

INSPECTION REPORT

ST JOSEPH'S RC PRIMARY SCHOOL

Preston

LEA area: Lancashire

Unique reference number: 119430

Headteacher: Mrs S Smith

Reporting inspector: Brian Holmes
15215

Dates of inspection: 10th – 13th September 2001

Inspection number: 217401

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Rigby Street Preston Lancashire
Postcode:	PR1 5XL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Bernard Watson
Date of previous inspection:	11 th October 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect Responsibilities
15215	Brian Holmes	Registered inspector	Information and communication technology History Physical education	What sort of school is it? What should the school do to improve further? School's results and achievement How well are pupils taught?
9399	Roger Watts	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
14816	Sandra Gordon	Team inspector	The Foundation Stage Geography Music	How well is the school led and managed?
20970	Irene Wakefield	Team Inspector	English Art and design Special educational needs	
4350	Clive Whittington	Team Inspector	Mathematics Science Design and technology Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Catholic Primary School, Preston is a larger than average primary school with 342 pupils between the ages of 4 and 11. Most of the pupils come from the surrounding locality, which is a mixture of Victorian terraced and older council properties. It is situated within the inner area of Preston, and is a part of the Preston Education Action Zone (PEAZ). Children enter the school at the age of four, most having attended the Nursery class based in the Foundation Unit. The number of pupils entitled to free school meals is above the national average. About ten per cent of the school population are pupils who originate from ethnic backgrounds, but few of these pupils have specific English language needs. The percentage of pupils identified as having special educational needs is above the national average. Four pupils have a statement of special educational need and this proportion of pupils is in line with the national average. Pupils' attainment level on entry to the school is below what is normally expected for most pupils at the age of five.

HOW GOOD THE SCHOOL IS

This is an effective school with a staff committed to providing a good, consistent standard and quality of education in a happy, caring environment. Pupils are taught well and achieve standards which are broadly in line with the average compared to what is achieved in other schools, apart from in English at the age of eleven. Most pupils make good progress during their time at the school. It is a caring school, where the pupils are happy. Pupils show satisfactory attitudes towards their learning and achieve satisfactory standards of behaviour. They achieve good standards in their relationships with each other, the adults around them, and in their personal development. The school is well led and managed by the associate headteacher and staff, supported well by the governing body and, as a result, gives satisfactory value for money.

What the school does well

- The quality of teaching and learning is good overall, particularly in the Foundation Stage and in the junior classes.
- Pupils achieve well by the age of 11 from a below average attainment on entry to the school at the age of five.
- Pupils achieve good standards in their personal development, and in their relationships with each other and the adults around them.
- There is good provision for pupils with special educational needs, and for extra-curricular activities.
- There is good overall provision for pupils' spiritual, moral, social and cultural development.
- The school has a good partnership with its parents.

What could be improved

- Standards of attainment in English for pupils by the age of 11.
- Opportunities for pupils to learn independently.
- The extension of pupils' writing skills in subjects across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1999 and has made good progress since then overall. At that time the school was identified as having serious weaknesses. The key issues for action identified then have been addressed well. In improving its performance and the quality of education, the school has received significant support from the local education authority and the PEAZ. Good progress has been made in raising pupils' standards of attainment in mathematics and science, with satisfactory progress in improving pupils' attainment in English, and their rate of progress in the junior classes in information and communication technology, history, geography and design and technology. Good progress has been made in most of the other areas identified at the time of the previous inspection, and in improving the school's value for money. In addition to these aspects, there has been a good

improvement in the quality of teaching, provision for pupils with special educational needs, the leadership and management of the school and in improving the levels of staffing, accommodation and learning resources. Whilst most issues have been addressed well, there is still a need to continue raising standards of attainment in English by the age of 11.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	E	D
mathematics	E	E	C	B
science	E	E	C	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The results of the 2000 National tests show that in mathematics and science by the time pupils are 11 standards are in line with the national average, but well below the average in English. When compared to schools with pupils from a similar background, standards are above the average in mathematics and science, but below the average in English. Trends over time show that standards of attainment have been below the national average but did improve greatly in 2000 in mathematics and science. The indications are that this improvement has been maintained in the 2001 national tests, and inspection findings are consistent with the recent trend. Standards of attainment in mathematics and science are in line with national averages at 11, while standards in English are below the expected level, particularly in writing. The results of the 2000 national tests for 7 year olds show that results are below average in comparison to national averages in writing and mathematics, and well below average in reading. When the school's results are compared with similar schools they are in line with the average in writing and mathematics, but well below in reading. Inspection evidence shows that standards are broadly in line with national averages for most pupils at 7 in the core subjects. Pupils make good progress from their below average levels of attainment on entry to the school by the age of 11 and achieve well. In information and communication technology, pupils' attainment is in line with national averages at the age of 11. Across the school, pupils achieve appropriately in most subjects, which shows that standards have generally improved since the previous inspection. Most pupils with special educational needs, and those with English as an additional language, make satisfactory progress towards their targets over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils show positive attitudes and enjoy school. They are keen to learn and show interest in their tasks.
Behaviour, in and out of classrooms	Behaviour in lessons is satisfactory, and in and around the school is good.
Personal development and relationships	Relationships at all levels are good. Pupils' personal development is good and they show good levels of responsibility.
Attendance	Attendance is in line with the national average. The school successfully promotes and monitors pupils' attendance and punctuality.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 - 2	Years 3 - 6
62 lessons seen	Good	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.

The quality of teaching is good overall. Teachers effectively meet the needs of most of their pupils. Across the school, over nine out of ten lessons are satisfactory or better. Just over half of teaching is good or better, including approximately one in six lessons which is very good or excellent. The quality of teaching and learning in English and mathematics is satisfactory in the infant classes and good in the junior classes. The good English teaching in the junior classes has not yet fully had an impact on pupils' standards of attainment because most of the teachers concerned are new to the school and the inspection was in the second week of term. The skills of literacy are effectively taught overall, although there is room for improvement in developing pupils' writing skills. Numeracy skills are well taught throughout the school. Teachers have a secure knowledge of the subjects they teach and plan well. They have appropriate expectations of pupils' work and set them suitably challenging tasks most of the time. They manage pupils well and foster good relationships. Pupils are well motivated in lessons and show good levels of interest and concentration. The impact of teaching on pupils' learning is that pupils achieve well throughout the school. There is, however, some further room for improvement in pupils' rate of progress in English by the age of 11, and in the opportunities and ability of pupil to learn for themselves. The quality of teaching for most pupils with special educational needs, and for those pupils with English as an additional language, is satisfactory overall and results in a satisfactory quality of learning for most pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and meets statutory requirements. Most pupils are provided with an appropriate range and quality of learning experiences.
Provision for pupils with special educational needs and pupils with EAL	Good provision for pupils with special educational needs. Work is sufficiently well planned to meet all pupils' needs. Provision for pupils with English as an additional language is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' spiritual, moral, social and cultural development. Adults provide good role models. Pupils have good opportunities to take responsibility and show initiative, although their ability to learn for themselves need to improve.
How well the school cares for its pupils	The school provides a close-knit, secure and happy environment. Child protection procedures are satisfactory. Assessment procedures are satisfactory in most subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The associate headteacher provides good leadership and has a clear vision of the direction the school needs to follow. The senior management team are committed and effective.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school's management. It makes a good contribution to the leadership and management of the school and acts effectively as a 'critical friend' of the school.
The school's evaluation of its performance	The school's evaluation of its performance is good. Where areas have been identified the school considers and implements ways to improve them.

The strategic use of resources	The school uses the money it receives efficiently and deploys its resources well.
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The quality of the school's accommodation is good and has improved. The levels of appropriately qualified staff are good and learning resources are good, except in relation to the outdoor play facilities and equipment for children in the Foundation Stage. The school applies the principles of best value effectively in purchasing equipment and resources.

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 and they would feel comfortable approaching the school. • The quality of teaching is good, and children make good progress at the school. • The expectations of work, which the school successfully promotes. • The school is well led and managed. • The school works closely with parents and keeps them well informed about their children's progress. • The school is helping their children to become mature and responsible. 	<ul style="list-style-type: none"> • The behaviour of a minority of pupils in classes throughout the school. • The range of activities provided outside the classroom.

The school's partnership with parents is good. The parents support pupils' learning both in school and at home well. The quality of information provided is satisfactory. Parents' views are very supportive of the school. Inspectors' judgements largely support parents' positive views. Inspection findings show that expectations of pupils are satisfactory rather than high, and that the information parents receive about their children's progress is satisfactory rather than good.

Inspection findings show that the school provides a good range of extra-curricular activities for its pupils. Inspection findings agree with parents' concerns about the behaviour of a minority of pupils throughout the school, but the inspection team is satisfied that the school has correctly identified these pupils and that appropriate steps are being taken to manage their behaviour and minimise any negative impact on their progress, or the learning of other pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 national tests the proportion of pupils attaining the expected level 4, and above, by the age of 11, was in line with the national average in mathematics and in science, but well below the average in English. The proportion of pupils attaining the higher level (Level 5) was close to the national average in mathematics, and below it in science, and well below the average in English. Trends over the past three years show that standards of attainment by the age of 11 have remained below the national average, but improved significantly in the 2000 national tests in mathematics and science. Improvement in standards of English was less marked. The indications are that these improvements in standards of attainment have been consolidated in the national tests for 2001. Compared to the performance of pupils in similar schools, pupils' performance in mathematics and science was above average in 2000, but below average in English. Test results over time indicate that there are no significant differences in the attainment of boys and girls. In 2000, the proportion of pupils reaching the expected level (Level 2) and above, by the age of 7, was close to the average in mathematics, below the average in writing, and well below in reading.. The proportion of pupils achieving the higher level (Level 3) was close to the national average in writing and mathematics, but below the average in reading. Inspection findings show that, by the age of 7 pupils' standards of attainment are in line with what is expected in English, mathematics and science. By the age of 11, standards of attainment in mathematics and science are in line with the average. These subjects have maintained a steady rate of progress. However, standards in English have slipped by the age of 11, notably in writing, and are below the national average.
2. On entry to each unit in the Foundation Stage initial assessments show that attainment of the majority of children is below that expected for their age, with a small minority achieving standards in line with that expected. During the inspection, children were involved in a 'settling in' period, attending for mornings only with a special programme to familiarise them with the patterns and practices of the unit. During this time, teachers make initial assessments of children's personal and social development. Many children attain standards below those expected for this age. The good teaching observed ensures that the children make at least satisfactory progress, and indicates that, by the end of the Foundation Stage, many will have reached standards in line with national expectations in their personal and social development, creative and physical development. There is insufficient evidence to form a judgement about children's attainment in their knowledge and understanding of the world. Indications are that their attainment in communication, language and literacy as well as their mathematical understanding will remain below average.
3. Standards of attainment in English are broadly in line with the national average for pupils at the age of 7, but below the average for pupils at the age of 11. Pupils make satisfactory progress in the infant classes. In the junior classes, they make satisfactory progress in reading and speaking and listening, but not in writing. By the age of 7, pupils demonstrate satisfactory speaking and listening skills when talking to adults and working in pairs and groups. By the time they are 11, pupils talk more confidently and take part sensibly in discussions. In reading, pupils' attainment is broadly in line with the national average at both 7 and 11. By the age of 7, most pupils read simple texts with accuracy and appropriate understanding. They talk about favourite stories and say why they enjoy certain books. In the junior classes, most pupils read with enjoyment. They express well-considered preferences for authors and different types of books, and have appropriate information-finding skills. In writing, by the time they are 7, most pupils attain standards in line with national averages. Pupils write independently, and spelling is largely accurate. Handwriting is accurately formed, although not always well controlled. By the age of 11, although pupils' writing is legible and joined, there is little evidence of developing style or purpose and organisation. There is room for improvement in developing pupils' writing skills in order to raise standards.

