

INSPECTION REPORT

HARRIS PRIMARY SCHOOL

Fulwood

Preston

LEA area: Lancashire

Unique reference number: 119152

Headteacher: Mr P Percival

Reporting inspector: Mr R Cheetham
2592

Dates of inspection: 5th – 6th June 2001

Inspection number: 192708

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Wychnor Fulwood Preston
Postcode:	PR2 7EE
Telephone number:	01772 864135
Fax number:	01772 861292
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Williams
Date of previous inspection:	10 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Harris Primary School has 210 pupils on roll and is about the same size as other primary schools. This is smaller than at the last inspection. It remains a popular school and has some vacancies in a few classes. Most pupils have a white UK heritage and a few have either Indian or Pakistani backgrounds. Most pupils have attended a nursery or playgroup prior to starting school. Children are admitted to school in the September of the year of their fifth birthday. While there is a range of attainment on entry, most pupils start school with levels of attainment above those generally found. Most have socio-economic home backgrounds that are relatively advantaged.

Three per cent of pupils are known to be entitled to a free school meal and this is below the national average. Twelve per cent are on the school's register of special educational needs and this is below the national average, as is the proportion of pupils with statements of special educational need. Pupils' special educational needs include specific and moderate learning difficulties and visual impairment. Four per cent of pupils speak English as an additional language and this is above the national average.

During the current school year the school has been awarded the Basic Skills Agency Quality Mark and the Department for Education and Employment School Achievement (Excellence) Award.

HOW GOOD THE SCHOOL IS

Harris Primary School is a very effective school and gives good value for money. Since the last inspection, it has improved its already high standards of eleven year old pupils' attainment in the core subjects of English, mathematics and science. Most teaching is very good and pupils respond very well. The school is very well led and the governors carry out their work very effectively. There is a very good atmosphere for learning underpinned by high expectations.

What the school does well

- The school has improved previous high standards of attainment at the end of Key Stage 2.
- The school has a high proportion of very good quality teaching and pupils have very good attitudes to school.
- The school has a rich curriculum
- The school has very good quality leadership and management

What could be improved

- The provision for information and communication technology
- Assessment of pupils in the foundation subjects* and the use made of assessment data

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

*These foundation subjects are: art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and has made good progress since then. It has maintained its strengths and remedied its weaknesses. It has improved the role of the senior management team to focus on monitoring teaching and learning. The analysis of pupil attainment data is now part of its target setting although it still needs further work. Homework and the personal, social and health education programmes have improved. The school has improved pupils' standards of attainment and has improved the quality of curriculum planning and teaching. The effectiveness of the school's governors has significantly improved.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A*	A
Mathematics	A*	A	A*	A*
Science	A*	A	A	A

Key

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

Over the last four years, eleven year old pupils' standards of attainment in the core subjects have been consistently well above both the national average and the average of similar schools. In 2000, the standards in English and mathematics were in the highest five per cent nationally. In 2000, the seven year old pupils' standards of attainment were well above the national average in reading and mathematics, above average in writing but below average in science. The reading, writing and mathematics results for seven year olds over the last three years have consistently been above or well above the national average. The school has exceeded its targets for eleven year olds in English and mathematics for the last two years. The current seven year olds' attainment in the core subjects is an improvement on last year's performance, with most pupils reaching the standard expected and a large minority working above this. The current eleven year olds' attainment is again an improvement on last year's performance with most pupils working beyond the level expected. Overall, pupils make good progress in Key Stage 1 and very good progress in Key Stage 2. Standards in other subjects are at least in line with national expectations. There is good quality singing across the school and there are good standards in art and design, history and design and technology. Music standards in Year 4 are good. Although there is some higher attainment in Years 5 and 6 in aspects of information and communication technology, there is little evidence of general high attainment because there is not enough equipment for all pupils to have broader experience.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very keen to learn and generally maintain high levels of concentration.
Behaviour, in and out of classrooms	Pupils behave very well. They are responsible and polite.
Personal development and relationships	Pupils are mature and sensitive. Older pupils cheerfully take on additional responsibilities and look after younger pupils very well.
Attendance	Pupils' attendance is very good and well above the national average.

Pupils set about their work with a will. They want to do well and older pupils are quietly confident when tackling new tasks or in class discussions. They are interested in their work and respond well to the opportunities to continue with it at home. Behaviour is consistently very good. Pupils move calmly about the school and play amicably in the playgrounds. Older pupils set very good role models. They carry out their responsibilities without fuss and guide younger pupils sensitively when they help them to read.

