with the activities outside and help children improve their skills and ensure their safety. In physical education lessons the teacher promotes safety well and variety in children's movements. The teacher gives clear instructions and insists children stop and start on a signal.

Creative development

78. There is satisfactory provision for children's creative development. Children learn to draw from close observation, such as from daffodils, and some children are particularly thoughtful in their work. Children talk about their activities as they work and, for example,

name the facial features when painting portraits of themselves. Children try hard to paint their features in fine detail but are hampered in this by having too large a brush. Teachers give children ready-mixed paints to use. Although children have practised mixing colours previously, even the higher attaining children are unsure of which colours to use to make green or brown. Children have opportunities to role-play and are keen to play in the travel agents and buy flowers from the shop but these areas are not as well resourced as they might be. Consequently, children's speaking skills and imagination are not developed as well as they could be. Music plays an important part, particularly in the reception class. Children are given every opportunity to develop their sense of rhythm and to sing in tune. For example, children enthusiastically clap out their names at registration and at other times, and practise using the instruments to make soft or loud sounds. The teacher has a good knowledge of music and uses it well to encourage tuneful singing.

ENGLISH

79. By the age of 7 pupils attain good standards in all aspects of English. They make good progress in Years 1 and 2. By the age of 11 pupils' standards are good in speaking and listening, and satisfactory in reading and writing. Their progress is satisfactory. These findings are broadly in line with those reported by the previous inspection.
80. The level of pupils' speaking and listening across the school is above the national expectation. The receptive atmosphere in classes and assemblies, good relationships and pupils' good attitudes to learning, all combine to raise standards. In most lessons teachers question pupils skilfully, framing questions which are appropriate to their levels of understanding. The questions are well designed to extend pupils' oral use of language. In their answers and discussions pupils use complete sentences and good vocabulary. For example in a religious education lesson Years 1 and 2 pupils described possessions that were special to them. They gave several reasons in sentences such as 'My teddy is special to me because my Grandad gave it to me'. Other young pupils describing animals' movements talked about 'slithering snakes' 'spitting cobras' and 'galloping zebras'.
81. Pupils participate fully in assemblies. They listen attentively to the teacher and each other, and are eager to answer questions and offer opinions. They speak confidently to a large audience. There was a good example of this in an assembly for junior pupils. Developing the idea of the symbolism of candles used in celebrations and church services, the teacher asked how the pupils themselves could become lights in the world. This stimulated a wide range of thoughtful answers including helping anybody hurt, the less fortunate and looking after the environment.
82. Pupils in Year 2 read well. Their reading is accurate and confident. Pupils show good understanding of what they read by retelling the story and predicting how it might end. They carefully observe punctuation marks in their reading and read dialogue expressively. Systematic teaching of word and sentence structure in Years 1 and 2 ensures that pupils make good progress. They have a good understanding of book features such as indexes and contents and explain how to use a dictionary. They know the difference between fiction and non-fiction books and correctly recall details of passages from the latter as they read. Careful teaching and support enables lower attaining pupils to read simpler books correctly and with understanding. Teachers regularly hear pupils read and there is further good support from a number of parents and grandparents who come into the school for this purpose. Pupils read with enjoyment, name their favourite books and give good reasons for their choice. Their reading diaries record their reading in school and at home and many contain comments from parents.

83. In Year 6, the standard of pupils heard reading in class and individually is in line with the national expectation. Pupils read a variety of texts with satisfactory fluency and understanding. Most read unfamiliar words such as 'adamant' and 'specialised' easily and know how to find out their meaning, either from the text or a dictionary. The range in standards between the higher and lower attaining pupils is narrower than that usually found. For example, a pupil with special educational needs read an unseen non-fiction extract accurately. She read words like 'geologist' and sounded out 'chronological' and knew the meaning of the former. Standards of reading in the younger junior classes are in line with those expected nationally. However, pupils' progress slows from the good progress in the infant classes to satisfactory in the juniors. A contributory factor to this is that teachers do not hear pupils read individually with sufficient frequency. Sometimes the books given to younger pupils to read are too difficult for them. The volunteers who come into the school regularly listen to pupils reading and feed back notes to the teachers. Most pupils know how to find information either from information books such as encyclopaedias or using information and communication technology. For example, pupils researched Islamic prayer customs from the Internet during a religious education lesson. The use of these resources is inconsistent across the curriculum; for instance, it is less strong in history.
84. In Years 1 and 2, pupils achieve good standards in their writing. They make good progress over the two years. Year 2 pupils' books show a considerable quantity of writing in a wide range of styles. These include stories, descriptions, poems, instructions and illustrated booklets such as 'the story of milk'. Most pupils achieve above average standards and higher attaining pupils' writing is well above the average. For example pupils wrote '...has light blue eyes as blue as the salty sea', and '... with golden hair golden as a coin'. Pupils handle language confidently, showing imagination and an expanding vocabulary. They write properly constructed sentences which they link together well. Spelling is generally sound and punctuation good. Most pupils correctly use capital letters and full stops and many introduce exclamation, question and speech marks. Pupils with special educational needs and those whose first language is not English receive good support from teachers and assistants. These pupils' writing develops well. They write continuous pieces, often correctly punctuated, linking sentences together. Imaginative teaching and interesting topics stimulate pupils' imaginations and challenge all pupils to produce lively, original writing. Pupils' handwriting and presentation of their work is mostly satisfactory. They learn to join up their handwriting and in their practice books make good progress. They do not, however, always transfer this skill to their written work across the curriculum.
85. The standard of pupils' writing in Years 5 and 6 is satisfactory, prompted by methodical teaching of the National Literacy Strategy. Pupils show a good understanding of grammar such as verb tenses, adjectives and adverbs and the use of connecting words to extend sentences. They work hard and respond well when the teaching is lively and stimulating. In extended writing pupils write successfully in a good range of styles which includes narrative, description, playscripts, reporting, letters and instructions. Although pupils have a sound understanding of the structure and purpose of the different styles, the content shows a lack of imaginative development. This is particularly true of the higher attaining pupils whose standards of work are not significantly above those of average ability. Pupils' work is also marred by too frequent spelling and punctuation errors which are not corrected or commented on in teachers' marking. This leads in turn to pupils' lack of focus on these aspects of their writing. For example, when copying sentences from the board some pupils make mistakes. Most pieces of work on display around the school contain spelling and punctuation errors. However, pupils' books show a number of dictation exercises most of which they do with few or no mistakes.
86. Pupils' writing in Years 3 and 4 is satisfactory, although there was some unsatisfactory work in one lesson. Here pupils were not sufficiently challenged and had too little time to