4. Pupils achieve well in mathematics. Their attainment is in line with the levels expected at the age of both 7 and 11. Most pupils make good progress across the school. By the time they are 7 the pupils have an appropriate understanding of place value and most add and subtract money, and work with simple fractions. They measure in centimetres and work in litres and grams. By the age of 11 most pupils calculate equivalent fractions and percentages using decimals. They multiply and divide using a variety of different strategies. They work successfully with length, weight, capacity and time.
5. In science, pupils' attainment is in line with the national average by the time they are both 7 and 11. Pupils make good progress throughout the school and achieve well. By the age of 7, pupils have a sound knowledge of the topics covered. They know what plants need to survive, and make circuits in their studies of electricity. They undertake investigations in science, but this is too often from worksheets. By the age of 11, most pupils understand the concept of a fair test when investigating the effects of air resistance. They understand concepts such as the conductivity of heat and the properties of soils.
6. In information and communication technology, at 7 and 11, pupils achieve satisfactorily and their attainment matches the expected level. By the age of seven, most pupils use the tools of a drawing program with confidence. They enter data to create simple bar charts and program a floor robot to follow a simple path across the floor. By the age of 11, most pupils understand the concept of multi-media and design their own web pages. They understand what a hyper-link is. They design their own survey on traffic, collect their own data, enter it into a spreadsheet and analyse it using graphs and charts. They import an image from a CD Rom, edit and re-size it, and combine the image with text to produce a piece of work on child labour in work on the Victorians.
7. By the time they reach the ages of 7 and 11, the standard of pupils' work is at the level expected in art and design, design and technology, history, geography, music and physical education. This shows a good rate of improvement since the previous inspection, when pupils' progress in history, geography and design and technology was identified as unsatisfactory. Pupils achieve satisfactorily, and in lessons progress is usually satisfactory or better. It was good or better in approximately one-half of lessons. Over time, pupils make good progress in mathematics, and science throughout the school, and overall achieve well from a low point of attainment on their entry to the school. Progress in English is satisfactory in the infant and junior classes, although there is room for improvement in pupils' progress in writing. Pupils make sound progress in history, geography, physical education, art and design, music, and design and technology. No significant differences were observed in the progress made by boys and girls. The school has made satisfactory progress towards achieving the targets it has set itself.
8. Across the school, pupils' literacy skills are developed effectively, but there is room for improvement in developing and reinforcing writing skills introduced in literacy through other subjects. Pupils are not given sufficient opportunities to develop this aspect of their learning. During the inspection very few examples were observed in history, geography and science, either in lessons or in the scrutiny of work. Pupils use their skills in information and communication technology to edit text in literacy, but should be given more opportunities to draft, re-draft and improve the presentation of their written work. Pupils' numeracy skills are used effectively in subjects across the curriculum, for example, to record the results of their scientific investigations using line graphs and tables. In information and communication technology, pupils use their numeracy skills to good effect in creating spreadsheets to produce graphs and charts for a traffic survey.
9. The standards and achievements of pupils of different abilities are satisfactory. The school effectively targets work for all pupils, which enables them to maximise their attainment. There is some room for improvement in further raising standards of attainment in English for pupils within the whole ability range. The standards and progress of pupils with special educational needs are satisfactory throughout the school. Liaison with governors, outside agencies, parents, co-ordinators and teachers is in place, assessment is up and running and good practice is increasing. Pupils for whom English is an additional language also make satisfactory progress in the units of the Foundation Stage, and in the infant and junior classes. There are no

significant differences between the attainments and achievements of these pupils and all other pupils in the school.

10. Standards of attainment and progress have improved since the previous inspection in 1999. Factors that have positively affected this process include increased staffing, training, improved standards of monitoring and evaluation on an individual and whole school basis, and the enhanced role of the subject co-ordinator. The whole ethos and purpose of the school are centrally focused on raising pupils' standards of attainment and maximising their achievement. Improvements in the leadership of the school have focused on raising pupils' attainment, and the influx of new teachers into the school has had a significant impact in raising the quality of teaching and learning, especially in the junior classes, although the impact of this good teaching on pupils' standards of attainment, notably in writing, has yet to be seen. The school has worked successfully to access extra funding and all such funds have been well allocated and directly linked to identified needs.

Pupils' attitudes, values and personal development

11. Pupils have satisfactory attitudes to school overall. In the lessons observed, attitudes to learning range from very good to unsatisfactory in a small number of cases. According to the questionnaire returned by parents, the vast majority say their children like school, although at the parents' meeting concerns were expressed about the behaviour of a small minority of pupils.
12. In the nursery and reception classes, most children show satisfactory attitudes towards their learning. They play well together and share resources well. They engage in their learning, particularly when encouraged to do so by their teachers. They become used to following instructions.
13. In the infant classes, the majority of pupils listen carefully to their teacher and are eager to answer and ask questions. Most pupils try hard to complete their tasks, particularly if they are closely supervised. In a few lessons, some pupils do lose interest, which results in a slower pace of learning. In the junior classes, pupils are stimulated by good teaching in the majority of lessons, and are enthusiastic, keen to learn and respond well to the teacher. However, in a few lessons, a small number of pupils display inattention or an unwillingness to work unsupervised. Pupils of all ages are keen to participate in the good range of extra-curricular activities offered.
14. Behaviour overall is satisfactory. Where behaviour is good or better, pupils are stimulated by good teaching and find tasks stimulating and challenging. Pupils respond well to adults and to the systems of rewarding good and improved behaviour by reward and praise. In these lessons, the teachers need to spend little time on discipline, and pupils behave well in groups that are not directly supervised by an adult. On the few occasions where behaviour is less than satisfactory, pupils call out, and indulge in misbehaviour, which disturbs others.
15. In assemblies, pupils are well behaved and listen quietly and attentively. Behaviour is good around the school and most pupils move around in an orderly way, with consideration for others. Different groups of pupils mix and play well together in the playground. There was only one, fixed term, exclusion last year.
16. Pupils' personal development and relationships are good. Pupils of differing groups work and play together well without friction. They clearly understand and respect the different faiths that they have and are tolerant towards others' beliefs. They understand that they should treat each other with care and consideration. In most lessons, the rapport between adults and pupils is also good and facilitates the interchange of ideas.
17. Pupils' ability to work and learn independently is a weakness, however. In the best lessons, where a fast pace is set and the tasks are explicit and interesting, pupils work hard and co-operate to produce a joint effort. However, in some lessons, the pace of work slackens off dramatically when pupils are unsupervised, or when the task requires them to organise themselves. Pupils find it hard to work together and lack confidence to continue when they face obstacles, such as the spelling of an unfamiliar word. The vast majority of pupils are courteous to each other and adults. Pupils willingly accept the many responsibilities they are offered. For

example, almost all the Year 6 pupils volunteer to become prefects, which means them giving up their free time to help around the school.

18. Attendance is satisfactory. Last year it was slightly better than average, which was an improvement on the previous year. The rate of unauthorised absence is about average. Pupils are usually punctual to school, so that lessons can start on time without disruption.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall. Teachers successfully meet the needs of their pupils in over nine out of ten lessons. Teaching is good or better in over half of lessons, including approximately one in seven lessons, which are very good or excellent. The quality of teaching has been improved significantly since the previous inspection. There is less unsatisfactory teaching and more very good or excellent teaching. For children in the Foundation Stage, seven out of ten lessons observed were judged to be good or better. In the infant classes, standards of teaching have been maintained, with approximately four out of ten lessons, which were good or better. In the junior classes, over six out of ten lessons were judged to be good or better, with instances of very good and excellent teaching
20. The quality of teaching for pupils with special educational needs is satisfactory overall. Teachers plan collaboratively with non-teaching assistants, who work well with the pupils. The support teachers and assistants make a valuable contribution to learning and where planning is done jointly with the class teacher, learning is optimised. An example of this was seen in a junior class. The assistants understand their roles well and have good relationships with pupils and staff.
21. The quality of teaching in the Foundation Stage is good overall. The majority of teaching observed in the Reception unit is good, with some teaching being satisfactory and a small amount unsatisfactory. When teaching is good the teacher focuses attention on both the group and individuals, taking every opportunity to develop children's thinking, questioning and extending their vocabulary. Children are kept on task, and the teacher has an overview of the behaviour and actions of the whole group, whilst focusing on assessing the performance of the individual. Organisation of the lesson changes according to children's needs and the teacher is always ready to change activities to maintain children's concentration and learning. Nursery nurses provide well-organised and effective support for teachers and children in the reception unit. When teaching is unsatisfactory this is because children are not gaining any benefit from activities. They are left to play without learning until they become bored. Children are not extended in their activities, questioning is weak and opportunities to develop children's ideas and skills are lost.
22. For pupils in the infant classes, the quality of teaching is satisfactory overall. In the lessons seen, teaching was always satisfactory or better, and was good or better in approximately four out of ten lessons. The satisfactory quality of teaching provides pupils with opportunities to acquire new knowledge, skills and understanding, and to achieve well. Teachers plan effectively and use lesson structures, which include setting pupils appropriate expectations of what is required of them. They sustain the pace of lessons and use questions that extend pupils' knowledge and understanding. Occasionally the pace of lessons is slowed because the teacher's attention is taken up with managing the behaviour of a minority of pupils in the class. They use an appropriate range of strategies to provide a stimulating range of activities such as paired work and group activities to solve simple problems. An example of good teaching was in a literacy lesson when pupils were developing their understanding of time and the sequential relationship in stories. The lesson is well planned and all groups of pupils have good levels of challenge. The class teacher's management of pupils was good, as was monitoring of pupils' progress. The classroom support assistant had a positive role and helped to sustain a good pace of learning. The pupils stayed on task and concentrated well, showing clear signs of increasing their understanding of chronological sequence in stories.
23. In the junior classes the quality of teaching is good overall, which represents a major improvement since the previous inspection. The teaching is good or better in over six out of ten lessons, and satisfactory or better in almost all lessons. It is very good or excellent in almost

one out of four lessons. In the best lessons, teachers sustain pupils' interest with lively approaches, which include focused demonstrations to illustrate teaching points when needed. Teachers have good subject knowledge, which they use well to stimulate pupils' learning and increase their knowledge and understanding. They challenge pupils to think and develop their questioning and thinking skills, for example, in mathematics. They use a good range of methods to stimulate their pupils. These include collaborative work in information and communication technology and mental activities in mathematics. An example of very good teaching occurred in a numeracy lesson when pupils were developing their skills of using expanded multiplication. The teacher had modified the lesson as an outcome of assessing pupils' achievement, and had adjusted the short-term planning accordingly. The objectives and targets for the lesson were explicitly shared with pupils, and the teacher's infectious enthusiasm impacted very positively on pupils' attitudes. They were keen to learn and wanted to please. A range of group strategies was used to direct pupils' learning and time targets were used extremely well to sustain the pace of learning. By the end of the lesson most pupils had made clear progress in increasing their multiplication skills. Where teaching is unsatisfactory in the junior classes, work is not effectively matched to the needs of all pupils' abilities, with too little focus on the extension of writing skills. The pace of learning is slowed by the teacher having to constantly remind pupils about their behaviour.