TEACHING AND LEARNING

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

Eight per cent of teaching is excellent, 54 per cent is very good, 30 per cent is good and eight per cent is satisfactory. There are examples of high quality teaching in Reception and in both key stages. Most teaching of English and mathematics is very good and the school teaches the skills of literacy and numeracy very well. The school meets the needs of its pupils well and most pupils on the school's register of special educational needs make good progress against the targets in their individual education plans. Teaching has a number of strengths. Teachers expect a lot from their pupils, who respond well to the challenges they are set. Lessons are very well planned and make clear what pupils are to learn. Teachers group pupils very well so that they can teach smaller groups effectively. Pupils work very well in these smaller groups. They share ideas and resources and help one another to learn. Teachers prepare lessons carefully and use resources very well. Pupils treat these with care and, while following instructions, they try out their own ideas. Occasionally, lessons overrun and the reinforcement of learning during the last period is not done to full effect. Some teachers make good use of space for learning outside their classrooms. When they are not sufficiently challenged in the occasional lesson, younger pupils' attention wavers and their pace of learning slows.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good range of quality learning experiences and gives a high priority to the core subjects.
Provision for pupils with special educational needs	The school provides well for pupils with special educational needs. Additional support for literacy and numeracy is effective. The school is improving the clarity of the targets in individual education plans.
Provision for pupils with English as an additional language	Although these are few in number, the school is sensitive to their emotional and language needs and they make similar progress to other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	This is very good with particular strengths in pupils' moral, social and cultural development. Parents support the values the school teaches and staff respond well by having high expectations of the pupils.
How well the school cares for its pupils	The school takes good care of its pupils. It has improved the way it uses assessment data in the core subjects but does not track pupils' progress well enough in the foundation subjects.

The school has a broad curriculum with strengths in the core subjects of English, mathematics and science and in art and design, design and technology and history. There is a very good range of extra activities and provision for personal, social and health education has improved since the last inspection. Procedures for monitoring and promoting attendance and good behaviour are very good. Although there have been improvements, the school does not use the data it has on pupils' attainment as well as it could.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Senior staff lead the school very well through a combination of individual strengths, strong personal examples and good teamwork. Subject co-ordinators are playing a more effective role in evaluating the school's work.
How well the governors fulfil their responsibilities	Governors combine very well to understand the school's strengths and weaknesses and set its strategic direction.
The school's evaluation of its performance	The school has developed different ways of seeing how well it is doing. It now needs to sequence these into its development planning processes.
The strategic use of resources	The school makes good use of its resources. Classroom support staff help to improve learning. Staff are well deployed and the school has built up generally good levels of learning resources.

The appointment of a permanent deputy headteacher gives the school the chance to delegate major responsibilities a little more evenly than has been possible in recent years. Staff and governors are united in their commitment to make further school improvements. There are effective systems for monitoring and promoting the quality of teaching in the core subjects. The school has budgeted to improve the levels of provision for information and communication technology. Currently these are not sufficient to promote generally higher standards. The school applies the principles of best value well.

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. • Pupils behave well. • It is easy to approach the school with questions or a problem. • The school is well led and managed. 	<ul style="list-style-type: none"> • The amount of work pupils are given to do at home

The inspection team agrees with parents' positive views. Eighty-one per cent of parents are pleased with the amount of homework set by the school. It is not clear whether the remaining 19 per cent felt that the amount was too great or not enough. The inspection team finds that the school sets an amount of regular homework similar to that of many other schools. In addition, pupils are asked to develop work begun in lessons. This is usually relevant and interesting so that pupils complete it. Overall, homework has a positive effect on their learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school has improved previous high standards of attainment at the end of Key Stage 2

1At the time of the last inspection, most seven and eleven year old pupils' attainment in the core subjects of English, mathematics and science was above the standards expected nationally. Since then the school has largely maintained this position at the end of Key Stage 1 and made continuing improvements at the end of Key Stage 2.

