

INSPECTION REPORT

GRIMSARGH ST MICHAEL'S CE PRIMARY SCHOOL

Grimsargh, Preston

LEA area: Lancashire

Unique reference number: 119565

Headteacher: Mrs J M Butterworth

Reporting inspector: Mrs P Raja
6282

Dates of inspection: 6 – 9 November 2000

Inspection number: 225202

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Preston Road Grimsargh Preston Lancashire
Postcode:	PR2 5SD
Telephone number:	01772 653600
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Appropriate authority:	The governing body at the above address
Name of chair of governors:	Rev G Loxham
Date of previous inspection:	16 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
P Raja 6282	Registered inspector	Science Art and design Provision for pupils under five years of age Provision for pupils with special educational needs	What sort of school is it? The school's results and achievements How well are pupils taught?
V Lamb 11358	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
R Bristow 18346	Team inspector	Mathematics Information and communication technology Design and technology Physical education Equal opportunities	How well is the school led and managed?
J Fisher 19709	Team inspector	English Geography History Music Provision for pupils with English as an additional language	How good are the curricular and other opportunities offered to pupils?

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grimsargh St Michael's Church of England Primary School, with pupils aged four to eleven, is smaller than the average primary school nationally. It serves the community of Grimsargh, a small village near Preston, about 34% of the pupils come from the Ribbleton, Brookfield and Deepdale wards. Pupils mainly come from families living in owner occupied housing. Nearly all the children have some playgroup experience before starting school. The majority of children start the Reception Year with average attainment and a significant minority start with below average attainment. This is confirmed by baseline assessments.

There are 178 pupils on roll with 87 girls and 91 boys, this is an increase of 33% since 1997. The proportion of pupils eligible for free school meals [four per cent] is very low compared to the national average of 20%. The school has registered 36 pupils as having special educational needs, five of whom have a statement of need. This is in line with the national average of about 20%. There are 11 pupils from different ethnic backgrounds, six of these pupils have English as an additional language but only two require additional language support. There are six classes; all Key Stage 2 pupils are grouped in three mixed-age classes.

HOW GOOD THE SCHOOL IS

This is an effective and happy school. The aims and values of the school are demonstrated in practice by the very good relationships between staff and pupils and the high standards attained by the pupils by the time they leave school. The headteacher and the staff consistently show a high level of care and concern for the pupils. The headteacher provides good leadership and a very clear direction for the school and teaching is good overall. The purposeful and caring environment of the school enables pupils to take full advantage of the educational opportunities provided. The school uses its resources efficiently and gives satisfactory value for money.

What the school does well

- It enables pupils in Years 5 and 6 to attain above average standards in English, mathematics and science.
- It enables pupils in Key Stage 1 to attain above average standards in mathematics.
- It is well led by the headteacher who provides a very clear direction for the work of the school.
- Pupils are taught well.
- It makes good provision for pupils with special educational needs, who make good progress throughout the school.
- It provides good support to pupils in maintaining very good standards of behaviour and discipline and sustaining good attitudes to work.
- It provides well for pupils' spiritual, moral and social development.

What could be improved

- The use of information and communication technology (ICT) across the curriculum to effectively support teaching and learning.
- Extending the good assessment practice in mathematics and English to science and then to other subjects.
- Developing the monitoring role of the subject co-ordinators so that they can check the quality of teaching and learning to ensure consistency in good practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress in addressing the serious weaknesses pointed out in its last inspection in 1998; it is significantly better than it was. As a result there are noticeable improvements in English, mathematics and science at Key Stage 2 and in mathematics throughout the school. The key issues identified in the last report were prioritised effectively for systematic development. The roles and responsibilities of senior management in leadership are well established. Effective monitoring procedures are in place, although the monitoring aspect of the subject co-ordinators' role needs to be extended. Full monitoring programmes have been completed in English and mathematics. The National Numeracy and Literacy Strategies have been implemented successfully in all the classes and have contributed well in improving standards. There are appropriate subject policies and guidance for all the subjects in place. Good procedures are in place to provide for pupils' wellbeing, health and safety and for maintaining high standards of behaviour and discipline. The school is working towards meeting its targets of 88% for 11-year-olds reaching the nationally expected Level 4 or above for English and mathematics in the statutory tests for 2001. The high expectations set for the pupils and its strategies for promoting high standards of attainment are having a positive effect on pupils' work. The school is well placed to manage its own improvement further.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	A	B	A*	A*	very high A*
Mathematics	A	D	A*	A*	well above average A
Science	A	C	A*	A*	above average B
					average C
					below average D
					well below average E