complete their tasks. As in other years, pupils understand how to write in a wide variety of styles. Year 4 work includes poetry, with imaginative use of language, and writing about the Vikings and the scientific study of gravity. They successfully produced some of the work using information and communication technology. Pupils make satisfactory progress over Years 3 and 4.

87. Teaching of Years 1 and 2 is good or very good. The one poor lesson observed was an isolated lesson taught by a temporary teacher. Teachers' planning is thorough, based on the structure of the National Literacy Strategy. It builds well on pupils' previous learning and sets tasks appropriate to the different levels of pupils' attainment. Teachers make good use of resources such as tapes of poems and songs to stimulate the pupils. They have established good relationships with their pupils which motivate their learning and concentration through the literacy hour. Assessment procedures are good. Teachers keep careful records of pupils' achievement in reading and writing and use the information to modify their teaching where necessary. Learning support assistants are well briefed and provide good help to individual and groups of pupils, particularly those with special educational needs. During the oral sections of lessons, they take notes on individual pupils' responses, which they feed back to the teachers. Extra literacy support is available for small groups of under-achieving pupils, helping to raise their standards.
88. In the junior classes, teaching was good or better in two-thirds of the lessons seen. It was satisfactory in one lesson and unsatisfactory in another. In the unsatisfactory lesson, mismanagement of time meant that the introduction went on for too long, causing the pupils to lose interest and concentration. They approached their written task with little enthusiasm and did not have time to complete it or discuss their work at the end of the lesson. In the good lessons teachers showed secure subject knowledge and stimulated productive discussion through skilful questioning. They shared the lesson's objectives with the pupils and reviewed these at the end so that pupils were aware of their learning. The teaching of challenging work such as the recognition and use of prepositions was expertly managed.
89. The National Literacy Strategy is now thoroughly embedded in the curriculum and has provided a positive structure for the teaching and learning of English. Pupils are given targets in their writing books. These are inconsistent. Some are detailed, referring to the individual pupil, and are updated each term. Others are very general and could apply to a number of pupils. Pupils undergo regular tests in reading and writing and the results are carefully analysed. The school uses the data to place pupils in ability sets in the upper juniors, and to predict their results in the national tests at the end of Year 6. The school places pupils in Years 5 and 6 into four sets. Within the sets there is insufficient distinction made in the work set for the two year groups and consequent expectation by the teachers of the pupils' performance. Marking of pupils' work is also mostly unsatisfactory. The school's policy of not correcting more than three errors in any piece of pupils' writing means that pupils have become accustomed to misspelling and faulty punctuation. Additionally while teachers comment on pupils' writing, it is mostly concerned with its content and not with improving its literacy. The result is that some Year 6 pupils, particularly those capable of high attainment are not fulfilling their potential and they are not achieving above average standards.
90. Teachers take care to include all pupils in all aspects of their lessons. In questioning and discussion they encourage all to participate and specifically target under-achieving pupils to answer. Pupils with special educational needs and those with English as an additional language receive very good support which helps them to make good progress. In some cases their attainment is in line with other members of the class, for example in speaking and in reading. The co-ordinator has monitored teaching and learning and provided feedback to the teachers. She monitors planning and with the headteacher regularly samples the work of chosen pupils.

91. Classroom resources are good. There is a good range of fiction and non-fiction texts. Sets of carefully graded books are available for pupils' private reading. Pupils use the library to borrow books, but it is insufficiently stocked for the size of the school particularly with books supporting the multi-cultural dimension.

MATHEMATICS

92. Standards in mathematics are above national levels by the end of Years 2 and 6, and progress for most pupils is good as they move through the school.
93. This is because:
- teachers match most work carefully to pupils' different needs, especially where pupils are grouped by ability in the upper school;
 - planning is usually well focused, which enables teachers to build carefully on previous learning;
 - there is good emphasis on the development of number skills, which is helping to improve understanding;
 - teachers provide good opportunities for pupils to explain their mathematical thinking to help develop their reasoning and improve levels of confidence;
 - teachers ensure that they follow the requirements of the National Numeracy Strategy, with good emphasis on the introductory mental session, such as seen in Year 3, which is helping to raise standards over time;
 - the school analyses information gained from tests to discover weaknesses among different groups, such as boys and girls, and increasingly plans and implements programmes to help overcome them;
 - pupils have started to become involved in assessing their own work, which gives them greater ownership in their own learning;
 - support staff are targeted successfully to help pupils with special educational needs;
 - mathematics receives good emphasis in all years, with teachers asking many questions to encourage pupils to think to help solve problems and develop understanding.
94. However, a small number of pupils, mostly the more able in Years 1 to 4, and the average attaining pupils in the upper school, where pupils are grouped by ability, do not always make the best possible gains in learning because:
- they sometimes get work, which is too easy for them and which they clearly already understand, before they receive suitably challenging tasks;
 - expectations by teachers of what pupils can achieve are sometimes not high enough;
 - teachers sometimes overuse work sheets as a resource for learning, such as in Year 2. This reduces pupils' motivation and involvement, and sometimes does not challenge them.
95. Most pupils achieve well in the development of understanding of number, and shape, space and measures, and make sound gains in learning in their ability to handle data. By the end of Year 2, pupils recognise right angles as measures of turn and use mathematical names for common two-dimensional shapes. They solve simple number problems using mental calculation, understand place value of digits and sequence numbers to 100. They communicate findings of collected information in tables and block graphs. By the end of Year 6, pupils start to use their understanding of place value to multiply and divide whole numbers and decimal numbers. They construct and interpret simple line graphs. They use protractors accurately to measure angles, and correctly identify acute and obtuse angles. Some pupils exceed national standards by the time they leave the school. They understand and use the formula to calculate the area of