2Over the last three years, seven year olds' attainment in the end of Key Stage 1 tests in reading has been consistently well above the national average. In writing and mathematics, their attainment has been well above the national average in two years out of three; in the other year, standards were above average. In 2000, when compared with similar schools, their attainment in reading, writing and mathematics was in line with the average. In the science teacher assessments in 2000, seven year olds' attainment was just below the national average, although a higher proportion than the average reached the higher level. Prompted by the headteacher's analysis of these science results, the school has looked again at the quality of teacher assessments and compared the school's interpretations with that of others. It finds that a few pupils could have been graded slightly higher and the school's results would then have been at the national average. In 2000, there was little difference in the performance of girls and boys, except in writing where girls significantly outperformed boys.

3The trend over the last three years in seven year olds' attainment in reading, writing and mathematics has been consistently above or well above the national average and has been broadly in line with national improvements.

4Over the last four years, eleven year olds' attainment in English has been consistently well above the national average and in 2000 their attainment was in the highest five per cent nationally. Their attainment in mathematics has also been well above the national average and in two years out of four the school's results were in the top five per cent nationally. In science too, eleven year olds' attainment has been well above the national average and in one of the last four years their attainment was in the highest five per cent nationally. In 2000, the eleven year olds made excellent progress in English and science from their end of Key Stage 1 starting points. They achieved very high rates of progress in mathematics. When the 2000 results were compared with those of similar schools, they were well above the average in English and science. They were very high in mathematics. There was little difference in the performance of boys and girls.

5The overall trend of improvement is broadly in line with the national trend. This consistent record of high attainment in the core subjects was recognised earlier this year when the school was awarded the School Achievement (Excellence) Award by the Department for Education and Employment.

6The findings from this inspection are that the school is maintaining the same high standards at the end of Key Stage 2 in the core subjects and early indications from national testing confirm this view. By the end of their time in Reception, most children have achieved the early learning goals and have made a start on the early part of the Key Stage 1 National Curriculum. By the end of Key Stage 1, most have made good progress and achieve good standards in the core subjects. By the end of Key Stage 2, pupils have made very good progress and achieve high standards in the core subjects. Pupils' standards in literacy and numeracy are very good and they make very good progress.

7In speaking and listening, standards are very good and pupils make very good progress. In the Reception class, children speak with growing confidence in a range of situations. They describe what they are doing clearly and are prepared to speculate on what might happen next. A good example of this was during a session when they played with motor-driven toys. They simulated the swishing noises cars might make at speed or the creaking sounds metal robots could make as they moved. Another example was when individual pupils spoke about their answers to subtraction questions during a mathematics lesson. They listen attentively to their teacher and other adults and follow instructions accurately. By the end of Key Stage 1, pupils have made good progress and most can communicate accurately and confidently. They did this well in an English lesson when they explained how a glossary is organised and how it could be used. Occasionally this confidence in speaking spills over and a minority forget the importance of listening carefully to others. As a result, progress in parts of a few lessons is slower than in the remaining parts. By Year 6, pupils speak persuasively, economically and with conviction based on evidence. Older pupils articulate complex ideas, use a variety of expressions and develop their ideas together in group discussions. An example of this was in Year 5 when pupils described how they had planned and developed the detail of models controlled by computers. Another example was in Year 6 when pupils discussed parodies and puns. They came up with suggestions for computerspeak such as, "Oh, my aching megabytes," or "Why don't they feed me a byte to eat?"

8In reading, standards are very good and pupils make very good progress. In the Reception class, children are developing a good knowledge of the sounds letters make. They are beginning to recognise them within unfamiliar words such as the suffix 'ing'. They are also building up a widening range of words they can recognise at sight. By the end of Key Stage 1, most can read with accuracy and fluency from familiar and new texts. They understand the main points of a story and discuss different characters. They can use an index or a contents page to find information from non-fiction books. Eleven year olds can read complex texts with assurance and expression. They enjoy playing with the sounds of words and listening to their differing effects. They cull words from their wide reading and use them to good effect such as in a discussion on alternative adverbs when they suggested, "grudgingly", "cunningly", "slyly" in quick succession. They can explain, with examples, how the choice of one word or changing its position can alter the meaning or mood of a sentence they are constructing.

9 In writing, standards are good and pupils make good progress. In the Reception class, children can recognise basic punctuation and letter size. They are willing to try out writing marks, letters and words to create meaning in print. A few are writing letters clearly. By the end of Key Stage 1, they are using words sensitively in sentences with flowing expression. Spelling is usually accurate and their handwriting is neat and clear. They use simple punctuation well.