The results for 1999 are a very significant improvement over 1998 for the 11-year-olds. Pupils attained very high standards in English, mathematics and science. Trends in attainment over the last three years show that attainment in English, mathematics and science have improved in line with the national picture. The attainment levels were lower in 1998 although still close to the national average.

The inspection of lessons and pupils' work and discussions with pupils, show that the pupils in current Year 6 reach standards that are above those expected for their age in English, mathematics and science. In ICT, design and technology, physical education and history pupils achieve average standards. There was insufficient evidence to make judgements about the standards achieved in art and design, geography and music. The pupils in the top two classes make good progress which, contributes very well to raising standards achieved by pupils. Pupils are provided with challenging tasks. Additional support is well targeted to support learning in developing literacy and numeracy skills. Very good teaching in booster classes in literacy and numeracy provides extra support for some of the pupils who subsequently make good gains in basic skills development. Overall the quality of learning is enhanced greatly and pupils achieve good standards.

The 1999 National Curriculum assessment results for seven-year-olds show that attainment in reading was close to the national average and in writing and mathematics the number of pupils reaching Level 3 was above average. The number of pupils reaching Level 2 or above in mathematics was average and in writing below average. Teacher assessments in science showed a similar picture. Inspection evidence shows that there has been good improvement in standards attained in mathematics with pupils attaining above average standards. In English, science, ICT, design and technology, history and physical education, pupils achieve average standards. The quality of teaching is overall good. However, lessons do not always move at the same pace as in Key Stage 2 and the quality and range of imaginative activities are better in the top two classes. Children in the Reception class are on course to achieving average levels in all the areas of learning except in mathematical development where they make good progress and are likely to achieve above average levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good overall. They enjoy coming to school. Pupils are generally eager to learn and work with sustained concentration for longer periods.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils listen attentively and behave well in lessons. Behaviour around the school and at lunch is good.
Personal development and relationships	Pupils make good relationships with each other. They work co-operatively. Pupils are eager to take responsibility and when given the opportunities they show initiative and independence in learning especially in Years 5 and 6.
Attendance	Attendance is good.

TEACHING AND LEARNING

	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses

The good quality of teaching contributes effectively to pupils' learning overall. The quality of teaching was excellent in 7% of the lessons seen; it was very good in 19%, good in 41%, satisfactory in 26% and unsatisfactory in 7%. Good teaching was seen in classes across the age range but some excellent and very good teaching was seen in the top two classes. The teaching of numeracy and literacy is generally good throughout the school; the quality of teaching is good in English and mathematics overall. Teachers have high expectations in the top classes. Overall,

teachers use good teaching methods and manage their pupils well, which results in pupils' good behaviour and good attitudes to learning. Teachers plan the work well and offer a range of suitable activities. Unsatisfactory teaching occurs when teachers take too long to give explanations and some pupils lose concentration and activities are not appropriately matched to the needs of all the pupils. Pupils with special educational needs are taught well through the school. Good teaching generates enthusiasm and stimulates interest amongst pupils who subsequently work hard with sustained concentration for longer periods.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of activities that meet the needs of the pupils in the Reception class and Key Stage 1, and a wide range of stimulating and challenging activities in Key Stage 2. The activities throughout the school successfully meet the requirements of the National Curriculum.
Provision for pupils with special educational needs	The school provides well for these pupils and this is reflected in the good progress they make. These pupils are very well integrated in the school and their individual needs are met effectively.
Provision for pupils with English as an additional language	These pupils are well supported by the school. Their language development needs are met through focused support by learning assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' spiritual, moral and social development. Opportunities for promoting cultural development are satisfactory.
How well the school cares for its pupils	The school takes very good care of its pupils. There are very good systems for checking and promoting good behaviour.