24. Teachers have a secure knowledge and understanding of the subjects they teach. Science is well taught throughout the school, and the teaching of mathematics is good in the junior classes. The teaching of English observed during the inspection was also good in the junior classes, but it is clear that over time, there is a need for more consistent approaches in developing pupils' writing skills and abilities. Teaching in the Nursery class is very good. The introduction of the National Literacy Strategy has helped to improve the teaching of English through the use of a wider range of teaching strategies, which include whole-class work, paired, individual and group work. In most classes, pupils are challenged to develop their ideas through clear questioning and an appropriate variety of activities. There is, however, a need to increase the range of planned opportunities pupils have to learn for themselves. The teaching of basic literacy skills is satisfactory overall in both the infant and junior classes. The teaching of basic numeracy skills is good throughout the school. Teachers have a good understanding of the National Numeracy Strategy and are implementing it confidently and effectively. Lessons follow closely the recommended structure with appropriate amounts of time allocated to the different sections of each lesson. Every lesson commences with a brisk mental or oral mathematics session that, in the best lessons, fully involves all the pupils and gives them opportunities to explain and discuss the strategies they employed in finding the answer.
25. The day-to-day assessment of pupils' work is satisfactory overall and is a part of class routine in most classrooms, making effective use of teacher assistants. Teachers make effective use of plenary sessions to review pupils' learning against the set objectives, and to set further targets. Throughout the school, teachers are scrutinizing the outcome of pupils' work to determine how to group them appropriately. However, the quality of marking and feedback to pupils is consistent, particularly across subjects. It is effective in some subjects, for example, English, but ineffective in others such as mathematics and science. The current system is inappropriate and the assessment co-coordinator plans an urgent review and revision of the scheme.
26. Homework is used effectively to support the work in classrooms. It is effective in promoting the development of reading and mathematics, and is also used in some classes for following up class work. Most parents are happy with the amount of homework given, although a small minority expressed some concern in the parents' questionnaire that pupils did not receive a sufficient amount of homework.

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

27. The school meets all statutory requirements, including those for the Foundation Stage, and takes due account of the National Strategies for literacy and numeracy. Good use is made of resources within the community. The overall provision for pupils' spiritual, moral, social and cultural development is good: numerous opportunities are provided for pupils to take

responsibility, they work well together and they understand the difference between right and wrong.

28. The overall quality and range of opportunities offered to the pupils and the breadth, balance and relevance of the whole curriculum is satisfactory. It is good within the Foundation Stage, and satisfactory in the infant and junior classes. All statutory requirements such as for sex and drugs education are met. The school has recently reviewed several of its policies and schemes of work to make them more relevant to the learning needs of the pupils. All the weaknesses identified at the time of the previous inspection, such as time allocations for non-core subjects, planning for continuity and progression in the junior classes, and equality of access to the curriculum in the junior classes, have been satisfactorily addressed.
29. Provision in the Foundation Stage is good. The curriculum is broad and balanced and planning for the short, medium and long term is good. Staff planning is thorough and very good teamwork and mutual understanding of tasks ensure children have an enjoyable and rewarding experience. Planning and activities are tailored to children within the unit and delivery organised at levels appropriate to needs.
30. The literacy strategy is implemented across the school and is beginning to be effective in raising standards in reading. The teaching of numeracy is generally good. The planning is specific and, as it focuses directly on teaching and learning objectives, lessons are purposeful and the pupils' progress is good.
31. Pupils' equality of access to the curriculum is satisfactory. Pupils of different abilities, including pupils with special educational needs and those for whom English is an additional language, are provided with a curriculum which meets their needs and enables them to achieve well. In mixed-age classes, work is effectively targeted at pupils' different levels of ability. There is a good range of extra-curricular activities offered to enhance the quality of the pupils' education, which all pupils have access to. More are planned for later this year.
32. The provision for pupils with special educational needs is good throughout the school. Statutory requirements for the four pupils with statements are met and review meetings are held appropriately. The large number of pupils on the school's special educational needs register necessitates substantial classroom support and the governors of the school have played their part in providing this. The co-ordinator was undertaking a review of individual education plans in the week of the inspection and this should ensure that the plans are properly matched to each pupil's needs.
33. There is satisfactory provision for personal, social and health education. It is timetabled in the infant classes, but is not yet fully in place within the junior classes. The community makes a good contribution to pupils' learning and the school has developed useful links with local industries. All pupils have opportunities to visit local places of interest. There are very good links on a variety of levels with local schools, and this is further enriched through the school's involvement in the Preston Education Action Zone (PEAZ).
34. Overall provision for spiritual, moral, social and cultural development is good. At the time of the last inspection it was satisfactory, so this has now improved. There is no mention of this aspect within the various curriculum policies, but this does not adversely affect practice. Provision for spiritual development is satisfactory and opportunities are provided for pupils to reflect on personal and wider spiritual matters, particularly through the context of collective worship, whether at a school or class level. This area is less evident in other areas of the curriculum.
35. Provision for moral development is good and that for social development is very good. The school promotes a positive ethos in which the quality of relationships and the attitudes of pupils are given priority. The school does not have a specific anti-racist policy, but strongly promotes racial harmony through its ethos. There is an ethos of commitment throughout the school and pupils donate generously to various charities. Pupils have a very good awareness and understanding of the school's moral code and consider the effects of their actions. Adults within the school are good role models, setting an overriding emphasis of care. In their discussions and actions pupils can readily distinguish right from wrong. They are encouraged to care for

each other and consider the effects of social and moral behaviour on the environment and on others. All this is exemplified through many aspects of school life. There is a well-established prefect system, within which the pupils are valued and feel useful. There were numerous examples of pupils playing happily together regardless of age, gender or racial origin. The formation of a school council is under way. However, opportunities for pupils to learn independently for themselves are limited and need to be improved.

36. The provision for cultural development is satisfactory. Pupils have a strong awareness of their place within the local community and their local culture is covered well through the curriculum, with a good range of visits. However, although non-Christian religions are valued, there is too little emphasis on the richness of other cultures throughout the world. The opportunities within subjects to develop pupils' multicultural knowledge and understanding are not fully exploited, for example, in music and in art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school provides a caring and secure environment in which most pupils are able to learn happily. Staff provide good care for pupils who are ill or have accidents and staff first aid training is to be extended. Pupils are taught to adopt healthy lifestyles and to be aware of personal safety. Appropriate child protection procedures are in place and staff are trained. However, the policy lacks guidance on the signs to look for, which would aid staff in being vigilant. There are no cases of concern at present. The premises are safe, equipment is tested and the caretaker is thorough in putting right hazards within his area of competence. Staff carry out regular risk assessment, and governors are appropriately involved.
38. The school has clear written principles for promoting good behaviour, based upon use of praise and reward but also containing a clear set of sanctions. This system is used consistently throughout the school, and in most cases works well. Pupils value the system of rewards given for those who behave well or show improvement. The school effectively counters the small number of disciplinary incidents which occur, involving both parties and their parents as necessary. The school ensures that pupils from minority groups are well integrated into school life and treated with respect. The school promotes the personal development of pupils within the 'Here I am' programme of religious education. Attendance monitoring is good, and has improved significantly since the school was last inspected.
39. In response to a weakness identified in the last inspection the school has introduced new procedures to assess and track pupil progress. The current assessment policy clearly states its aims to inform future planning and enable targets to be set for the school and individuals. Tracking of pupils begins with baseline testing in the Foundation Stage and continues through the school as pupils undertake screening in Year 1, National Curriculum tests in Year 2 and optional assessment tasks in Years 3, 4 and 5. These procedures are meeting with some success and having an impact on raising attainment in English, mathematics and science, through accurate and effective target setting. Membership of the Preston Education Action Zone has enabled its initiatives to play an important part in analysing performance data and this is an aid to target setting.
40. Each pupil has a record of achievement, which is passed from class to class before being taken home when pupils leave the school. It consists mainly of examples of work and end of year assessments in English, mathematics and science, plus the results of tests and targets and special interests. The co-ordinator plans to make the record more meaningful by basing it on the 'whole child' and including academic and personal achievement.
41. The school has a particularly thorough and comprehensive system for indicating the performance of pupils with special educational needs. Assessment procedures are effective for these pupils. A sophisticated system of performance indication is used which goes beyond the lowest National Curriculum level and therefore can be used in early identification of children with special educational needs. Detailed records are maintained diligently and review meetings clearly identify progress. Statutory requirements for pupils with statements are in place and the school makes great efforts to ensure their needs are met.