Eleven year olds produce a wide range of imaginative and factual writing that is well structured and accurate. Their imaginative writing is lively and innovative as they try out new words for effect such as, "Plonkedy plonking through the woods." They choose words carefully for their effect when writing poetry and organise complex ideas well. They present their work consistently very well.

10 In mathematics, standards are very good and pupils make very good progress. In the Reception class, children can join in number rhymes such as, 'Ten green bottles', confidently and can count forwards and backwards to ten. They can recognise simple patterns and shapes and use words like 'more' and 'less' with increasing understanding. Most can solve addition and subtraction problems up to ten using counters. Lower attaining pupils can understand the relationship between numbers and objects and can add and subtract up to five. By the end of Key Stage 1, most pupils are comfortable when they mentally add up or subtract two-digit numbers and have a good understanding of the value of numbers up to 1000. All pupils can count up to 100 and beyond in tens and most have a satisfactory recall of multiplication and division facts. They have a good command of mathematical terms and use them well when describing their work. By Year 6, most pupils are setting and solving their own problems. A good example of this was when pupils devised and played board games using formulae involving two operations. When they played the first versions, they reflected on them and made improvements.

11 In science, standards are very good and pupils make very good progress overall. In the Reception class they are using their senses to explore and explain changes in texture, for instance in wet and dry sand. They can name and point to parts of the body and describe how mechanical objects move. By the end of Key Stage 1, a few can recognise that sounds become softer or louder as distance from them decreases or increases. An example of this was in a Year 2 music lesson when the teacher simulated hoof beats on a drum. They can recognise different growth rates in plants and animals. In their work on healthy living, pupils explain the changes that occur in living things due to diet or a change in living conditions. In Year 6, most pupils understand the concept of gravity and can explain this in everyday terms. They can select and use simple apparatus and methods to try out their ideas and make accurate measurements to check their findings.

12 In the remaining subjects, most pupils are achieving standards that are in line with those expected or are above them, and they make good progress. For instance, older pupils achieve good standards in aspects of information and communication technology such as in using control mechanisms in Year 5 or multimedia presentations in Year 6. Standards in this subject are generally in line with those expected but do not exceed them. Pupils in Year 4 make good progress and achieve good standards in music. Those with particular talents in music and who are members of the school brass band make very good progress and achieve high standards. The general quality of singing in Key Stage 2 is good. Pupils make good progress and achieve good standards in design and technology, especially in Year 6 with their well-documented project on slippers. Most make good progress in art and design. Good examples of this are Year 3 pupils' careful development of ideas inspired by Gustav Klimt, and the delicate weaving using a range of materials and colours in Year 2.

13 Most pupils with special educational needs make good progress against the targets in their individual education plans. The school has worked to improve the clarity of these targets so that progress is easier to judge and pupils can relate to them. This is particularly true of the targets in spelling and in number work where good progress is more noticeable. This progress also reflects the impact of the additional support they receive.

A small minority of pupils do not make the progress they should against the targets. This is largely because the targets are too general and small gains in progress are difficult to spot. It also means that these few pupils do not have the satisfaction gained from noticeable improvement. The school has recognised the need to make further improvements to the clarity of all targets in individual education plans.

The school has a high proportion of very good quality teaching and pupils have very good attitudes to school

14The levels of attainment and rates of progress described above are mainly the result of consistently high quality teaching. Most lessons are very good and the proportion of teaching that is good or better has risen from 68 per cent at the time of the last inspection to 92 per cent now.

15The school teaches the skills of literacy and numeracy very well and most teaching of English and mathematics is very good. The basis of this high quality is that teachers have very good knowledge of their subjects. The school has incorporated the national guidance to improve standards of literacy and numeracy very well and staff have worked hard to upgrade their knowledge and incorporate new techniques into their work. This depth of subject knowledge gives teachers the confidence to introduce new vocabulary. They also encourage pupils to develop their ideas for further work by asking open questions, such as in a Year 2 lesson. During it the teacher asked, "What does a contents page tell you?" before swiftly moving on to ask, "Well, can you explain how you would use a glossary?" These high expectations bore fruit because pupils went on to raise questions about how insects' wings grow before using research skills to try to find out.

16The Reception class teacher knows the Foundation Stage curriculum very well and has good subject knowledge of the early parts of the National Curriculum. She also has a deep understanding of the learning needs of young children so that she maintains their interest throughout lessons by skilfully using resources and making sensitive changes of pace and activity. In a mathematics lesson, children sang action songs to reinforce their number skills, they split into small groups to complete work that was matched to what they had learned before and then came together as a class to show and talk about what they had learned.