The school has a productive partnership with parents, who have opportunities to be actively involved in their children's learning and in the life and work of the school. Parents are kept well informed about their children's progress and about the needs of the school. They contribute generously of their time and funds to improve the school environment and educational resources.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is very effective in taking the school forward, setting high expectations and raising standards of attainment. All who work in the school have a clear sense of direction and work as a team.
How well the governors fulfil their responsibilities	The governing body fulfils all but one of its statutory responsibilities. This does not detract from the efficient management of the school.
The school's evaluation of its performance	The school has developed good systems for gathering and analysing information about how well its doing. It has an accurate view of its strengths and areas where it needs to improve.

The strategic use of resources	The school plans carefully for its own improvement and makes effective use of its resources to support this.
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The school has an appropriate number of suitably qualified and experienced teachers and support staff. The support staff are effectively deployed and make a good contribution to the pupils' learning, particularly those with special educational needs. The school applies the principles of best value effectively. Overall resources are adequate in all subjects except art and design where the resources related to work of famous artists and of artist from other cultures are limited. Throughout the school there is a general lack of resources to promote awareness and understanding of cultural diversity.

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 coming to school; • pupils make good progress; • behaviour in the school is good. • their children are well taught; • they are kept well informed about their children's progress; • it is easy to approach the school with questions or problems; • teachers expect pupils to work hard and achieve their best; • the school works closely with parents; • the school is well led and managed; • the school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • A few parents are concerned about the effect of being in mixed age classes on their children's learning; • a few parents would like their children to have homework more regularly.

The findings of the inspection confirm all the positive views expressed by parents. The school has a clear homework policy. It has recently introduced Home-School Agreements, which are well supported by parents. Inspection findings are that homework makes a satisfactory contribution to pupils' learning. The school addresses the needs of pupils in mixed-age classes effectively through teachers' planning and targeting additional support where it is needed most.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the Reception class, most children demonstrate average skills, a few older children show better than average pre-reading and pre-mathematical skills. This was confirmed by baseline assessments and inspection evidence. Good teaching and access to a broad curriculum ensure that most pupils make satisfactory progress through the foundation stage. Children are likely to reach the expected early learning goals by the end of the Reception Year except in mathematics where learning is good and children are likely to reach better than average levels. Overall physical development is progressing at a satisfactory level but there is limited opportunity for children to experience imaginative and energetic outdoor play.
2. In the 1999 National Curriculum tests for seven-year-olds in English, the proportion of pupils reaching the expected Level 2 or higher was close to the national average in reading, and below the national average in writing. In both reading and writing the proportion reaching the higher Level 3 was above the national average. In mathematics the proportion of pupils reaching Level 2 or above was close to the national average and those reaching the higher Level 3 was well above the national average. In the assessments conducted by the teachers at this age, the proportion reaching the expected level in science was close to the national average. When the average level reached by seven-year-olds is compared to that attained by similar schools at this age, pupils' performance in reading and writing is average and above average in mathematics. Taking improvement in line with the national trend, it has fluctuated from one year to the next over the past three years. Results for 2000 are generally similar to last year with some improvement in reading.
3. Inspection evidence based on lesson observations, analysis of work in books and display and teachers' plans shows that by the end of Key Stage 1, attainment in English overall is average. Standards in speaking and listening are now average, which show a good improvement since the last inspection when standards were below average. Pupils listen attentively, follow instructions accurately and respond to questions appropriately. In reading, pupils achieve average standards. Pupils keep personal reading diaries that they share with parents when reading at home. Some higher attainers read texts that are not sufficiently challenging. Pupils' writing standards have improved since the last inspection. Most write at levels that are in line with similar schools. The higher attainers' writing is satisfactory. In mathematics, there has been significant improvement and most pupils are attaining above average standards by the end of key stage. When discussing their work, pupils use mathematical language confidently and explain their work clearly showing good understanding. There has been good improvement in science. The focus on developing experimental and investigation skills has had a positive effect on generating interest and understanding which has raised standards upwards to pupils now attaining average standards by the end of the key stage.
4. In all the other subjects seen, progress is satisfactory and pupils achieve average standards. In physical education, pupils make good progress in relation to their capabilities. In ICT lesson observations, discussions with pupils and analysis of their work showed that they attain levels that are in line with expectations for this age. Only one lesson in art and design and no lessons