42. In the Foundation Stage, a full and comprehensive system of ongoing assessment of skills and development is undertaken and meticulously recorded throughout the Nursery and Reception age, demonstrating the considerable progress made by children during their time in these units. Nursery planning and assessment in the short, medium and long term are very good and clearly related to each of the early stepping-stones leading to learning.
43. Assessment in other subjects, which was a criticism in the last report, has improved, but still needs further development. Assessment is used satisfactorily to guide planning in some subjects, especially those where portfolios of work have been collected, such as history, art, design and technology and religious education. These collections of pupils' work should be used as a model for other subjects. The assessment co-ordinator has plans to expand and develop assessment procedures in other non-core subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents have a very high opinion of the school. At the meeting held before the inspection, they were extremely supportive of the school. The questionnaire responses were just as positive, with no significant areas of concern. One minor worry, voiced at the meeting, was the poor behaviour of a small minority of pupils. Inspection findings confirmed this view, but also that the school is well aware of these pupils and takes appropriate action to manage their behaviour.
45. The school has good relationships with the parents. It makes good efforts to involve them in the life of the school and their child's education, and parents respond well to this encouragement. When children start in the nursery, parents are given a basic information pack to explain to them how to help their child. In the main school, the parents' notice board has information on teaching methods, although not all parents will see this on a regular basis. The school has held information evenings for parents about the national strategies for literacy and numeracy, as well as workshops, for example, on information and communication technology. The school prospectus and governors' annual report to parents meet statutory requirements but often give the very minimum information required so that parents do not get the best view of the school. Pupil reports contain satisfactory progress information on all subjects and are most detailed for English, mathematics, science and religious education. They also give parents a good view of their child's personal development at school. Apart from the national test results, they do not tell parents their child's standards, in comparison with those expected, or give targets for future progress.
46. Many parents support their children at home by helping with hearing them read or with homework. They encourage their child by attending assemblies in which they are performing. Several parents help out in the school in such activities as listening to the children read, running the library, helping with practical activities and giving additional adult supervision on school trips. Some parents attend the 'Parents as Educators' course in school. Although there is no formal parents' organisation, parents can be relied on by the school when it asks for help.
47. Parents of pupils with special educational needs are involved in the review of their children's progress. The co-ordinator meets with parents on an informal basis, and is supportive of parents through her role and procedures.
48. During the time of the inspection, nursery teachers were involved in a home visiting programme and children were introduced to the nursery after the visits. The system of home- school visiting strengthens the relationships between home and school and familiarises children with the adults they will meet when they come into the nursery. Special assistance is available to parents for whom English is an additional language. On entering for their first morning, children are at ease. In the Reception unit, parents and school continue to work closely together. Parents bring children into the unit daily when they have the opportunity to talk to teachers and any concerns are dealt with immediately.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. At the last inspection, the leadership and management of the school were judged to be unsatisfactory. Weaknesses identified were the decline in standards since the previous inspection, insufficient attention given by governors and school management to monitoring and evaluating data on standards and a lack of clarity about the school's priorities. Although the curriculum was monitored, the monitoring did not raise standards sufficiently, particularly in the junior classrooms. Reception classrooms were unsatisfactory. The school development plan was not integrated with the budget, and there was no long-term view of school improvement. The school was judged to provide unsatisfactory value for money.
50. The leadership and management of the school are now good. Inspection findings demonstrate that good progress has been made in many areas.
51. Many senior leadership positions have changed since the last inspection. The quality of the new school leadership is good. The associate headteacher has a clear and strong vision of how the school can move forward and she has worked extremely hard in a very short time to make considerable visible improvements in all areas of school life. She is now working effectively with a new deputy, senior management team and the governing body to determine the long term educational direction of the school, raise standards of teaching and attainment and provide positive leadership and clear direction to the school.
52. The governing body satisfactorily fulfils its role in the governance of the school and plays an increasingly valuable role in its strategic management. Governors are aware of the aims and ethos of the school and are very supportive of the headteacher and staff in implementing those aims. Governors are developing the role of critical friends, discussing strategies with staff and supporting positive change. They have specific responsibilities in the school and have increased their involvement in the everyday working practices of the school, meeting regularly with coordinators and reporting to various governors' committees on a regular basis. They visit as often as they are able to, and observe classroom practice. Governors have organised and been involved in ongoing training to raise their own skills and now have a keen awareness of different areas of school life. School managers and governors analyse and discuss standards of attainment and agree targets for improving performance. These targets have been met in mathematics and science and further targets have been set to raise standards in English. Procedures for identifying the school's strengths and weaknesses through monitoring and evaluation are in place and are satisfactory. Governors fulfil their statutory responsibilities, and the annual report to parents contains all required information.
53. Governors have a good understanding of the strengths and weaknesses of the school and have approached difficult situations sensitively but always with the best interests of the pupils uppermost. The whole school has a will to succeed. The associate head has produced a detailed short-term school plan for the forthcoming year, and is in discussion with the governors to produce a medium and long-term plan, which will build on the overview produced by the previous headteacher in response to the previous inspection report. This plan will identify priorities including raising standards in English by the age of 11, informing planning, estimating costings, reviewing existing programmes, setting challenging targets and questioning the cost effectiveness of all work.
54. The school has received considerable assistance from the Education Action Zone personnel and the local authority in monitoring and improving teaching. This input, in conjunction with the work of governors and senior managers, has really moved the school forward and effectively raised standards in teaching. The role of coordinators has been reviewed and now includes the monitoring of standards, teaching, planning, training and resources in specific curriculum areas. These procedures are satisfactory and an improvement on previous practice.
55. A coordinator for the Foundation Unit has been appointed and good plans to develop the unit as a team include provision for joint planning, sharing of expertise and training and monitoring of standards of attainment and teaching. The new coordinator for special educational needs is a teacher with long experience of the area. She has undertaken an analytical review in order to identify priorities for development.
56. Overall, the school has effectively used the available financial resources to further the pupils' education and has maximised its potential to access extra funding. All such funds have been

well allocated and directly linked to identified needs. In particular, support from the local education authority and the Preston Education Action Zone has enabled the school to increase staffing, develop training, improve standards of monitoring and evaluation on an individual and whole school basis and offer support in all areas requiring improvement. The results of this input are a clear benefit to the school. Funds from the Preston Education Action Zone have been used well to employ extra staff and improve resources, for example, computers and associated equipment. Specific funding for pupils with special educational needs has been targeted well on those pupils. Major areas of concern, such as standards in writing, have attracted additional support from the budget. However, the ability to prioritise funding has been previously limited by inadequacies in formal development planning. Furthermore, the school has accumulated a large reserve, intended as a contingency for major building work. It is now clear that this work will be partially funded by an external grant, and it is planned to use some of the reserve to increase staffing in the school and improve learning resources for English. The latest local authority audit report, which was generally satisfactory, identified some areas for improvement, which had not been rectified from the previous report. Action is now in hand to bring procedures into line with recommendations.

57. The staffing levels are good. There has been a major change in teaching staff since July, when the headteacher, the deputy head and four other teachers left. The match of teachers and support staff to meet the needs of the curriculum is good. There is a broad range of relevant expertise amongst the staff. Benefits from additional finances linked to the Education Action Zone and other funding have enabled the school to employ additional teachers to focus upon needs and standards specifically identified as requiring improvement. There is an above average number of support staff, used both as specialist help with pupils with special educational need and for general classroom assistance. There is also good technical and specialist support for information and communication technology. The amount and range of in-service training undertaken by staff is good and contributes to meeting the priorities identified by the school and enhances teachers' professional development. Induction arrangements for new staff are satisfactory and the support provided for newly qualified teachers is good. Governors have approved a performance management programme and this is now in place.
58. Throughout the school support staff work well to ensure the needs of the pupils are met and daily routines run smoothly. Administrative support is sufficient to meet the school's needs and the staff make a good contribution to the smooth running of the school.
59. All staff in the school share a commitment to providing good learning opportunities for pupils and the school's aims for all individuals to feel valued, respected, confident to accept challenges, fulfil their potential and become responsible individuals, are well reflected in its work.
60. The accommodation is good and allows effective delivery of the curriculum. Teaching rooms have been modernised and there are many specialist areas which enhance the quality of education. A dedicated information and communication technology suite has added extra focus to the subject and provides a good teaching base. A library area has been established but it is not well stocked. The new reception unit provides accommodation suitable for the age but it does not have a secure area for outdoor play for pupils, and storage space is minimal. There is insufficient large play equipment for indoors and outdoors, and the provision of furniture and resources for a reading area relevant to the age range requires improvement.
61. Teaching resources are at least satisfactory in all subjects and good in many. Resources for information and communication technology have recently been improved and are significantly better than at the time of the last inspection, in both the number and quality of computers. Membership of the Education Action Zone has provided human resources to increase skills in information and communication technology in the school and equipment to support the curriculum. All school resources are in good condition, clearly labelled and neatly stored. Further resources are required for geography and Foundation Stage pupils. Considerable improvement has been made since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to continue the rate of improvement achieved over the last two years, and raise standards of attainment further, the governors, headteacher and staff of the school should:

- i. Raise standards of English for pupils by the age of 11 by:
 - providing consistent demands on all pupils to think creatively and imaginatively in their writing;
 - consistently developing pupils' writing skills, and providing them with opportunities to develop and extend those skills;
 - providing pupils with a wider range of opportunities to develop their writing in subject areas:

(Discussed in paragraphs 81, 82, 98, 114, 120)

- ii. Improve the ability of pupils and the opportunities for them to learn independently by:
 - increasing the number and range of opportunities for pupils to undertake their own research and to think for themselves;
 - developing the ability of pupils to work unsupervised for more extended periods of time.

(Discussed in paragraphs 17, 24, 99)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

The school should consider including the following issues in its action plan:

- Improve the consistency of marking and feedback to pupils.
(Discussed in paragraphs 25, 94 and 98)
- Improve the provision for pupils' multi-cultural knowledge and understanding through opportunities in subject programmes of study.
(Discussed in paragraph 36)
- Improve the provision of outdoor facilities and equipment for children in the Foundation Stage.
(Discussed in paragraphs 60 and 74)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

62

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	8	25	25	3	0	0
Percentage	2	13	40	40	5	0	0

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)	52	290
Number of full-time pupils known to be eligible for free school meals	--	80

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	91

English as an additional language

	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	1.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	26	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	20	23
	Girls	10	13	14
	Total	27	33	37
Percentage of pupils at NC level 2 or above	School	66 (70)	80 (74)	90 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	21	18
	Girls	9	11	10
	Total	26	32	28
Percentage of pupils at NC level 2 or above	School	63 (74)	78 (74)	68 (86)
	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 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	22	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	15	20
	Girls	14	17	17
	Total	23	32	37
Percentage of pupils at NC level 4 or above	School	55 (50)	76 (47)	88 (58)
	National	75 (70)	72 (69)	85 (76)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	14
	Girls	12	13	15
	Total	20	25	29
Percentage of pupils at NC level 4 or above	School	48 (50)	61 (50)	71 (53)
	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	8
Black – African heritage	0
Black – other	4
Indian	4
Pakistani	16
Bangladeshi	0
Chinese	0
White	248
Any other minority ethnic group	0

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	1	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)	13.5
Number of pupils per qualified teacher	26.1
Average class size	32.4

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	181.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	43.5
Number of pupils per FTE adult	17.33

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	631,042
Total expenditure	616,964
Expenditure per pupil	1,935
Balance brought forward from previous year	73,280
Balance carried forward to next year	87,358

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	1
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