rectangles, complete and interpret timetables and know the sum of angles of a triangle and angles at a point.

96. Investigative approaches receive satisfactory emphasis in most years. These approaches help to develop pupils' ability to think and solve problems for themselves. For example, older pupils develop their own strategies for solving problems and confidently communicate them. However, teachers do not use 'real-life' mathematics sufficiently, such as through supermarket visits to consider product price changes. These could help pupils appreciate that numbers are all around us in our everyday lives, and generate increased interest and enjoyment.
97. Teaching is at least sound in Years 1 and 2, with good teaching seen. However, in Years 3 to 6, it is consistently good. This represents an improvement on the last inspection, where some teaching of older pupils was unsatisfactory. Where teaching is good, teachers' high expectations result in challenging work, and pupils put more effort into getting it right. Purposeful questioning develops clear understanding of new knowledge. A good choice and use of resources ensures that learning is effective. These good features were observed in a lesson on data handling for older higher attaining pupils. High levels of enthusiasm from the teacher, good relationships and a brisk pace help to keep pupils motivated and involved. All teachers have secure subject knowledge, such as seen in a lesson on 'time' for pupils in Years 1 and 2. Teachers are increasingly using information and communication technology to support learning in mathematics, such as in Year 1, to develop understanding of sequencing numbers correctly. Weaker features of mathematics lessons include not enough challenge for higher attaining pupils and an inappropriate use of time to enable pupils to make the best possible gains in learning. Some teachers do not sufficiently encourage pupils to take pride in their work through neat, careful presentation. Marking is inconsistent and does not always help pupils to move forward in their understanding. Some teachers do not give sufficient time during the final section of the lesson to considering problems encountered by pupils. However, strengths easily outnumber weaknesses, indicating why most pupils respond well to mathematics lessons.
98. The subject is well led and there are clear plans for its continued development. The regular monitoring of teaching and learning, and the good arrangements for assessing pupils' attainment and progress, are helping to raise standards over time. However, although examples of the use of mathematics in other subjects are evident, they are not systematically planned for and are under-represented.

SCIENCE

99. Standards have considerably improved since the last inspection when they were judged to be below average at the age of 11. Over the past four years, standards have risen steadily and by the age of 11 the results in last year's statutory tests were well above the national average, both in comparison with all schools nationally and with those schools that take pupils from similar backgrounds. The inspection confirms that all pupils, including those with special educational needs and those who speak English as an additional language are fully included, learn at a good rate and achieve well by the time they are 11. In the teacher assessments in the 2001 tests for 7 year olds, pupils' attainment was below average for the proportions obtaining the national average and above for those attaining the higher standard. Judgements from the inspection are that standards are average for pupils aged 7 years.
100. An analysis of the work seen and in lessons shows that most pupils have an inquisitive approach to science. They use information they have gained from first hand experience to compare and contrast, and to make predictions. In work on forces the teacher challenges the pupils in a Years 1 and 2 class, encouraging them to think about activities

in the home which require an application of force, and to experiment and find out which materials stretch the furthest. In a lesson looking at the characteristics of living things, pupils were enthralled at the inquisitiveness of a pet rat, and were inspired to write silently a variety of good responses to the question 'how they know they are alive?' Pupils in Year 1 learn about the life cycle of a butterfly and because the teacher uses a colourful big book about butterflies combined with skilful questioning, the pupils learn a great deal about how butterflies develop and the technical terms, such as 'pupa'.

101. There is now a strong emphasis given throughout the school to investigation through practical activities of scientific concepts. Pupils particularly enjoy these activities because they take pride in using their previously acquired knowledge as a basis to pose and test their own theories. An effective example of a scientific approach to testing was seen in a Year 3 lesson on magnetism. The teacher discussed with pupils at the beginning of the lesson what they had previously learnt. Most pupils had a good idea of how to make a test fair and several pupils thought of a variety of ways of testing to see which of their magnets were the strongest. Lower attaining pupils, those with special educational needs and those who speak English as an additional language all made good progress in their testing and attained as well as their classmates because of the good level of questioning and encouragement they received from adults, particularly the headteacher. This is a much improved picture since the last inspection because teachers have clearly been more aware of the need to include pupils of all abilities by providing work which is better matched to their prior learning.
102. By the time they are in Year 6, most pupils are confident to discuss their wide knowledge in all aspects of the science curriculum. For example, they speak at length about their work on forces such as gravity and friction, and explain experiments they have undertaken. All pupils relate clearly the major body organs to their functions, and higher attaining pupils are particularly competent in identifying different organs such as the liver, stomach and kidneys and placing them in the correct position on their diagrams. Most pupils in the juniors have a good understanding of fair testing and how tests need to be set up to make them fair. Pupils in Years 4 and 5 show excitement when incorporating a switch in a circuit and are keen to demonstrate how it works. Older pupils, engaged in a variety of experiments with 'sound' are intrigued about their discoveries. For example, when using the computer linked to a sensor to measure how sound travels through different solids, they find out that sound travels through some solid objects more effectively than air. In discussions with pupils they are enthusiastic about their work and like to think of themselves as 'young scientists'. Pupils' knowledge and understanding of materials and their properties is secure and their knowledge and understanding of sound and light has significantly improved since the last inspection.
103. Pupils have good opportunities to write about their work, and so reinforce their learning. They use a variety of methods to record their findings from investigations, using charts, diagrams and graphs. Pupils use information and communication well to revise past work using the Internet and to produce charts of their work using sensors.
104. The quality of teaching is consistently good and occasionally very good. Teachers use their good knowledge of the subject to inspire pupils to think through problems. They use questioning well to draw out questions from pupils such as 'What is happening?' and 'What if?' They give pupils opportunities to speak at length about their ideas. The school has some very good resources, for example, models of body parts, skeletons and plant parts that can be assembled and labelled. Teachers use these effectively to support investigations, pupils' knowledge and to promote pupils' interest. They tell pupils what they are going to learn, and the rate of learning matches the teachers' expectations of pupils to work at a high level of concentration. Lessons are well paced and motivating. Occasionally the end of the lesson could be used more effectively to assess what pupils have learnt.