were seen in geography or music, so judgements about attainment levels are not made. In design and technology and history pupils attain average standards. They enjoy both subjects and work with interest and enthusiasm.

5. In the 1999 National Curriculum tests for 11-year-olds in English and science the proportion of pupils reaching the expected Level 4 and above was very high compared to the national average. In mathematics it was well above the average. The proportion of pupils reaching the higher Level 5 was very high in English and mathematics and well above average in science. Comparing the averages of the school's test data with the attainment of all schools, attainment in English and mathematics is very high and in science it is well above average. Taking all three subjects together, the performance of the pupils was well above the national average. When compared with pupils from similar schools their performance was very high.
6. In lessons and work seen, 11-year-olds standards of attainment in English have improved significantly since the last inspection and now above those found in other schools. Pupils show well-developed speaking and listening skills. They know the conventions of discussion and practise these effectively in class discussion, especially during circle time sessions. They speak to large audiences confidently, adapting their style and speech accordingly. Pupils read a range of demanding texts from different sources with fluency, accuracy and understanding. When writing for different purposes and audiences, they plan, draft and edit their work carefully. Most have developed appropriate research skills but not many pupils show well-developed library skills. There has been significant improvement in mathematics since the last inspection. By the end of the key stage, pupils attain standards that are above average. They use a range of strategies for solving problems and explain their preference for these strategies using mathematical language confidently, appropriately and with understanding. The schools recent focus on promoting mental mathematics has contributed effectively to good development in numerical skills. By the end of Key Stage 2, pupils show well developed literacy and numeracy skills. They apply these skills to the tasks set for them effectively which results in better than average standards. Teachers use homework effectively for pupils to prepare their calculation strategies. Pupils use table facts, fractions, decimals and percentages accurately in solving numerical problems mentally. There has been very good improvement in the standards of attainment in science. The very good quality of teaching, introduction of national guidance and general improvement in provision for science have moved standards forward significantly with pupils now attaining above average standards in science. In all the other subjects where judgements about standards were made, pupils achieve average standards by the end of the key stage. In ICT, history and design and technology attainment is average. No teaching of geography or music was seen and only one full and a part lesson were seen in art and design, so no judgements on standards have been made.
7. Trends in attainment over the last three years show that attainment in English and mathematics and science have been improving in line with the national picture. The attainment levels were lower in 1998 although still close to the national average, but have improved significantly since then. Overall, girls' standards of attainment on leaving school are rising slightly more rapidly than those of boys. The school has set feasible targets for maintaining the high standards it has achieved in English, mathematics and science and is now making significant progress towards them. The high quality of teaching in Years 5 and 6 is clearly driving standards upwards. Overall, the performance of boys and girls is similar.

8. Pupils with special educational needs in both key stages make good progress in relation to prior attainment and within their developing capabilities. The pupils for whom a statement of special educational needs exists make good progress towards the targets set for them in their individual education plans. This is due to the good support by the support staff, focused teaching and effective use of the specialist teaching they receive. Pupils for whom English is an additional language also progress rapidly in their confidence in English. This is due to the focused intervention by teachers and additional support by the support staff.