Number of questionnaires sent out	200
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	3	0	0
My child is making good progress in school.	73	18	6	0	1
Behaviour in the school is good.	51	35	10	0	1
My child gets the right amount of work to do at home.	56	32	8	0	0
The teaching is good.	70	28	1	0	0
I am kept well informed about how my child is getting on.	56	35	6	0	1
I would feel comfortable about approaching the school with questions or a problem.	77	21	1	0	0
The school expects my child to work hard and achieve his or her best.	77	20	0	0	1
The school works closely with parents.	62	37	1	0	0
The school is well led and managed.	69	28	3	0	0
The school is helping my child become mature and responsible.	73	24	1	0	0
The school provides an interesting range of activities outside lessons.	54	28	10	1	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

63. Provision in the Foundation Stage is good. The curriculum is broad and balanced and planning for the short, medium and long term is good. On entry to each unit in the Foundation stage initial assessments show that attainment of most children is below that expected for their age, with a small minority achieving standards in line with those expected.
64. During the inspection, children were involved in a 'settling in' period, attending for mornings only with a special programme to familiarise them with the patterns and practices of the unit. During this time, teachers make initial assessments of children's personal and social development. Many children attain standards below those expected for this age. However assessments for former children of similar ability suggest that, by the end of the Foundation Stage, children will have made considerable progress and many reached standards in line with national expectations.
65. Pupils with special needs are identified and provided for in the Foundation Stage. The good relationships between home and school offer the opportunity for all to benefit from directed help and make progress at levels appropriate to their needs. Children for whom English is an additional language receive considerable support, enabling them to have equal access to the activities and tasks available and feel secure in the environment. All children are taught to respect and value what each can offer.
66. The majority of teaching observed in the reception unit is good, with some teaching being satisfactory and a small amount unsatisfactory. When teaching is good the teacher focuses attention on both the group and individuals, taking every opportunity to develop children's thinking, questioning and extending their vocabulary. Good, equal emphasis is given to all and children are kept on task, the teacher having a good and constant overview of the behaviour and actions of the whole group, whilst focusing on assessing the performance of the individual. Organisation of the lesson changes according to children's needs and the teacher is always ready to change activities to maintain children's concentration and learning.
67. When teaching is unsatisfactory this is because children are not gaining any benefit from activities and are left to play without learning until they become bored. The teacher is often involved with one or a few children, irrespective of the deterioration in concentration and behaviour of others. Children are not extended in their activities, questioning is weak and opportunities to develop children's ideas and skills are lost. Time is not used effectively and many children who have limited concentration cease active learning. Nursery nurses provide well-organised and effective support for teachers and children in the reception unit.
68. Activities arranged for pupils during the settling in period are related to the various areas of learning for Foundation Stage pupils, primarily concentrating on personal and social learning. The nursery teacher is very well supported by competent and effective nursery nurses who are extremely well briefed as to tasks and expectations.

Personal, social and emotional development

69. At the last inspection, children made sound progress in their personal and social development. It is clear that they are presently making a good start to developing many skills within this area. Teachers ensure children feel safe and secure. Children interact with each other, many showing consideration and kindness. A few children find it difficult to respond patiently and teachers work hard to help them develop these skills. Some, but not all, children know the difference between right and wrong. Children's concentration is limited. They are learning to be organised, knowing where to place their coats, where the cloakrooms are and how to line up at the end of playtime. Everyone shares times of celebration and sharing, such as birthdays.

Communication, language and literacy

70. At the last inspection children's attainment in Communication, Language and Literacy was below that expected for their age, although progress was sound. Observations indicate that attainment remains below that expected for the age. Children talk to each other and adults, and in sharing sessions; they are encouraged to speak to the group. Their contributions are praised. Many children are beginning to form sentences to communicate their thoughts using a vocabulary relevant to their experience. They are learning to speak slowly, take turns when answering the teacher, and listen carefully, some having difficulty sustaining their listening. In the home corner, children act out the roles they are given with a slowly developing conversation related to their activity.

Mathematical development

71. At the last inspection attainment in mathematical development varied but, overall, it was below age-related expectations, although children made sound progress. During the settling in sessions in reception, children use games involving counting and handling shapes of different sizes. A few children count up to three and some recognise and describe shapes as big or small. Many children handle equipment carefully but require help to understand how to count. The teacher gives very clear, supportive and relevant assistance to each child, enabling progress to be made during the activity. Children use construction equipment and, when the teacher intervenes, they look at shapes, colours and sizes and begin to think about the materials they are using.

Knowledge and understanding of the world

72. At the last inspection children made appropriate progress in their work on Knowledge and Understanding in the World, but standards were below average. Insufficient tasks and activities were observed during the inspection to make a judgement on this area. Children in one area, however, have access to the computer and gain in confidence, assisted by the guidance of the teacher, in using the mouse and cursor.

Creative development

73. At the last inspection children were judged to make satisfactory progress in their creative development but, overall, their attainment was below average for their age. During this inspection evidence suggests the majority of children will achieve standards just in line with those expected for their age. Children are used to handling paintbrushes and enjoy using paint, mixing and applying it to create colourful patterns in a variety of sizes. They choose their colours but not all identify the colours. Children make shapes using modelling materials and tools, developing their understanding of what tools do and learning to handle them correctly. They enjoy singing and follow the teacher's words. A few children are familiar with nursery rhymes and remember actions and words without help.

Physical development

74. Each group of children has access to outdoor play with large toys during their settling in period. They learn how to take turns in using wheeled toys, how to manage themselves using space safely and play games which involve sharing equipment with good guidance from the nursery nurse. Construction and modelling activities enable children to develop their physical skills in the classroom. However, there is insufficient large play equipment for indoors and outdoors for children in the Foundation Stage.

ENGLISH

75. Inspection findings show that by the end of Year 6, pupils are attaining standards which are below the national average in English overall. They are in line with what is normally expected for 11 year-olds in speaking and listening and reading, but are below the average in writing. By the end of Year 2 pupils are attaining standards that are broadly in line with what is normally expected for seven year olds in speaking and listening, reading and writing. Pupils make good

progress overall in the infant classes, and sound progress overall in the junior classes. At the time of the last inspection pupils aged 7 were judged to be attaining in line with the national average, whilst pupils aged 11 were judged to be attaining well below the national average. This represents satisfactory progress overall in improving standards of English by the age of 11, although there is room for further improvement in raising pupils' standards of attainment in writing by the age of 11. No discernible differences were found between the attainment of boys and girls during the inspection. Pupils with special educational needs and those with English as an additional language make satisfactory progress in most classes in relation to the targets they are set. Throughout the school, pupils need encouragement to improve their handwriting and overall presentation of their work.

76. In the 2000 national tests for 11 year olds the percentage of pupils attaining the expected level and the higher levels was well below the national average. When these results are compared to schools with similar pupils, the pupils' performance at the expected level was below the average. In the 2000 tests for 7 year olds the percentage of pupils attaining the expected level and the higher level in reading was below the national average, and close to the average in writing. When the results in reading and writing are compared to similar schools, the number of pupils attaining the expected level was well below the average in reading, and in line with it in writing. Over the last three years, standards of attainment in English have been improving for pupils at the ages of 7 and 11, although the rate of improvement by 11 has been slower because of pupils' below average skills in writing.
77. By the age of seven, most pupils' attainment in speaking and listening is satisfactory. Pupils talk freely to adults about their activities. In lessons they listen carefully to their teachers, and ask questions of each other when working in pairs or groups. In plenary sessions they contribute satisfactorily to the rounding off of lessons. However, some pupils have limited listening skills and when they lose interest and concentration the pace of their learning is slowed down. For example, they fail to follow instructions for their independent work and are unable to proceed without further explanation from the teacher.
78. By the age of 11, most pupils attain satisfactorily in speaking and listening. They converse well with one another and with adults. They listen well in whole class sessions, and take part sensibly in discussion. In a Year 5 literacy lesson, pupils were very keen to share their ideas and listened attentively, showing respect for the contributions of others. When questioned, they described their work adequately. They generally responded well when interacting with their teachers and in one lesson they showed disappointment when the shared session came to an end.
79. By the age of seven, most pupils are attaining broadly average standards in reading. They read together confidently and largely accurately from big books in the literacy hour, showing the ability to recall facts about events and characters in the stories. Individually they read simple texts with understanding. They use phonics, sight recognition and picture cues when attempting to read unfamiliar words. They talk about favourite stories and say why they enjoy certain books. A significant number of pupils know the difference between fiction and non-fiction books, recognising that the latter provide information. Younger pupils in the infant classes read familiar texts with understanding. They have increasing confidence in using phonic and picture cues. They can talk about favourite books and are beginning to predict future happenings. In a Year 1 shared reading session pupils followed the rhythm and rhyme of 'The Gingerbread Man' story, recognising many key words. Pupils with special educational needs complete reading tasks with support and in one lesson read aloud the sentences they have written. Pupils with English as an additional language are posed targeted questions to ensure their understanding. This optimises their learning.
80. By the age of 11, most pupils read with enjoyment and attain standards which are in line with those normally for pupils at the age of 11. They recall events and talk about the characters in books. They express preferences and give reasons for their choices. They discuss authors and know how to use back cover information to find out more about the book. They are not afraid to choose challenging material if they are interested in the content, or if the book has been recommended. Pupils of average and above prior attainment read accurately for meaning, using strategies to read difficult words or words specific to the subject. The youngest pupils in

the junior classes read largely accurately and begin to develop expression. They read simple text with complete understanding. They explain the meaning of words and phrases such as 'eat his fill'. They understand the purpose of an index. They establish meaning through their reading strategies and begin to infer and deduce from a range of texts. They refer to the text when explaining views. Pupils with higher prior attainment have good information finding skills, and know how to use contents, index and glossary. They achieve broadly at the levels expected for their age. Pupils with special educational needs are supported in reading activities and are well catered for by class teachers who clearly understand their needs. They involve them in oral work in shared sessions by providing vocabulary at appropriate levels.