105. There has been considerable improvement in the subject since the last inspection, particularly for the pupils with special educational needs who now make the same good progress as their classmates. The management of the subject is very good. The co-ordinator is knowledgeable and enthusiastic and has worked hard to improve the planning and resourcing of the subject. Planning has improved, is monitored and evaluated and lessons have been observed and feedback given to staff. Pupils in Year 6 are very well placed to undertake their national tests because they have had time to revise previous work thoroughly and homework makes a major contribution in preparation for the tests.

ART AND DESIGN

106. Standards are broadly similar to those expected for pupils of 7 and 11 and at the time of the last inspection, but work in three dimensions is not well represented, particularly work in clay. Pupils with special educational needs and those who speak English as an additional language produce work of a similar standard to their classmates because they are frequently helped to achieve by teachers and other adults. This shows that teachers are aware of the need to fully include all pupils in their lessons.
107. Teachers in the infants provide an appropriate range of experiences, using two-dimensional media to develop pupils' knowledge and skills in art. Pupils use paint, pastel, and charcoal in their work but they infrequently use modelling materials to work in three dimensions. By the time they are 7 pupils mix paints to produce an abstract painting but because paints are ready mixed by the teacher pupils are unable to create skin tones and hair colours when painting portraits. Even though pupils have mixed paints they are unsure of the colours used to make green, brown and purple. When pupils draw from close observation, such as when drawing a bicycle, their work is of a good standard. Pupils use information and communication technology satisfactorily in both the infants and the juniors, and they produce lively and colourful pictures.
108. In the juniors, pupils are encouraged to develop their skills in drawing when using their sketchbooks. Pupils in Years 4 and 5 produced some original interpretations of a variety of flowers they were observing, showing care and diligence in their drawings. They learnt about the life of the famous painter Van Gogh and tried hard to paint in his style. In a Year 6 lesson pupils learnt how to use perspective in their landscape drawings and persevered until they were satisfied with their achievements. A display of hats, based on nursery rhymes or fairy tale characters designed by Year 6, were attractive, well made and showed care and attention to detail. However, some of the work on display in both the infants and the juniors was not of the same good quality as observed in lessons. For example, some work involved colouring-in of pre-drawn outlines and scrunching up of tissue paper to fill an outline. This does not develop pupils' skills and techniques helpfully.
109. The quality of teaching overall is satisfactory. Teachers are well prepared and organised and mostly choose suitable materials and resources. Pupils are given clear instructions about what they have to do and teachers stop lessons to give further demonstrations, for example, in a lesson on perspective, and to ask questions to take learning forward. Work is monitored efficiently by teachers and adult helpers to enable pupils to improve their work. However, teachers do not use the end of the lesson to assess pupils' work. This is a missed opportunity for pupils to understand what they need to do to improve.
110. The school has adopted the government guidance for the subject and each class follows units of work on a two year rolling programme. The co-ordinator monitors the planning of the subject but as yet has had no time to monitor lessons. Teachers assess pupils' work on an informal basis but there is no whole school system for this.

DESIGN AND TECHNOLOGY

111. Standards are close to national levels by the end of Years 2 and 6. The quality of pupils' learning is sound in projects that enable them to apply and improve their skills of designing, making, evaluating and changing the things that they make. This is an improvement since the last inspection when standards were below national levels and not all areas of the subject were secure because of the weak curriculum.
112. Progress is satisfactory as pupils move through the school in the development of their ability to work with tools, equipment, materials and components to make products of increasing quality. For example, pupils in Year 1 consider a range of possible ingredients and hygiene requirements before making a fruit salad. They evaluate its quality, by colour, texture and taste, making suggestions for further improvement. They design and make a playground. They explore the effectiveness of different glues. Design and technology is especially well represented in this year, with some finished products of an above average standard. By the end of Year 2, pupils generate their own ideas for wheeled vehicles before completing them to their design specifications.
113. Pupils in Year 3 design and make a monster with moving parts, which are controlled by pneumatic systems, using a digital camera to record their work. There is an emphasis on quality and individuality with one example showing the head of Will Young! Pupils design, make and evaluate puppets, which meet expected standards. By the end of Year 6, pupils work with accuracy, using different tools and materials, and they pay attention to the quality of the finish, which is in line with national standards. For example, when designing and making slippers, pupils' designs take note of user's views, show progressive plans, and a variety of ideas using labelled sketches. Pupils consider suitable materials for their slippers, modify their designs, and evaluate the quality of the finished product to suggest further improvements.
114. The evidence from a study of pupils' work indicates that teaching is at least satisfactory throughout the school. It was sound in the one lesson seen. Good features of this lesson included secure subject knowledge, an enthusiastic approach by the teacher, well chosen resources, which helped pupils to improve their design and making skills, and good questioning to help develop understanding. However, the teacher did not use control strategies often enough to keep all pupils on task, and this slowed progress.
115. The subject is soundly led, with the issues from the last inspection addressed. Improved resources now help to ensure that the requirements of the National Curriculum are met. There is a portfolio of pupils' work, although examples do not easily relate to National Curriculum levels. There are good links with other subjects, such as, with English in Year 1, where pupils extend their vocabulary describing the taste of fruit salads as 'juicy', 'crunchy' or 'soft'. However, the co-ordinator does not have the opportunity to monitor teaching and learning, which is preventing her from having a good grasp of the subject. There are no consistent approaches to assessing and recording the development of skills, knowledge and understanding as pupils move through the school. Marking is of variable quality, and does not always celebrate pupils' efforts or help them to move forward in their understanding.