Pupils' attitudes, values and personal development

9. The consistently good standards of the pupils' attitudes, behaviour and the good relationships make a significant contribution to their learning.
10. The personal and social development of the children in the Foundation Stage is good. The children develop confidence and growing independence in a variety of ways, including lesson times. They are attentive and eager to learn. They co-operate, share and take turns. Children behave well at all times and show consideration and respect for property and each other. They form good relationships with other children and adults. They work and play well together in different activities, which provide opportunities to promote self-esteem. Children are both happy and secure at school.
11. Throughout the school, pupils have good attitudes to work and are motivated to learn. They generally persevere with tasks presented to them, even when occasionally in lessons, introductions are too long and they have to listen for long periods. Pupils of all ages enjoy school and relate very well to each other and to adults. They listen to instructions carefully and generally use their time well. Pupils in the top two classes approach their work with maturity and work for long periods with sustained interest and concentration. Throughout the school, pupils show interest in the activities provided and concentrate well on the tasks set. Across the school pupils listen carefully and contribute well to discussions. Pupils are confident and well motivated learners.
12. All pupils take pride in their achievements and are able to evaluate their own and others' performance constructively and sensitively. They show due respect for the environment and take care of equipment and the school building.
13. Standards of behaviour are very good, both in and out of the classrooms. Pupils move sensibly around the school and settle quickly to work and follow the class and school routines efficiently. Pupils are polite in conversation and respond confidently when asked questions. Throughout the school, pupils work well together, sharing resources and co-operating when necessary. Pupils with special educational needs are well integrated and treated with respect. Pupils of all ages play well together. No incidents of bullying or harassment were witnessed during the inspection nor reported as a matter of concern by pupils or parents. Parents are satisfied that pupils are well behaved at school and when they visit other local establishments as part of their school-work.

14. Pupils' personal development is good. Relationships throughout the school are good, with staff providing good role models. These strong relationships make a significant contribution to the happy, caring and purposeful environment that supports good learning. Pupils take responsibility around the school. Older pupils act as monitors during breaks and lunchtime, for instance by receiving telephone calls and visitors to the office during the secretaries break. Classroom monitors help in own classrooms by setting out and tidying away equipment. Pupils approach their role as prefects conscientiously and enjoy the tasks allocated to them.
15. Older pupils take the lead during acts of worship by reading prayers and lessons. Pupils help those less fortunate than themselves by regular fundraising for a number of charities. From entry into school all pupils work with ideas which raise awareness of individuality, social responsibility, fairness and keeping safe. Pupils respond very positively to the school's planned programme of opportunities for pupils to discuss issues surrounding their personal welfare and the values of good friendship and citizenship.
16. Attendance is good and compares favourably with other schools nationally. Punctuality is also satisfactory. There have been no exclusions during the year.
17. Pupils attitudes, values and personal development reflect the importance with which the school views its work in relation to this aspect of school life. This is a very significant improvement in provision since the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

18. Pupils are organised in single age group classes in Key Stage 1 and the Reception Year. In Key Stage 2, pupils are grouped into three mixed-age classes by ability. Lower attainers are grouped with the lower age group. The Years 3/4 class has the highest number of pupils with special educational needs. Class teachers are responsible for teaching all the subjects in their classes with the exception of some variation in the teaching of science, art and design and physical education. The Years 3/4 and the Years 4/5 teachers exchange in teaching art and design and physical education in their classes. Year 2 and Years 4/5 teachers exchange in teaching science. The headteacher teaches science in the top class and takes one of the booster classes. Pupils with special educational needs are taught in age group classes.
19. The quality of teaching overall is good in the Reception class, Key Stage 1 and in Key Stage 2. The school has successfully improved the quality of teaching since the previous inspection when 21% of the lessons were judged to be unsatisfactory whilst 79% were satisfactory or better. In this inspection 93% of the teaching seen, representing 46 lessons, ranged from excellent to satisfactory while 7% was unsatisfactory. The quality of teaching was excellent in 7% of the lessons, very good in 19%, good in 41%, satisfactory in 26% and unsatisfactory in 7%. The proportion of very good teaching and the proportion of unsatisfactory teaching are a marked improvement since the last inspection. The most significant strengths are demonstrated in the two top Key Stage 2 classes. The good quality of teaching is generally evenly spread through the school. Teachers have sound subject knowledge in what they teach and have developed confidence in teaching ICT since the previous inspection.