81. Standards in writing by the age of seven are satisfactory overall at this early stage in the school year. In the week of the inspection the emphasis was on planning a story at a simple level of structure, to reinforce the idea of a beginning, middle and end. Independent activity following the shared session showed the difficulty that pupils have in separating their ideas from the whole story. Some pupils have good ideas but are not yet able to select the main idea for their plans. However, they are not generally inhibited in writing independently, making sensible attempts to spell words. Their handwriting is satisfactory, but sometimes lacks sufficient control and neatness. Scrutiny of work completed in the previous school year indicates that a range of writing is covered. Independent narrative writing has the beginnings of structure but stories do not often have a defined ending. Events are in chronological order with a combination of short and more complex sentences, using simple connectives. Spelling is mainly accurate and handwriting has accurately formed letters although it is not well controlled. Most sentences show that pupils are beginning to understand sentence structure through increasingly accurate demarcation with full stops and capital letters.
82. Pupils' writing at the age of 11 has been well below national expectations since 1997 and progress from infants to juniors is also well below the national average. Whilst there has been some improvement in results since the previous inspection, inspection findings show that standards of attainment by the age of 11 are still below what is normally expected. In a creative writing lesson, Year 3 pupils were well motivated to write a mystery story. The early part of their writing demonstrated clear planning to provide story structure and pupils made a good attempt to adhere to their original plans. They showed evidence of a developing knowledge of sentence structure, using full stops and capital letters and making an effort to spell words correctly. Their handwriting was legible and partially joined. In Years 4 to 6, where lesson preparation and learning objectives are clear, pupils make progress in their writing skills, for example, they learn to use their plans to develop their stories. They show appropriate sentence structure and use of basic punctuation. A number of pupils begin to use paragraphing to structure the text. However, there is no evidence of developing style or purpose and organization or that consistent demands are placed on all pupils to improve their ability to write. Where learning objectives are less clear, or where tasks are not well matched to pupils' ability, learning is limited to the shared sessions and final plenary sessions.
83. Teaching of basic skills in English is good in both key stages. Teachers' planning shows awareness of pupils' needs. In the main, group work is structured to cater for different abilities. There is evidence of literacy work being done according to the National Literacy Strategy, to cover a range of genres, for example, letter writing, recounts and report writing, as for a visit to Astley Hall. Much of the handwriting is badly formed and untidily presented.
84. In the infant classes, the quality of teaching is sound overall, with good features. Teachers prepare their lessons thoroughly, and share learning objectives with pupils, making tasks for independent work very clear. They have good subject knowledge and they use effective strategies to sustain pupils' attention in shared sessions. For example, when working on simple spellings pupils each have a card to hold up in answer to questions, which they must first read. Activities are well organised and relevant and where they are appropriately matched to prior attainment, make suitable demands on all pupils. Where tasks are not well matched to pupils' different abilities, they lose concentration and may become disruptive. When tasks are well thought out, pupils show that they can work independently or in a group, for example, when five pupils played 'Bingo' without requiring constant intervention from the teacher. Sometimes inappropriate behaviour or a noisy atmosphere is a barrier to learning and progress. Teachers' management of pupils is generally good and they need all their management skills in situations

where attention has wandered and pupils are off-task. Because relationships are good, teachers are invariably able to settle pupils down for the plenary session. The pace of lessons is crucial in helping pupils to maintain motivation and complete their tasks. A significant amount of work is unfinished because pupils are unable to work independently. A further reason for uncompleted work is when pupils do not listen carefully to instructions because they have lost concentration, sometimes when the shared session has gone on too long. Pupils with special educational needs are well catered for by meticulously planned support and their progress is satisfactory. Teachers extend their questioning to ensure that pupils with English as an additional language understand their work.

85. In the junior classes, the teaching of English is good. The impact of this good teaching on pupils' standards of attainment, particularly in writing, has not yet been seen, principally because most of the teachers in the junior classes are new to the school and the inspection was in the second week of a new school year. Teachers prepare pupils very well by revising and building on previous work. In some classes teachers have an enthusiastic and energetic approach, which helps pupils to remain motivated and interested. They have effective strategies for including and involving all, targeting higher and lower attaining pupils with a range of more or less sophisticated questioning. Sound organisation allows teachers to circulate and intervene to keep pupils on task. Where thorough preparation precedes lessons, pupils are suitably challenged and make progress. In Year 6 the teacher showed great enthusiasm in a lesson, which inspired pupils to work hard to achieve their objectives. The subject matter engaged the pupils well and stimulated their creative thoughts. This enabled them to sustain interest and concentration. This teacher made a difficult text, 'A Midsummer Night's Dream,' accessible to pupils by secure knowledge and by introducing humour in portraying the characters. Although showing interest and responding well, pupils lack the self-motivation to make their best effort when working independently. Throughout the juniors, pupils with special educational needs make good progress through the support they are offered and the joint planning between teachers and support teachers and assistants.
86. There is insufficient development and extension of skills developed in English through other subjects. There was little evidence during the inspection of extended writing in, for example, science, history or geography. This lack of opportunities to write in different subjects has a potentially significant impact on the standards pupils attain in writing by the age of 11.
87. Co-ordination of the subject shows a clear vision for the future, which, added to the improved procedures for planning and assessment already in place, aims to raise standards further, particularly in writing in the junior classes. Clear targets for reading and writing, at school, group and individual levels have been formulated and are prominently displayed in classrooms. Resources for English are well organised and readily available to teachers. There is a comprehensive collection of 'big books' and of group reading books.

MATHEMATICS

88. Pupils enter the infant classes with levels of attainment, which are below those expected of five-year olds nationally. By the age of seven, pupils' attainment is in line with national expectations, and they make good progress. This good progress continues in the junior classes, and by the age of 11, the pupils are now also in line with the national average. The last inspection stated that standards in mathematics were 'very low in comparison with the national average and when compared with similar schools' at the age of seven; and well below by the age of 11. Average scores in the national tests for 2000 showed pupils at the age of seven to be below the national average, and those who are 11 to be in line. When compared with similar schools, standards were found to be in line with the average for seven year old pupils, and above for eleven year olds. However, the standards throughout the school have risen over the past three years and the national tests for seven and 11 year olds in 2001 indicate that this improvement continues. There are no significant differences between boys and girls or between those from different racial backgrounds. Inspection findings confirm this improvement. Pupils in both the infant and junior classes make good progress in mathematics as they move through the school.

89. The previous inspection identified a key issue for mathematics. This was 'to improve the levels of attainment and the rate of progress in mathematics at both key stages.' This has now been fully addressed.
90. Pupils are increasingly confident in using and applying mathematics in a variety of situations. They enjoy learning games, and whole-class sessions are particularly effective. Attainment in number and algebra at both seven and 11 is rising. This is due mainly to the enthusiasm and confidence generated during the oral and mental part of each lesson, and partly through the effective implementation of the numeracy strategy. In the infant classes, pupils add and subtract money and work with simple fractions. They understand place value, and have worked with a variety of number problems and puzzles. By the age of eleven, many pupils calculate equivalent fractions and percentages using decimals. They multiply and divide using a variety of different strategies.
91. Shape, space and measures are covered effectively in all classes. By the age of seven, pupils use positional words such as 'under', 'over' and 'through' with growing confidence. They measure in centimetres and work with litres and grams. They tell the time, some in quarters, others in minutes. By the age of 11, they work successfully with length, weight, capacity and time. They have sound understanding of co-ordinates using all four quadrants. They know the properties of two- and three-dimensional shapes; they measure perimeters, and calculate area. Pupils collect data using tally charts and convert this into graphs. Those pupils with the potential for higher attainment are generally given more difficult activities. Pupils with special educational needs make good progress through effective support. This support is used on occasion to help the higher attaining pupils.
92. Information and communication technology is used appropriately in some classes during mathematics lessons to support and extend pupils' understanding.
93. The overall quality of teaching is satisfactory in the infant classes, and good in the junior classes. Throughout the school, around one in two lessons are good or very good, and none are unsatisfactory. The pace in the best lessons is brisk and good questioning encourages participation, making the pupils think. Relationships are good and the contributions of all pupils are valued. Pupils work well together, supporting and sharing tasks when appropriate. Behaviour and relationships (both with adults and other pupils) are generally sound. Pupils are usually positive, are developing the ability to concentrate and many show enjoyment in their work. Most are keen to learn. These factors have a direct influence on the improving quality of learning throughout the school. A strength of teaching lies in the priority some teachers give for pupils to explain how they have reached a particular answer. This encourages pupils to think mathematically and to gain confidence. There are occasions when the extension work provided for pupils who completed their tasks was inappropriate. In the best lessons, pupils are aware of the objectives and at the end of one very good lesson, Year 5 pupils were asked who had – and had not – met this objective. All classrooms have boards for numeracy displays to reinforce learning, although at this early stage in the term they are used mainly to reinforce mathematical vocabulary.
94. Although the overall quality of planning, assessment and record keeping is sound, the quality of daily marking is inconsistent. Sometimes it is supportive and diagnostic, but with other teachers it is more often a series of ticks and crosses with the occasional comment. The use of letter grades to record performance is inappropriate. Assessment is insufficiently used to set pupils individual targets for improvement.
95. The leadership of mathematics is very good, the coordinator being enthusiastic and determined to see a rise in standards. He is new to the school, but the subject's Action Plan indicates that he will monitor planning, teaching and pupils' work. The school's inclusion in the Preston Education Action Zone (PEAZ) is having a positive impact on the subject. Another teacher whose main responsibility is resources assists the coordinator. The quantity and quality of learning resources are good; they are readily accessible and used effectively.

SCIENCE

96. Standards of attainment in science are in line with the national averages for pupils at the ages of both seven and 11. The last inspection stated that, at seven and 11, standards of attainment in science were well below average when compared both with all schools and schools with pupils from a similar background. Average scores in the national tests for 2000 show pupils at the age of 11 to be in line with national averages. Standards of attainment in both the infant and junior classes have risen over the past few years and the national tests for seven and 11 year olds in 2001 indicate that this improvement continues. There are no significant differences between boys and girls or between those from different racial backgrounds. Pupils with special educational needs receive good levels of support, and make good progress. The previous inspection identified science as a key issue, which was 'to improve the levels of attainment and the rate of progress in science by the age of eleven.' This has been fully addressed.
97. By the age of seven, pupils have made sound progress and their knowledge, understanding and skills are in line with what is normally expected. They know what plants need to survive as part of their topic on life processes and living things. In their studies on electricity, they make circuits and consider safety at home. Attainment by pupils in Year 6 is broadly in line with the national average and slightly better than indicated by the 2000 test results, confirming that the rising trend over recent years is being maintained. Pupils in Year 3 show an appropriate understanding of attract and repel in a lesson on magnetism, while in Year 4 they demonstrate understanding of the properties of bones. By Year 6, pupils show a clear understanding of what a fair test is, and that air resistance has an effect on movement. They have increased their ability to use and apply subject-specific vocabulary accurately and correctly, for example, 'force' and 'friction.'
98. Overall standards of teaching are good in both the infant and junior classes, with the better teaching in the junior classes. There is no unsatisfactory teaching. Teachers' questioning skills are particularly effective in building on what the pupils already know, and in making them think. Their subject knowledge is sound and is applied effectively to enhance pupils' learning. Lessons are well planned and resources are effectively deployed to aid learning. During the inspection a very good lesson was observed in Year 6, where pupils investigated the effects of air resistance and what constitutes a 'fair test'. The teacher had planned the lesson thoroughly to include both investigation and increases in pupils' knowledge and understanding. Learning objectives and targets for the lesson were explained clearly to pupils. The class was extremely well managed, and discussion was well used to focus pupils' learning and stimulate them to find out for themselves. The pupils responded extremely well and made good progress in their learning. Overall, the quality of marking, while generally effective, is inconsistent and the use of letter grades to record the quality of the work is inappropriate. The behaviour and attitudes of the pupils are generally good, and this contributes positively to their learning. Most are enthusiastic, listen carefully and work happily together. However, pupils are not given sufficient opportunities to extend their writing skills in science. Very few examples were seen during the inspection, either in lessons or in the scrutiny of pupils' work.
99. The science curriculum is broad and balanced. All areas of the National Curriculum are covered thoroughly, and investigative methods are used effectively in many lessons to give a practical basis to learning. There is evidence of investigative work in the infant classes, but this is too often from work sheets, which do not allow for real scientific enquiry. There is a better range of investigations in the junior classes. In the junior classes, pupils have covered a good range of topics from Years 3 to 5, including the conductivity of heat, developing a soil database and a topic on sound. In Year 6, however, topics such as investigating sources of light, studying the effects of reflections, magnetism and the earth, were not covered during the previous year to sufficient depth.
100. The co-ordinator for science is very enthusiastic. Although new to the school, she is well prepared to develop the subject thoroughly and her Action Plan indicates that she will monitor planning, teaching and pupils' work. The inclusion of the school within the Preston Education Action Zone (PEAZ) is having a positive effect on the rising standards. The quantity and quality of resources are good and the pupils use these responsibly.