17The Year 1 teacher used her subject knowledge in mathematics to introduce more challenging work than had been planned, during a lesson when pupils were making faster than expected progress. In Year 2, the teacher uses precise mathematical language such as, "The last digit is a zero," and pupils respond very well to this by using similar precision in their answers. In Year 3, the teacher used her knowledge of mathematics to spot quickly where a group of pupils were having difficulties in understanding the inverse relationship of division and multiplication. In Year 4, the teacher's subject knowledge in music comes through well in her leadership of the subject, her very high expectations and coaching skills, and her confident use of a range of resources. In a series of Year 5 design and technology lessons linked with information and communication technology, the teacher skilfully introduced more challenging ideas or raised practical questions as the designs progressed. In a similar way, the Year 6 teacher's subject knowledge in English enabled her to handle a discussion on parody which widened pupils' thinking and set a range of tasks that were very well matched to pupils' previous attainment.

18 Teachers plan lessons very well. The plans state what pupils are to learn and most teachers begin their lessons by making these clear to them. This sets the right tone for learning in the vast majority of lessons and pupils respond very well. They are interested in their work and find the challenge of it stimulating.

Very occasionally, teachers ask too little of their pupils, and enthusiasm for learning and pupils' progress slow as a result. An example of this was in a Year 1 English lesson and this was because the teacher is new to the school and still coming to terms with her pupils' differing levels of attainment. Some teachers' lesson plans also contain key questions to ask pupils and these teachers use them to assess what their pupils have learned. The plans also show what resources will be used and this is particularly useful when a learning support assistant is helping the teacher.

19The assistants' work effectively supports older pupils in developing literacy and numeracy skills or when working with small groups of pupils with special educational needs. For instance, in Year 6, an assistant worked skilfully with a small group in an area adjacent to the classroom. Using a word-processing program she helped them re-arrange a jumbled sentence linked to their class work on 'Star Bores'. The sequence of teachers' planning also means that most lessons recap what pupils have learned before. Teachers ask a few well-judged questions so that they set the challenge of the lesson at the right pitch. This gives pupils confidence in their teachers and in their own abilities to cope.

20This confidence is very apparent when the oldest pupils discuss their work. They explain details in a matter of fact way. They question one another about the reasons for choosing a particular word, or a strategy for making a model work, or special pieces of material in design and technology work. The quality of pupils' work in groups is striking. They consider the views of others in the group and listen patiently. They offer ideas modestly and take care of any equipment they use. They pay attention to detail and take pains to present their work well. They generally concentrate very well for long periods and across different activities.

21Lessons generally have a good structure. The literacy and numeracy lessons follow the recommended format and usually keep to time. Introductions are succinct and the mental and oral sessions of mathematics, for instance, move at a swift pace. Group work enables the teachers to support the learning of different groups well. The conclusions of lessons usually help teachers see what pupils have learned, so they can then set some continuation homework or introduce ideas to extend learning further. Occasionally, teachers do not manage the time well enough. The middle parts of lessons overrun and not enough time is left to bring the lesson to a proper conclusion.

The school has a rich curriculum

22At the time of the last inspection, the school had a broad and balanced curriculum and made satisfactory provision for pupils with special educational needs. The homework policy lacked consistency and personal and social education was not taught consistently in all classes. Extra-curricular activities and visitors to the school enhanced the curriculum. Since then the school has made improvements. The breadth and balance of the curriculum have improved through better planning. There is good provision for pupils with special educational needs, although the school reports concerns in the processing of statements for individual pupils. The school's regular analysis of homework shows that a balanced amount is set routinely and improves learning. There is a more consistent programme of personal, health and social education in place and additional activities continue to augment the curriculum.

23The school has implemented various changes to its curriculum well and these changes serve to enrich pupils' learning experiences. It has put in place well the Foundation Stage curriculum for children under five. Given the proportion of pupils who start in the Reception class with attainment above that generally found, the school is wise to blend into its curriculum for five year olds aspects of the early part of the Key Stage 1 curriculum. As a result, the teacher and the nursery nurse cater for the needs of all their pupils well and have appropriately high expectations. The range of learning experiences, with its emphasis on learning at first hand and discussing what has been learned, helps children understand and consolidate basic concepts. It also encourages them to see themselves as successful learners.