20. The teaching of children in the Foundation Stage is generally good. A calm, purposeful and orderly environment is maintained. The good planning is based on detailed plans that identify learning objectives clearly and links these well to activities for basic skills development but not as effectively to the structured play. Staff have high expectations of the children. They use their time efficiently to support individual and small groups of children; interaction with children is generally good, but needs to be extended to imaginative and structured play activities. The teacher and support staff use many opportunities to extend and consolidate children's learning through explanations and repetition based on children's own experiences. However, on occasions this practice limits the opportunities for children to explore their ideas and draw own conclusions; subsequently on these occasions, they listen for longer periods and have less time to develop their oral language. Children with special educational needs are well integrated. Their individual educational plans are well matched to their needs and they make good progress. Appropriate assessment procedures are in place. The teacher and the nursery nurse visit all the children at home when they attend part-time. This contributes effectively to building good relationships with them and their parents, which results in children settling in the class quickly. The teacher and support staff work well together to promote optimum learning. As a result children develop good attitudes to learning, form very good relationships and feel secure and confident.
21. Overall the quality of teaching is good in Key Stage 1. It was mainly satisfactory in the lessons observed during the inspection but some good work was seen in pupils' books and displays. Taking the quality of the work together with the teaching seen in classes, teaching in Key Stage 1 is good overall. It varies from very good to unsatisfactory. Teaching is good in English, mathematics and physical education. It is satisfactory in science, ICT and design and technology. No lessons were seen in art, geography and music. Teachers have sound knowledge in what they teach in all subjects. They set appropriate expectations for attainment, plan well and use a satisfactory range of different ways of organising lessons and of using time and resources. They manage their pupils well and channel their energies into productive work, which results in good standards of behaviour. They work well with support staff who are kept well informed about the class work and contribute effectively to pupils' learning. In the best lessons teachers make good use of open questioning to check previous learning and deepen understanding. In the unsatisfactory teaching seen, the time taken by the teacher to explain the main objectives of the lesson and introduce the main content is too long. Pupils sit and listen for long periods without participation, the lesson moves at a slow pace, which adversely affects pupils' learning. There is a narrow focus on limited objectives and class activities are generally aimed at the average learners. The higher attainers work at a leisurely pace on activities that are not always as challenging or demand maximum effort. Pupils are rarely encouraged to show initiative and exercise independence in learning. Support staff use some of their valuable time listening to the teacher with the rest of the class, laying out resources or helping pupils to complete their work. In the Year 2 class, unnecessary time is allocated to activities that should be conducted by pupils during break times
22. The quality of teaching is generally good in Key Stage 2. A few excellent lessons and a significantly high proportion of very good teaching were seen in the top classes. The overall quality of teaching in this key stage is a significant strength of the school. It is a key factor in the high standards achieved by the 11-year-olds. Teaching generally ranges from very good to being at least good in English, mathematics, science, physical education, personal social and health education. It is satisfactory in ICT and good in the single lessons seen in other subjects.

Teachers have good subject knowledge, especially in the core subjects. This forms a good basis for very effective planning of a range of stimulating activities that motivate pupils to work with high levels of enthusiasm and with sustained concentration for long periods. They have high expectations of all the pupils. The teachers plan equally stimulating activities for different age and ability groups in the class to ensure that all work to their full potential. The quality of content in lessons is maintained for most of the curricular areas. Teachers employ good methods of organisation. They use very good questioning techniques to check understanding and consolidate learning. They present lively introductions and detailed explanations that make the task clear and extend pupils' knowledge. They share their expertise with each other and with the support staff. The headteacher and the deputy headteacher provide very good role models of professional practice to other teachers and offer practical support to teachers when required.