ART AND DESIGN

101. Attainment in art and design at both seven and 11 is in line with age-related expectations. Inspection judgements are based on observation of two lessons, discussion with the coordinator and an analysis of pupils' work. There has been a satisfactory improvement since the previous inspection, including the addition of textiles work to the curriculum provided for the pupils.
102. In the infant classes, pupils learn to draw self-portraits in the style of Picasso, using felt tip pens. They take care when colouring and the finished work demonstrates an appreciation of Picasso's style in the uninhibited use of colour which pupils exhibit. Skills in drawing are evident in the way facial features are portrayed. Pupils are achieving satisfactorily in this limited area. Pupils in the junior classes attempt to communicate feelings about images as they draw portraits using pencil. They work very hard and carefully to achieve their objectives. They are attaining in line with age-related expectations. Pupils in both the infant and junior classes make satisfactory progress as they move through the school.
103. The teaching observed in the infant classes is good. Teachers have already developed an effective rapport with their classes and they engender enthusiasm through well-timed interventions. Joint planning with the support staff enables pupils with special educational needs to take full part in the lesson and they make sound progress in recognising and appreciating the work of Picasso. Teaching in the junior classes is sound. Teaching sets a good pace, which means that pupils complete three or four sketches in the time allowed. Learning objectives are shared with pupils, but do not give sufficient information to enable pupils to draw and position figures accurately. Sketchbooks are used in all classes. They display some carefully executed drawings as well as some carelessly completed work. A project book on Tudors and Stuarts has a selection of accurately drawn and detailed portraits, showing good use of pattern.
104. Pupils are provided with access to a balanced range of media and art forms as they progress through the infant and junior classes. This includes observational drawing, printing, and painting, study of the work of Van Gogh and Lowry and designing hand puppets. Pupils in the junior classes undertake mask-making, stitching and colour-mixing, as well as the study of the work of other artists, including Paul Klee, Beryl Cook, Mondrian and Kandinsky. The school has now adopted the Qualifications and Curriculum Authority scheme of work in art to embed this provision and ensure appropriate coverage of work in all classes.
105. The leadership of this subject is satisfactory. Monitoring of the quality of teaching and learning and the assessment of pupils' progress are high on the list of priorities the recently-appointed subject coordinator plans to address. Both of these elements are in need of further improvement and do not currently inform planning sufficiently. There are clear plans for both to be developed in the current academic year, including professional development for the coordinator in developing a consistent system of assessment.

DESIGN AND TECHNOLOGY

106. Owing to timetable arrangements, only one lesson was observed during the inspection, in the junior classes. Judgements about the standards of pupils' attainment are based on observation of this one lesson, the scrutiny of past work, displays and discussions with teachers. Standards in design and technology at the ages of both seven and 11 are in line with what would normally be expected of most pupils. They generally make good progress throughout the school. This is an improvement from the last inspection, where progress in design and technology was found to be below what is expected nationally at the age of 11. A key issue was to 'improve the progress in design and technology.' This has been fully addressed.
107. There is evidence throughout the school to show that all aspects of the curriculum are covered. Opportunities are provided for pupils to work in a good range of contexts with a variety of materials. They plan, construct and refine their thinking. In the infant classes, they study and design puppets. In the junior classes, they have designed and made slippers and look at healthy food.

108. Insufficient lessons were observed during the inspection to make a judgement on the quality of teaching and the attitudes of pupils. Generally design technology is a developing subject, with the coordinator beginning to make a positive impact. A useful portfolio of work is being prepared, which gives guidance to teachers on standards of achievement in this subject. The school benefits from having a technology room; the quality and range of resources are satisfactory, they are accessible and used effectively.

GEOGRAPHY

109. At the time of the last inspection no judgement was made on standards in geography. Pupils in the infant classes were judged to make satisfactory progress and pupils in the junior classes unsatisfactory progress. Teaching was judged to be unsatisfactory in the junior classes. The curriculum was not monitored effectively.

110. Satisfactory progress has been made since the previous inspection in addressing the issues identified at that time. The implementation of the latest scheme of work, combined with the well planned delivery, effective teaching and raised expectations of recently appointed teachers, is not yet fully reflected in the standards pupils are attaining in every area of the curriculum. By the ages of seven and 11 the majority of pupils are attaining standards broadly in line with national expectations. However work is often presented carelessly with little attention to accuracy, spelling or punctuation. Progress is satisfactory in both key stages, although there is no smooth development in the acquisition of skills. Owing to the organisation of the timetable, no teaching was observed in infant classes. However, the teaching observed in the junior classes was good, which is an improvement since the last inspection.

111. In the infant classes, younger pupils know where they are in the school building and give simple instructions on how to reach another area of the school using directional vocabulary such as 'along', 'ahead'. They gather information and record the weather on a daily basis, some using symbols and tally charts for longer-term records. They study life on an imaginary island, comparing and contrasting the lifestyles of islanders with their own lives in Preston.

112. In the junior classes, pupils' attainment and progress reflects a balanced improvement in their knowledge, understanding and skills over time. Their understanding of place increases through studies of the local area and of contrasting areas in different parts of the world. For example, older pupils increase their knowledge of Pakistan and Jamaica, through a comparison of weather patterns. They use the Internet to learn about Jamaica researching information for a purpose to create tourist brochures. They increase the range and depth of their subject vocabulary and demonstrate clear ideas on how to improve the school building in order to make the environment better.

113. Teaching in the junior classes is good. Teachers have good subject knowledge and create a good climate for learning, enabling pupils to contribute confidently to discussion. Learning objectives are shared with pupils and expectations for the lesson made clear. Time is used well to maintain a brisk pace of learning; this maintains pupils' interest and concentration. Teaching continually encourages pupils to question facts and provides opportunities for pupils to develop their own opinions on topics. The needs of all pupils are taken into account in lessons, questions are used to ensure pupils with learning difficulties and those for whom English is an additional language understand the content of the lesson and the tasks they are given. If required, extra assistance is readily available and work is adapted according to need. In the lessons observed progress is linked to the lively pace of learning and pupils are motivated by their teachers' knowledge and enthusiasm. When pupils learn well, they are interested in the subject matter, they listen and concentrate and their responses are enthusiastic and accurate. In good lessons, pupils answer questions, are confident to ask for help and work quietly on their own and productively in groups.

114. Pupils have access to a satisfactory range of books and photographs to support their current studies. Videos and information and communication technology are beginning to be used by pupils to respond to a range of geographical questions and to record their work. For example, the results of a traffic survey were recorded onto spreadsheets and analysed using graphs and charts. Pupils in Year 5 and 6 have fieldwork experiences in the locality and at a residential

centre. However, pupils are not given sufficient opportunities to extend their writing skills in geography. Very few examples were seen during the inspection, either in lessons or in the scrutiny of pupils' work.

115. A new subject coordinator has been appointed and the role is now positive and exciting, including monitoring standards of achievement, assessment, teaching, planning, training and resourcing. The coordinator is constructing a short and long-term plan, which will be incorporated in the school development plan. A new, detailed scheme of work has been adopted and ensures progression in skills and understanding throughout the school. Assessment opportunities are satisfactory, but are being reviewed to relate to the new curriculum.

HISTORY

116. At the time of the previous inspection no judgement was made on pupils' standards of attainment in history. Pupils in the infant classes were judged to make satisfactory progress and pupils in the junior classes unsatisfactory progress. The curriculum was not monitored effectively. Satisfactory progress has been made since the previous inspection in improving pupils' rate of progress in the junior classes. However, the impact of the latest scheme of work, combined with the well planned delivery, effective teaching and raised expectations of recently appointed teachers, is not yet fully reflected in the standards pupils are attaining in every area of the curriculum. Attainment by pupils aged 7 and 11 is broadly in line with the expected standards. Most pupils make satisfactory progress, and pupils with special educational needs and those for whom English is an additional language make similar progress to that achieved by other pupils.
117. Pupils in the infant classes show an awareness of the differences between the past and the present and the concepts of old and new. They correctly sequence events in their own lives and successfully place 'oldest' and 'newest' houses on a timeline. By the age of 7, most pupils have developed a clear understanding of the differences between the past and the present and apply this understanding to old and new houses. In their studies of the Great Fire of London, they include good historical detail in their written accounts. They use the Internet to research information about the Great Fire. Higher attaining pupils show understanding of how and why the fire started.
118. In the junior classes, pupils continue to develop their historical knowledge and understanding, and a sense of chronological awareness through their historical studies. They investigate Life in the Tudor period through a local history visit to Astley Hall, and make comparisons between the lives of rich and poor people at that time. By the time pupils are in Year 6, they identify characteristics of life in the Victorian period, showing appropriate understanding of the life of a chimney sweep. In a discussion contrasting life in Roman Britain with the modern day, most pupils make deductions about life in the Roman period from pictorial evidence, and show a good understanding of the differences between life in Roman Britain and life in Celtic Britain.
119. The quality of teaching in history is satisfactory overall, with good features particularly in the junior classes. Teachers have secure subject knowledge and understanding. They use a variety of resources to bring the subject alive for the pupils. They use questions effectively to stimulate pupils' ideas and to retain their interest in the subject matter. In the best lessons, pupils are managed extremely well, and teaching has high expectations of what pupils can achieve. Subject knowledge is used well to develop pupils' understanding of the impact of Roman civilisation on Britain. Pupils respond well to this stimulation and sustain their interest and concentration. They are keen to explore and exchange new ideas with others. They co-operate well in paired and small group activities. There is, however, still room for improvement in providing pupils with opportunities to do their own research, and be involved in their own learning, particularly in the junior classes.
120. Increasing use is being made of information and communication technology to further enhance pupils' research skills, particularly through the Internet and developing information and communication skills through the subject. Year 6 pupils import images on the lives of children in factories and combine them with text. Literacy skills are not sufficiently extended yet in history, particularly in the junior classes. Pupils are not given sufficient opportunities to reinforce skills in literacy through opportunities to undertake extended writing in history.
121. A new subject coordinator has been appointed and the role is now a positive one. Plans include the monitoring of standards of achievement, assessment, teaching, planning, training and resource development. These plans are within the scope of the School Development Plan. Current practice in monitoring the quality of teaching and learning has been limited to the analysis of pupils' work to show coverage of the different units of study. A new, detailed scheme of work has been adopted and is in the initial stages of being implemented to ensure progression in skills and understanding throughout the school and full coverage of the curriculum. Assessment opportunities are satisfactory, but are being reviewed to relate to the