24The school rightly places emphasis on the core subjects and has implemented the national schemes to improve literacy and numeracy well. Besides teaching the skills of English and mathematics in these lessons, the school emphasises the importance of developing the skills of speaking and listening across all subjects. For instance, pupils in Year 5 understood more deeply the workings of democratic decision making after debating and deciding which of three deserving charities should receive a donation. The debate was intense. Pupils listened keenly and weighed the arguments carefully before making a very difficult choice. Similarly, pupils used their mathematical skills of estimation to work out the approximate quantity of materials needed in design and technology. Pupils practise accurate recordings of observations in science and summarising skills in, for instance, a Year 2 history lesson on famous people. The person they learned more about was a Jamaican, Mary Seacole. This was a well-chosen subject because it also promoted a positive image of someone of Afro-Caribbean background with pupils mainly of white UK heritage.

25For the remaining subjects, the school has been following the national guidance currently available and the locally agreed syllabus for religious education. This provision meets statutory requirements. The school intends to review its use of this national guidance later this year and has begun to adapt the coverage of some subjects in the light of experience. Currently, the subject skills are taught well and the school will make decisions about altering the content of some subjects to fit into the timetable. A good range of resources enriches teaching of nearly all these subjects. Physical education, art and design and design and technology are particularly well catered for. In contrast, resources for information and communication technology are only just adequate. The school and its governors are well aware of this and of its adverse effect on the raising of standards. They have earmarked additional funding and have drawn up a separate information and communication technology development plan.

26The school has a wide range of additional activities to extend its provision. As is usual in most primary schools, there is little such provision for pupils under seven but the range available for older pupils is extensive. This helps pupils to see themselves as achievers in other than the academic curriculum and shows that the school values pupils who aspire to improve. Sports feature prominently in the list of activities and are well led by staff, parents and others. The activities include football and netball, tag rugby and kwik cricket, athletics, swimming, cross-country running and orienteering. There are taster sessions in judo, and other activities include maypole and country dancing. No evaluation of the school's extra-curricular activities would be complete without mentioning its brass band. This is very well organised and led and provides pupils, some as young as eight, with the valuable experience of making music with others. Standards are as high as the conductor's expectations and the band responds very well with commitment, patience and skill. They play for outside bodies such as the Barton Rose Queen day and at a nearby church as part of its Remembrance Sunday Service.

27The school has a good involvement with the community. Local visitors come to school to give pupils first-hand accounts of their experiences such as involvement in the Land Army in World War 2. Others widen pupils' ideas on citizenship when they see presentations from the Fire Service or listen to the work of national charities such as the Blind Welfare Society. Other visitors help pupils see the importance of ecological awareness with presentations about waste management and pollution control. This promotes a school activity involving salvaging and recycling waste paper.

28The school promotes pupils' spiritual, moral, social and cultural development very well. There is a wide range of appropriate themes planned for assemblies and their tone is set when pupils enter the hall to suitable music. Generally assemblies make a good contribution to pupils' spiritual development with quiet moments for reflection. In a Key Stage 2 assembly, for example, pupils considered the implications of the chosen theme such as the celebration of differences in how they might behave towards others in the future. The two-part tuneful singing of 'Shalom' underlined the theme of music from around the world. Older pupils played an unobtrusively effective role in the assembly's smooth running. When pupils consider the creativity of famous artists or aboriginal peoples in art lessons, it helps to deepen their spiritual awareness. Listening to the brass band play or to pupils reciting their poetry are both routine contributions to the school's spiritual development provision.

29Pupils have a very strong sense of right and wrong and of how they should behave towards one another. When they work in groups, there are few appeals to the teacher for fair play since most pupils accept this as given. Pupils are generally tolerant and very polite. They show concern for others through their regular involvements in charity fund raising and older pupils have a wide range of responsibilities to help the school run effectively. They have regard for younger pupils and regularly help some improve their reading without complaint. Staff supervise these responsibilities lightly and this shows their levels of trust and confidence in their older pupils. These pupils provide good role models for younger ones and this adds to a strong sense of school community.

30The school promotes pupils' cultural development very well. Staff ensure pupils have a good grounding in their own culture and go to some lengths to ensure that they understand and value that of others. Through their visits to nearby places such as to Wigan Pier and the Lancashire Museum, pupils begin to understand their historical heritage. Talks from one of the Hindu parents and listening to Chinese and African music help pupils understand cultural diversity. Teachers choose reading material to promote older pupils' discussion of issues such as colour prejudice.