GEOGRAPHY

116. Pupils make sound gains in learning as they move through the school and reach levels which are broadly typical of national standards by the end of Years 2 and 6. This is a similar picture to the findings of the last inspection. Progress is satisfactory because:
- teachers place satisfactory emphasis on developing skills of geographical enquiry, such as mapping skills, through the use of visits, such as, to Ribchester and Fleetwood;
 - the subject is secure but thinly represented within the school's curriculum;
 - it is soundly led and there are clear plans for its further development;
 - resources are sufficient to teach the requirements of the subject, although the school needs more globes;
 - other subjects are sometimes used to help develop geographical knowledge, skills and understanding, such as, through the use of stories in English lessons.
117. By the end of Year 2, pupils begin to identify features within their local area. For example, they identify different types of housing, and carry out a traffic survey to discover the types of vehicles that most often use Black Bull Lane. They identify locations around the school through a study of photographs, and locate Preston on a map of the United Kingdom. Pupils are starting to answer questions about places, and to use a geographical vocabulary.
118. By the end of Year 6, pupils learn about the processes of erosion, such as that caused by wave action on coastlines, and know that there are many different features around the coastlines of the United Kingdom. They describe and contrast the human features of the Nilgiri Hills in India with Fulwood, such as by comparing houses and schools in the area with their own. They study a world map to help them identify countries crossed on a journey to India by air.
119. However, weaknesses in the subject are hindering pupils' development. For example,
- the co-ordinator has no opportunity to observe teaching and learning through focused lesson observation so that she can become more effective in her role;
 - the school does not always teach mapping skills in logical sequence to aid learning, such as, in a lesson seen involving the study of maps of different scales to pupils in Years 1 and 2;
 - pupils in some classes are not taught geography often enough to enable them to build on previous learning, slowing the rate at which they learn;
 - work rarely matches pupils' precise needs to enable them to make the best possible progress;
 - some activities do not have a clear geographical focus in time allocated to geography, for example, there is some unnecessary colouring of maps and pictures, which does not extend geographical understanding.
120. Teaching is sound, overall, with lessons ranging from good to unsatisfactory. Good features of teaching, seen in both the infant and junior classes, include secure subject knowledge, good questioning and an enthusiastic approach shown by the teacher. Pupils extend their knowledge when teachers use information and communication technology effectively to aid learning. For example, Year 5 pupils obtain information about St Lucia using the Internet. These positive features help to ensure that pupils respond well, show interest and involvement, and make good gains in learning. Weaker features, which slow pupils' learning, include inappropriate lesson content and organisation, insecure control strategies and dull presentation.

HISTORY

121. By the age of 7 standards are below national expectations and, by the age of 11, pupils achieve standards that are typical for their age group. Pupils do not make satisfactory progress in the infant classes but progress is better in junior classes. Pupils who speak English as an additional language and those who have special educational needs achieve as well as their peers. This is because teachers ensure that all pupils are fully involved in the lessons. These judgements are different from the findings of the previous inspection where standards were described as above national expectations by the age of 7 and in line with expectations by the age of 11. The evidence suggests that the development of history skills is not as strong as it was in the infant classes.
122. Pupils in Year 1 and Year 2 have a developing understanding of how people lived in the past. They know about some famous people in history, such as the Celtic Queen Boudicca and they are beginning to recognise how things have changed over time. Year 1 pupils, for example, know that the Dolly Tub has been replaced by the washing machine and early 'flat' irons were very different from electric irons of today. There is however no evidence that pupils have carefully observed artefacts to explain the differences or given reasons for the changes. Pupils' historical skills are not developed well. There is no evidence that of pupils using timelines to enable them to develop a sense of chronology and, for example, to know that some events happened long, long ago. Much of their recorded work has been copied from worksheets and although they remember some of the information they have been given, they show little curiosity about past events. In short, the weaknesses are:
- pupils do not comment about 'how' and 'why' people acted as they did;
 - they do not sequence events to show a growing sense of chronology;
 - they do not consider the differences in the way that the past can be interpreted;
 - they do not use sufficient information sources, beyond observation of those given to them, to answer questions about the past.
123. Although no history teaching was seen in Years 3 and 4, the scrutiny of pupils' earlier work shows that they make satisfactory progress overall and pupils make good progress in some classes in Years 5 and 6. In Years 3 and 4 pupils have a reasonable knowledge of the Vikings, knowing that they invaded and settled a long time ago. They do not have a good idea of time and some think this was thousands of years ago! Pupils have good recall of information and are well aware of the social distinctions evident in Viking times and they show a particular interest and knowledge about Viking gods. Pupils in Years 5 and 6 have a secure knowledge of Ancient Greece. Where teaching has been effective, they explain how they have used evidence from a range of books and resources including the Internet to support their findings. In the very good lesson in Year 5, pupils began to question the validity of the findings about Greek myths because the information varied. A weakness in pupils' historical skills is the that they are not secure in appreciating how the archaeologists use evidence of artefacts, pictures and writings to find out about the ancient cultures. Their ability to deduce information from sources is average but positive features include the use of the Internet and CD ROMs, visits to places of interest and to museums.
124. Only one lesson was observed in the infant classes and two lessons were observed in the junior classes. This evidence and the scrutiny of work are sufficient to judge teaching as satisfactory in the juniors. There is insufficient evidence to make a judgement in the infants. The weakness in teaching is the imbalance between too much time passing on facts and too little time spent encouraging pupils to enquire for themselves, either through asking questions or using a range of sources including books, photographs, pictures, artefacts and visits.