new curriculum. The quality of marking, while generally effective, is inconsistent and the use of letter grades to record the quality of the work is inappropriate.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. The school has made good progress since the last inspection in improving provision for information and communication technology. Levels of hardware and software have improved and are satisfactory. A specialist information and communication technology room has been developed with an interactive whiteboard and whole class teaching facility. Each class in the school, from Year 1 upwards, has between one and two hours timetabled access to this facility each week. The school has been well supported by the Preston Education Action Zone (PEAZ) through specialist technical support and help in acquiring computers. Teachers' subject knowledge has improved and a scheme of work provides a secure outline of continuity and progression of pupils' learning. These initiatives have had a positive impact on pupils' standards of attainment, which are now in line with the expected levels for pupils at the ages of both seven and 11. Pupils make satisfactory progress in both the infant and junior classes.
123. By the age of seven the attainment of most pupils matches the level expected for their age. Younger pupils have good basic mouse skills and use programs like 'Finding Teddy' with confidence. Pupils in Year 2 use the tools of a drawing program with confidence. This includes using the colour and fill tools independently. They enter data to create simple bar charts in pictogram form on a range of topics, including 'Our House' and 'Seasons'. They program a floor robot to follow a simple path across the floor. They improve their use of computer functions by editing text for capital letters and full stops.
124. By the age of 11, the attainment of most pupils matches the level expected for their age. Pupils with special educational needs, and those with English as an additional language, make satisfactory progress in the subject. Pupils in Year 3 change the font, colour, size and style of key words in editing their work. They print their work, and log on and off programs independently. Year 4 and 5 pupils use drawing programs for a specific purpose to produce a picture in the style of the artist, Matisse. They enter prepared data into a spreadsheet in order to analyse it and produce graphs and charts. By Year 6, most pupils understand the concept of multi-media and design their own web pages. They design their own survey on traffic, collect their own data, enter it into a spreadsheet and analyse it using graphs and charts. In history work on Victorians, they import an image from a CD Rom, edit and re-size it, and combine the image with text to produce a piece of work on child labour.
125. The quality of teaching observed during the inspection was satisfactory throughout the school. In the most effective lessons teaching makes good use of Smart Board technology to undertake whole class demonstrations to pupils of what they need to do, and to enable pupils to work in groups on collaborative activities. For example, it was used to show Year 5 pupils how to enter data onto a spreadsheet. Planning ensures that lessons build on pupils' prior learning experiences through the systematic use of the scheme of work. Good use is made of available resources, including specialist technical help from the technician employed through the education action zone and a classroom support assistant. Teachers particularly manage pupils well in the specialist room and organise relevant activities for pupils who are not working at the computers. The monitoring of learning is good, and teachers use their knowledge of the programs and applications to support pupils' progress. Pupils respond positively to their teachers and enjoy working on the computers. They focus well on the tasks they are set, concentrating well and sustaining their interest and enthusiasm. They show good levels of confidence and independence in using the programs and demonstrate an increasing, and improving, ability to use programs independently. Teachers have secure subject knowledge, and give clear instructions and demonstrations. They organise lessons well and make effective use of plenary sessions to review pupils' learning and set further targets for improvement.
126. The leadership of the subject is effective. The subject co-ordinator has a sound vision of how information and communication technology can contribute to pupils' learning. There is a satisfactory development plan for the area, with clear priorities for development in the short to medium-term. Staff development has taken place, and the school will shortly begin the New Opportunities Fund scheme. These initiatives have resulted in increased staff confidence to use information and communication technology in the classroom. Since the previous inspection, both hardware and software resources have improved significantly and are now satisfactory, with clear plans to improve the pupil: computer ratio further in order to increase pupils' access

to the facilities. The school also has other equipment, which is put to good use in supporting pupils' teaching and learning, for example, the Internet, Smart Board and the digital camera. A whole school scheme of work ensures that statutory requirements are met and that there is continuity and progression of pupils' learning.

127. Sound progress has been made in developing assessment procedures in information and communication technology to monitor pupils' progress in the subject. Assessment opportunities have been linked to the scheme of work and to a record. The subject coordinator now needs to become more involved in monitoring the quality of teaching and learning and pupils' standards of attainment in the subject.
128. Teachers plan opportunities for pupils to use information and communication technology in a range of subject areas. Effective use is made to support pupils' learning in literacy and mathematics, and during the inspection was seen to support pupils' learning in most subject areas. More use should be made of information and communication technology to develop pupils' skills of drafting, re-drafting and presenting written work.

MUSIC

129. In the previous inspection, no judgements were made on attainment, progress, teaching or attitudes to learning, and no planning of the subject was evident in the junior classes. During this inspection, one lesson was observed in the infant classes, and two in the junior classes. Pupils' work and teachers' planning was analysed and discussions held with the newly appointed coordinator. Pupil standards of attainment in both the infant and junior classes are now in line with those expected for pupils of this age. All pupils, including those with special educational needs, make satisfactory progress.
130. Improvements since the last inspection include the recent appointment of a music coordinator, work on the production of a new scheme of work, the introduction of planning in the junior classes and provision of events, offering pupils the opportunity to perform to large audiences. These improvements have had a positive impact on pupils' standards of attainment, especially their ability to sing and perform. Other aspects of attainment, composing and appraising, have not yet improved to the same level. There is a guitar club for interested pupils. However, no other peripatetic instrumental tuition is offered.
131. In the infant classes, pupils enjoy music lessons. They handle percussion instruments well, understand how to play each instrument and describe the sound each instrument makes. Pupils listen carefully and are gaining confidence in describing what they hear. They recognise differences in volume, using vocabulary such as loud and soft, fast and slow. Infant pupils enjoy singing, approaching it with enthusiasm and vigour.
132. Pupils in the junior classes sing with increasing accuracy and attention to technique. They sing clearly, tunefully and more thoughtfully and expressively as they grow older. There are very good opportunities to sing in assembly and pupils' posture for singing is good. During a whole school singing session, pupils divided into two groups, learnt and sang a round, making good progress throughout the lesson. In assembly, pupils have the opportunity to listen to classical pieces, but they have a limited musical vocabulary to describe their feelings. In lessons pupils develop a general musical vocabulary which enables them to express opinions on what they hear. Pupils are beginning to offer suggestions as to how they may improve their work.
133. Teaching in the infant classes is satisfactory and good in the junior classes, with examples of very good clear, focused teaching. Teachers have a satisfactory knowledge of what they teach, and lessons are planned and prepared carefully with clear learning objectives. In singing lessons, some teachers effectively use their voices to lead pupils. In whole school singing, the approach and subject knowledge of the teacher was exemplary, holding pupils' attention, encouraging them to work at a very good pace and leading them to considerable progress in performance during the lesson. Pupils are enthusiastic in lessons. They like music, particularly practical aspects of the subject. They listen carefully and respond well. Most behave extremely well, handle instruments carefully and follow instructions to the best of their ability. Good quality questioning and careful intervention helps pupils to listen constructively. During lessons,

teachers encourage pupils to perform to their peers and the praise and guidance they give helps pupils to become confident to share their work with the class.

134. The leadership of the subject is satisfactory, although there are areas in need of improvement, for example, the monitoring of teaching and learning. Owing to the emphasis placed on numeracy and literacy, the development plan for music was deferred, so only limited progress in the actual management, organisation and monitoring of music has been made since the last inspection. The recently appointed subject coordinator is developing a revised scheme of work, has organised an audit of resources, identified staff training needs, and has placed an important focus upon longer term plans and targets for school development in music.

PHYSICAL EDUCATION

135. It was only possible to observe one lesson in physical education in the infant classes. Judgements on standards at the age of 7 are made on the basis of this observation and discussions with pupils. Attainment by pupils aged 7 and 11 is broadly in line with the expected standards. Pupils with special educational needs make satisfactory progress in the subject, as do pupils for whom English is an additional language. Standards are similar to those observed at the time of the last inspection.
136. By the age of 7, pupils explore simple skills and perform simple actions with increasing control and co-ordination. They explore different ways of travelling across the floor. Higher attaining pupils are more creative and use a range of different speeds and directions in developing their movements. Most pupils understand the importance of warming up and recognise the effects of exercise on their bodies.
137. In the lower junior classes, pupils perform movements with increasing co-ordination and precision. They link their actions together into a sequence of movements, choreograph them and perform them. By the age of 11, most pupils adequately demonstrate basic skills in controlling and passing a ball. They perform a variety of skills practices with sufficient accuracy, and understand the need to review their learning. They apply these skills effectively to small group and team games.
138. Although it was not possible to observe swimming lessons, records indicate that by the age of 11 most pupils reach the National Curriculum target of swimming 25 metres.
139. Pupils in all classes made satisfactory progress in the lessons observed during the inspection. It is clear from the lessons observed that, over time, most pupils make satisfactory progress in physical education. Their attitude in lessons is always at least satisfactory and sometimes good. They enjoy the opportunity to engage in physical activity and almost all pupils behave well, even when they have to sit still, listening to the teacher or waiting their turn to demonstrate. They all follow safety rules well. Pupils co-operate with one another in pairs and small groups and use their initiative and imagination creatively.
140. The quality of teaching is sound throughout the school. Teachers have a secure knowledge and understanding of the requirements of the subject and all safety issues. In lessons teachers have sound, and sometimes high, expectations of pupils' behaviour and performance. In the lessons seen teachers demanded constant effort from all the pupils in order to extend their movements beyond a satisfactory level. Teachers monitor performance carefully and use pupil demonstration and review to show pupils how to improve their work. They build these assessment strategies into lessons and use them to check progress and inform the planning of future work. In the best lessons, teaching uses demonstration well to stimulate pupils' creativity. In a Year 3 lesson the teacher introduced 'points' and 'patches' as the basis for developing movements. Pupils responded extremely well to this stimulation.
141. A new subject coordinator has recently been appointed. The leadership of the subject is satisfactory, but they have identified a new scheme of work, an audit of resources and the identification of staff training needs as major areas for priority development. These are the right priority areas in order to further improve the quality of provision in physical education at the

school. Resources are satisfactory both in quality and quantity. There are also extra-curricular activities available for pupils, which include games and football.