The school has very good quality leadership and management

31The headteacher leads the school very well, with modesty and with care for all who work and learn there. In this he is well supported by senior staff and an informed and involved governing body. This team has led the school to increasing effectiveness during a prolonged period of temporary management because of the illness and subsequent early retirement of the deputy headteacher. The senior management team has a clear focus on monitoring the quality of teaching and learning. The governors have a good strategic view of the school's direction, manage its finances well and fulfil their responsibilities very effectively. The school applies the principles of best value well.

32The headteacher has a clear idea of the school's educational future and communicates this well to staff, governors, parents and pupils. He provides very good leadership and works closely with senior staff so that the school's policies and practice are consistently applied. The temporary delegation of management responsibilities puts additional work on senior staff. Although they carry out their duties well, the headteacher intends to use the recent appointment of a permanent deputy headteacher as the opportunity to rationalise the responsibility structure. Curriculum co-ordinators are playing a more prominent role in the school's development. They present an annual analysis of the performance of their subjects and these will be used as part of the school's development planning process. The school has a system of performance management in place and the governors have set the headteacher's targets for this year. The teachers all have current job descriptions, but these are too general and do not link well to specific aspects of their work or to priorities in the school development plan.

33The governing body has a good idea of the school's strengths and weaknesses and uses this knowledge to set appropriate priorities for the short and medium term. For instance, they have been building a budget surplus to improve the school's provision for information and communication technology and recognise the need to make further improvements to the school's use of assessment data. They discuss the school's performance with the headteacher and support the setting of more ambitious targets for the performance of eleven year olds in English and mathematics. They are efficiently organised to carry out their work. Their internal and external communications are clear and well presented. Their annual report to parents and the school's prospectus meet statutory requirements. They use their professional and commercial skills and expertise well for the school's improvement. The chairman of governors meets frequently with the headteacher to keep abreast of developments. Other governors visit the school regularly to review, for instance, the provision for special educational needs pupils and then report to the relevant committee.

34The school has a good range of monitoring and evaluation processes now in place to review its provision and performance. This helps it to set its priorities effectively. The headteacher has recently developed a system for tracking pupils' progress and updating predictions of their performance. This is a good development and capable of further refinement. The school actively monitors the quality of teaching in the core subjects. Senior staff review class teaching and discuss with teachers how improvements can be made. The headteacher routinely examines teachers' planning to maintain an overview of the curriculum. There are no routine analyses of pupils' work that would add another dimension to the school's reviews of their progress. The governing body has progress on the development plan as a standing item on its agenda and has devised a complementary plan to improve its own effectiveness. The governors were active in the follow-up to the last inspection's action plan and held a review of progress a little time after it had been completed. The headteacher has drawn up a timetable of pupil testing and is considering working this into an overall monitoring and evaluation policy that would draw the separate cycles together. The school is showing its commitment to further improvement through its planned involvement in an 'Investors in People' project.

35 The school makes good use of its resources and uses its additional grants well. The school development plan charts the school's progress well over the short and medium term and is based on wide consultation. Staff are well deployed to make the most of their strengths and experienced staff are well placed to support those new to the school. The school has a useful diary of staff development to match school and individual needs and a staff handbook to guide practice.

Learning resources have been carefully built up over time and the governors have agreed well-judged building improvements to increase playground and storage space. Staff make the most of the space they have and the teachers of larger classes tend to use the areas adjacent to their classrooms for working with small groups. Throughout the school, staff take pains to use available wall space to display examples of pupils' work very attractively. This celebrates their achievements and underlines the school's high expectations. The funding for pupils with special educational needs promotes most pupils' good progress. The school administration is effective, efficient and friendly.

36A good example of the way the school applies the principles of best value well is its considered approach to improving the information and communication technology provision. As a first step the governing body analysed the need. The school does not have enough accommodation or equipment to teach larger groups of pupils in the subject efficiently. They compared the school's provision with others locally. An accommodation survey involving the local education authority showed that an extra room could be built within a reasonable budget. Governors drew up plans and invited estimates. They are now in a position, given the expected additional funding, to use the surplus in the school budget to build and equip the room.