125. There is a satisfactory programme of work for history but it does need a little more attention to ensure that history skills are developed further. This was a weakness in the last inspection and the school has not addressed it sufficiently. However, it now makes good use of information and communication technology, especially in junior classes. Sufficient time is given to history and teachers skilfully link subjects such as art and literacy in the best lessons to maintain interest and consolidate skills. The development of literacy through history is however inconsistent. In some classes the over-reliance on worksheets and work directly copied from books or the board restricts pupils' writing skills. In addition, the quality of some teachers' marking leaves much to be desired and inaccurate spelling, punctuation and untidy work is not sufficiently corrected. Pupils rarely use their numeracy skills well in history and some opportunities, for example the studying of census figures, are missed. History plays a positive role in developing pupils' cultural understanding both through the study of ancient cultures and their local cultural heritage.

INFORMATION AND COMMUNICATION TECHNOLOGY

126. The school has made very significant progress in information and communication technology since the last inspection. There has been a high level of investment in both equipment and staff training. This has paid dividends. The quality of teaching has improved and the leadership of the subject is strong and effective. Planning has improved and class teachers now teach specific lessons to develop the skills laid down by the school's programme of work. As a result, all pupils, including those with special educational needs and those who speak English as an additional language are beginning to develop their skills in a logical and systematic order and they can apply their across all subjects. At the time of the last inspection, standards in information and communication technology (ICT) were poor at the ages of 7 and 11. The current inspection evidence paints a much better picture showing that there has clearly been very good progress in developing the subject. Standards by the age of 7 and 11 are now at the levels expected. Pupils of all ages benefit from the opportunities to use good quality computers and do so more regularly. There is still some way to go and more equipment is needed but the improvements have been substantial. The computer suite has only been operational for a few months.
127. In the infant classes, pupils have good keyboard and mouse skills and are confident in using the computer for word processing. They learn the basic skills of how to use the space bar, make capital letters, change the size of the font and use the spell check option. Pupils in Year 2 go a little further and input clip art pictures to enhance the presentation of their writing. In Years 1 and 2 pupils use a painting package to draw pictures and create symmetrical and repeating patterns. They are aware of the many uses of computers in the home and recognise the importance that a computer has in the world today. Pupils in Year 2 use CD ROMs to research about famous inventors such as Alexander Bell. They recognise that a computer can produce accurate and attractive graphs and use this knowledge to produce bar charts showing favourite fruits and eye colours.
128. Junior pupils are confident users of word processing packages and use these to present their work in different styles and layouts. In the junior classes pupils enhance their word-processed work by experimenting with different styles, colours and sizes of fonts and pictures for impact. A particularly good example was seen in the Year 4 literacy work based on the Narnia stories. Pupils in Years 5 and 6 have produced various accounts, booklets and newspaper reports and have combined text with clip-art, images from a digital camera and graphics downloaded from the Internet and CD ROMs. Teachers are aware that some software packages will allow different forms of information to be combined electronically, including text, graphics, sound and video clips, but pupils have not yet had the experience of putting together such multi-media presentations, although these are planned. Pupils in Years 4 and 5 are aware that a computer can sort

information a lot quicker and more efficiently than a person can do manually. They use this information when researching a file about different foods and their calorific values and setting up their own branching database. Pupils know how to set up and use simple spreadsheets, but their knowledge of how to use spreadsheets to model and investigate different situations is limited. Pupils in Year 6 use equipment which enables them to identify and control physical events such as sound and this area is developing well. In Year 3 pupils accurately give commands to enable the computer to draw shapes such as triangles, squares and hexagons. Pupils throughout the junior classes make regular use of the Internet, especially the websites that may help them in their research, and most pupils have had the opportunity to use electronic mail.

129. The standard of teaching is judged to be good throughout the school although no ICT lessons were seen in the infant classes. The evidence is based on pupils working at the computer, their finished work and the input given by teachers in junior classes. The good teaching is characterised by the teachers' secure subject knowledge and the way that they demonstrate clearly what pupils need to know through the effective use of the available resources. As a result, pupils make good progress in the tasks set and demonstrate full involvement and a commitment to achieving success. This was seen to very good effect in Years 5 and 6 where pupils were asked to consider the attributes or otherwise of a variety of home web pages on the Internet. The teachers' skilfully asked 'Does this appeal to you? Why? Who is it designed for – adults or children? How do you know?' Such questioning teased out many positive features of a good web page including the qualities of sound, music, bright colours, few words and much more. This will lead very well into the planned multi-media presentations as pupils produce their own website in future lessons.
130. The pupils' attitudes to their work are good and they work with enthusiasm. They are keen and thoroughly enjoy using the range of information technologies. Pupils in Years 5 and 6 were thrilled to find and evaluate the 'Powerpuff Girls' and 'Bob the Builder' websites! Pupils listen to instructions carefully, treat equipment with respect and are eager to develop their skills. All lessons have thorough introductions with clear explanations of what pupils need to do. Teachers have established effective routines of working which makes best use of the limited equipment in the classroom and small computer suite. This means that they use time and resources well. Pupils are self-disciplined when working with minimal supervision. Parents and support staff provided some good support during the inspection.
131. The school is now in a fortunate position of having a small computer suite as well as computers in each classroom. This means that teachers can teach the computer skills and give more opportunities for pupils to apply their skills in other subjects. For example, in Year 4, pupils use CD ROMs to compare Ribchester with Preston and pupils in Year 6 research use the Internet to find information about St Lucia for their geography and The Greeks in their history work. Pupils in Years 3 and 4 research to find out about the Muslim religion. The work in ICT is clearly supporting work in literacy and numeracy across both key stages, especially in word processing and the use of programs to consolidate the mathematics. However, there are missed opportunities for pupils to use their data-handling skills in mathematics and science.
132. The ICT curriculum is well managed and meets National Curriculum requirements. Pupils get a wide range of experiences and all elements of the subject are taught or planned to be taught. The detailed scheme of work ensures pupils carry out activities in an appropriate sequence that builds upon their previous learning. The school recognises that the next stage is to build upon the newly introduced assessment procedures so that teachers can be sure how well pupils are achieving and what needs to be done next. The subject co-ordinator has monitored some of the teaching formally and she does scrutinise pupils' work and teachers' planning. She has a good understanding of what goes on in

other classes. She leads the subject very well and has prepared an effective development plan for ICT to show a clear long-term strategic direction for the continued improvement and development in the subject. It is a credit to the subject leader that ICT is now securely based in this school and teachers have grown in confidence as a result of their training.

MUSIC

133. During the inspection only one lesson could be observed. It is therefore not possible to make a judgement on the overall quality of teaching and learning. Discussion with the co-ordinator and scrutiny of teachers' planning indicates that coverage of the elements of the National Curriculum is satisfactory. The school's commercial scheme linked with nationally published guidelines provides the basis for the development of the skills of listening and appraising, and composing and performing. The co-ordinator has a specialist qualification in music and monitors teachers' planning. She feeds back suggestions to them and consults with her colleagues informally. She has not yet had an opportunity to monitor their teaching, or teach along with them.
134. Pupils' singing in assembly is satisfactory. Pupils sing tunefully with clear diction and secure intonation, but without a real sense of enthusiasm and commitment. The school has discontinued the hymn practices that it formerly held regularly. It sets the atmosphere of the assembly by recorded music, displaying the title and composer on a poster. It has formed a choir which rehearses weekly. Pupils sing rounds and simple part songs, making an improvement on the previous report which criticised the lack of opportunity for this. The choir will shortly participate in the Preston schools music festival in the Guildhall. Year 6 pupils participated in an instrumental, singing and listening workshop organised by the Royal Liverpool Philharmonic Orchestra.
135. The lesson observed in the Years 1/2 class provided the pupils with a memorable experience. The teacher introduced a professional guitarist to the class. He asked them to describe the different kinds of movements made by animals. They made many suggestions including 'slithering snakes', 'racing cheetahs' and 'spitting cobras'.
136. The guitarist improvised music to suggest each kind of movement. The pupils were fascinated and appreciative of such skill. The teacher gave out classroom percussion instruments to the pupils, grouping them into different categories. She drew symbols on the board for each. When she pointed to a symbol that group had to improvise a rhythm. Pupils enjoyed this activity, learning to start and stop on a signal. Finally the guitarist improvised a rhythmic chord sequence to accompany the groups. The pupils adjusted their playing well to his beat. At the end of the lesson they were excited and gratified by their efforts.
137. There are good resources for singing and listening, but insufficient tuned percussion instruments to develop performing and composing skills fully.

PHYSICAL EDUCATION

138. In physical education, pupils are attaining standards that are above what is expected for pupils aged 7 and 11. In both the infant and junior classes, pupils experience a balanced curriculum through a broad range of physical activities. All pupils have a good understanding of the relationship between exercise and health and fitness. The positive comments made in the last inspection report still apply and there have been improvements in the planning which is now clear and consistent throughout the school. All pupils, including those with special educational needs and those who speak English as an additional language make good progress.