WHAT COULD BE IMPROVED

The provision for information and communication technology

37 Compared with an increasing number of schools, this school is minimally equipped to teach information and communication technology. Since the last inspection, the school has upgraded its resources in the subject so that all pupils have access during the week to at least one computer. Over this period, however, expectations have risen and a recent scheme of work envisages the teaching of the subject across all other subjects. Teachers plan to involve as many pupils as possible but are limited in what they can achieve with all of them. As a consequence, although pupils' standards of attainment at the end of Key Stage 2 are in line with those nationally, they are not as high as they could be given the school's track record of high achievement. For instance, standards in control technology in Year 5 are good but the work of this year group is delayed by a shortfall of resources. Standards in Year 6 in developing multi-media presentations are good but the restriction on the number of pupils who can work on projects simultaneously slows the overall progress of the class. The school has recognised this issue and is addressing the major aspect of it through its separate information and communication technology action plan. There are, however, smaller items such as control boxes that could be bought to lessen some immediate problems.

Assessment of pupils in the foundation subjects and the use made of assessment data

38 The school has recently made a good start on gathering, tabulating and analysing its assessment data in the core subjects. It has arranged its data from testing and assessments into a suite of information for each year group. The school can now chart the progress of individuals and groups. It does so to set end of Key Stage 2 targets in English and mathematics and it now has sufficient confidence in the system to upgrade these targets after two years in which it exceeded them. It also uses the information to set individual improvement targets for most pupils and this has a good effect on their motivation. The school has also recently analysed the results of its performance in the national tests for seven and eleven year olds but this analysis was too late to affect practice. The school plans to bring this analysis forward next year and use it to modify practice if necessary.

39 Its current system of data recording makes it difficult to analyse and use it more efficiently in different ways. For instance, it does not set targets for each year group that would give an early warning of underperformance. Nor can the school easily pick out the performance of groups of pupils and take early action if improvement is needed.

40 The school assesses and records pupils' progress and attainment in the core subjects well. In the remaining subjects its assessment arrangements meet statutory requirements but need further improvement in line with its use of the new nationally recommended schemes of work. Currently teachers keep their own records of pupils' weekly and termly progress in these subjects but these assessments and records vary in detail. They do not provide a consistently accurate picture of progress in all subjects so that it is difficult for the school to take concerted action to improve progress further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

41 In order to make further improvements to its effectiveness, the school should:

- Improve its provision for information and communication technology by implementing its action plan and improving small-scale shortcomings. *
Paragraph 37
- Develop further its analysis and use of pupil assessment data and introduce a staged development of systems to assess and record in more detail the progress and attainment of pupils in the full range of subjects. *
Paragraphs 38,39,40

* Most aspects of these issues are included in the school's plans.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	24
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	54	30	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	210
Number of full-time pupils known to be eligible for free school meals	N/A	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	26

English as an additional language	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	19	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	14
	Girls	19	18	18
	Total	31	29	32
Percentage of pupils at NC level 2 or above	School	94(97)	88(100)	97(100)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	18	18	17
	Total	30	31	29
Percentage of pupils at NC level 2 or above	School	91(97)	94(100)	88(100)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	19	15	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	19
	Girls	14	13	15
	Total	32	32	34
Percentage of pupils at NC level 4 or above	School	94(83)	94(86)	100(94)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	19
	Girls	14	13	13
	Total	31	32	32
Percentage of pupils at NC level 4 or above	School	91(92)	94(97)	94(97)
	National	70(68)	72(69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	4
Pakistani	5
Bangladeshi	0
Chinese	0
White	169
Any other minority ethnic group	4

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)	8
Number of pupils per qualified teacher	26:1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	67

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	2000 - 2001
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	£
Total income	399657
Total expenditure	392060
Expenditure per pupil	1867
Balance brought forward from previous year	34830
Balance carried forward to next year	42427

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

204

Number of questionnaires returned

138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	54	40	3	1	2
Behaviour in the school is good.	69	29	1	0	1
My child gets the right amount of work to do at home.	36	44	17	2	1
The teaching is good.	62	35	2	1	0
I am kept well informed about how my child is getting on.	41	48	6	0	5
I would feel comfortable about approaching the school with questions or a problem.	77	20	2	0	1
The school expects my child to work hard and achieve his or her best.	68	30	1	1	0
The school works closely with parents.	52	39	5	1	3
The school is well led and managed.	73	23	1	1	2
The school is helping my child become mature and responsible.	64	30	2	0	4
The school provides an interesting range of activities outside lessons.	51	33	6	3	7