139. Although only one lesson was in the infant classes was seen in full, there was sufficient evidence to show that pupils are able to travel and balance well on both the floor and the apparatus. They perform simple skills with agility showing good control of their movements when running and changing directions. In the junior classes, pupils have good levels of co-ordination and are agile and balanced in their movements. For example, Years 4 and 5 pupils balance using different parts of the body and then link a sequence of movements together with their partners. A strength is that pupils make perceptive evaluations of their performances and are keen to refine their ideas in response to suggestions for improvement. In a very good lesson in Year 4, pupils listened carefully to music and were encouraged to reflect on the feelings that the music invoked and translating these feelings into movement. Such opportunities for reflection make a positive contribution to pupils' spiritual development. Pupils of all ethnic groups perform as partners and co-operate happily in groups. Their social development is good in physical education lessons.
140. All pupils in Years 5 have swimming lessons and most pupils can swim a minimum of 25 metres by the time they leave school. Some swimmers perform at a high standard and receive very good tuition from the subject co-ordinator. In Years 5 and 6 pupils' ball skills such as dribbling, throwing, catching and batting are well developed in lessons and further consolidated in the wide range of extra-curricular activities. The gifted and talented pupils are quickly identified by the school and encouraged to enhance their skills by, for example, attending the soccer academy at Blackburn Rovers or Preston North End Football clubs. The school caters well for outdoor and adventurous education through its successful residential experiences for pupils in Year 5 at Boreatton Park, Shropshire. Here there are good opportunities for archery, abseiling, archery, canoeing and team building.
141. The quality of teaching is good overall and it is very good in many lessons. The best teaching is characterised by secure subject knowledge, an emphasis on pupil demonstrations, high expectations of pupil behaviour and the effective use of available resources. This leads to pupils' enthusiastic responses, good standards of concentration and positive attitudes to their work. For example, Years 4 and 5 pupils were disciplined and focused when preparing a movement sequence. Teachers are well aware of the needs of all pupils and ensure that they are fully included. For example, talented classmates often support pupils with special educational needs, and the teacher ensures that directions are suitably reiterated for pupils who speak English as an additional language. All teachers prepare their lessons well, have good relationships with pupils and communicate their enthusiasm for the subject. Teachers set challenging tasks and use praise appropriately to motivate pupils which ensures that pupils are prepared to persevere with tasks and practise their skills. Comments such as 'That's delightful' in the Year 4 dance lesson promote pupils' confidence, self-esteem and pride in their performance. Overall teachers make effective use of the hall, dress appropriately for the subject and are conscious of health and safety matters. Consequently pupils show an appreciation of the importance of warming up and relaxing after exercise and set out equipment with care. The quality of pupils' relationships is very good and results in pupils co-operating well in pairs, groups or teams. They are sensitive when evaluating each other's performances.
142. The curriculum co-ordinator is very committed, providing good leadership and management through a secure subject knowledge. The current policy statement and scheme of work ensure that teachers are aware of the skills to be taught in each term and that pupils are provided with activities in an appropriate sequence that builds upon their previous learning. Assessment procedures are informal but satisfactory, ensuring that pupils' progress is monitored effectively. The accommodation, resources and storage facilities are good. Physical education makes a very effective contribution to the social and health development of the pupils as well as promoting the importance of fitness.

There is a wide range of extra-curricular activities including football, netball (high fives), rounders and cross-country teams that are taught enthusiastically with the support of a number of staff.

RELIGIOUS EDUCATION

143. At the ages of 7 and 11 pupils' standards of attainment are in line with the targets of the Lancashire agreed local syllabus. This represents a considerable improvement on the finding of the previous inspection when pupils' attainment and progress were unsatisfactory. The school has worked hard to bring about this improvement. The co-ordinator drew up a 'grid of learning' and curriculum guidelines with the help of the local education adviser. This is firmly based on the practical Lancashire scheme of work. She has attended courses and disseminated their content to staff. In the autumn term of 2000 the co-ordinator conducted an 'audit' of the subject, observing every class, providing support and advice to teachers and presenting a report to governors. This was followed up by sampling the work of some classes in 2001. The school has purchased resources of books and artefacts and it is building up a good stock.
144. Years 1 and 2 pupils learn about Hinduism in a good lesson. Well-prepared resources provide a good introduction and stimulus to the lesson. A shrine in front of the class contains small pictures and statues of Hindu gods decorated with flowers. The teacher lights a candle and an incense stick as the pupils listen to a recording of Hindu music. The teacher explains that there are similar shrines in many Hindu homes and that families say their prayers first thing in the morning at the shrine. The lesson develops as the teacher tells the pupils that the objects in the shrine are special to Hindu people. She links this well to the pupils' own experience inviting them to show the class things they have brought which are special to them. This enables them to demonstrate good listening and speaking skills. The pupils speak confidently and sometimes at length to the class who listen with interest. One pupil with a Statement of Special Educational Need talks enthusiastically about his model digger. He describes it to the class, correctly naming its different parts. A Muslim pupil shows a special calendar given by his grandfather. The good relationships with the teacher and amongst the pupils enable them to talk about personal experiences such as family bereavement. The teacher's planning shows how the lesson links to previous and future learning.
145. Pupils complete a good range of writing. For example, Year 1 pupils write stories of Adam and Eve, Moses, my family and a well illustrated booklet of the story of Noah's Ark. This develops well in Year 2 as pupils draw and describe places of worship of different religions. They show good knowledge of major Christian festivals as they correctly sequence the Christmas story and the events of Easter. Pupils carefully draw Islamic patterns and page decorations from the Qur'an.
146. In a very good lesson older junior pupils consider the Qur'an. They know the traditions surrounding how and where the book is kept. They show good respect for the school's copy. A Muslim pupil explains why Muslims wash before reading the Qur'an and the special way of washing. She recites a section of the Qur'an in Arabic. The lesson is conducted in a receptive atmosphere and very good learning takes place. Pupils show great interest in the pupil's knowledge and experience. Two pupils research relevant information from the Internet during the lesson. Pupils knowledgeably compare the holy books of Islam, Christianity and Judaism.
147. Pupils' writing in the junior classes covers a good range of knowledge of the religions studied in accordance with the syllabus, Christianity, Islam, Hinduism and Judaism. Much of the writing is original and shows a good depth of knowledge, for example detailed accounts of the Easter story. Pupils also show how they learn from religion by quoting the Ten Commandments and producing commandments which are appropriate

for today. They also write short biographies of people whose lives have benefited others such as Doctor Barnado and Martin Luther King.

148. Teaching ranges from satisfactory to very good. No unsatisfactory lessons were observed. In the better lessons, teachers showed good knowledge and confidence in teaching the subject. They prepared and used resources well to stimulate pupils' interest. A good feature of teaching and learning is the strong contribution that religious education makes to pupils' literacy skills. Pupils produce a good quantity and range of writing and respond well to questioning which provokes extended and thoughtful discussion. Teachers plan their lessons satisfactorily and sometimes organise written tasks aimed at different levels of the pupils' attainment. Lessons have clear objectives and move at a good pace, although in some cases they are too long for younger pupils. There are currently no formal structures for assessment of pupils' attainment and progress. However, the local education authority is shortly to issue guidelines for assessment to match the scheme of work.