23. The school has successfully implemented the National Literacy Strategy across the whole school. This has had a positive effect on the quality of teaching and learning. Some very effective practice was seen during the inspection period. Teachers have established confidence in managing the literacy hour. Younger pupils are taught well how to use initial letter sounds for decoding new words. Through Key Stage 1, pupils make steady progress in developing their skills in decoding texts and are beginning to make better gains in developing their writing skills. In the Years 3/4 class, pupils make steady progress and are now receiving additional support to develop their skills in expressive writing. As pupils move through the top two classes their progress accelerates and they work at a higher level than is expected of pupils of their age. Pupils receive additional support from literacy support assistants, they work in ability groups for guided reading and join the booster class. All this contributes very effectively to many pupils attaining higher standards than is expected.
24. The school is well launched into implementing the National Numeracy Strategy and uses the framework to guide development in mathematics and in particular, numerical skills. Throughout the school pupils' numerical skills are developing well. Teachers provide well-planned work throughout the school and very well planned work in the top classes. The introductory activities give due regard to pupils' mental and oral work and to developing mental calculation strategies. This is done particularly well in the Reception class where the teacher and other staff create simple problems using children's own experience to work out simple solutions. For example, 'the farmer takes two cows to the farm and then takes two sheep, how many animals are there in the field?' Pupils through the school learn well and achieve good standards.
25. The quality of teaching provided for pupils with special educational needs is good. Specialist teachers visiting school and class teachers have high expectations of these pupils. Teachers apply early identification procedures effectively. Pupils' statements of need identify clear learning objectives and the individual education plans (IEPs) are well matched to these objectives. The support assistants targeting individual special educational needs pupils and other support staff are effectively deployed and work well with class teachers. Teachers modify their questions and responses sensitively and suitably to meet the need of pupils with special educational needs. Teachers use a range of appropriate methods with sensitivity to manage the pupils.

26. Teachers know their pupils well and use this knowledge to adapt their teaching and response in lessons to the different levels of attainment. They generally give constructive and evaluative feedback during lessons which helps pupils to improve their work. Marking is generally kept up to date. Some good examples of written feedback were seen in pupils' workbooks in some of the classes. This good practice needs to be applied consistently through the school. Homework is generally used appropriately in most of the classes. In the top classes it is used more effectively. Throughout the school homework makes a good contribution to pupils' learning. Some ICT related work is planned in most subjects. However, this practice is not applied consistently in all the areas of the curriculum. There is need to ensure a systematic and progressive development of ICT skills and the use of these skills to support learning.

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

27. The Foundation Stage curriculum for the under-fives provides for all areas of children's learning and standards have been maintained since the last inspection. However, there is still a lack of sufficient planned opportunities for imaginative, energetic outdoors play and this aspect of physical development requires attention. The lack of large play equipment to develop gross motor skills, as noted in the previous inspection, has not been addressed. Overall, the curriculum continues to provide the children with a satisfactory education that promotes their intellectual, physical and personal development and prepares for the next stage of their education in the school. The planning meets the requirements for children who are under five as outlined in the Foundation Stage curriculum.
28. The curriculum is sufficiently broad, balanced, and relevant to meet the requirements of the National Curriculum. The school has responded to the last inspection well. An appropriate amount of curriculum time has been devoted to the teaching of English, mathematics and science to raise standards. The school is conscious of the need to further develop curriculum and assessment opportunities in some of the foundation subjects in line with the revised curriculum. It is also aware of the need to take account of the multi-cultural dimension in its planning cycles. History, geography, art and design and design and technology are taught alternatively on a half-termly basis.
29. There are policies for all the subjects. Some of these policies are set for reviewing as a development priority with appropriate timescales. Since the last inspection the school has adopted national guidelines for some subjects. For others it has modified the local authority guidelines. The school has a satisfactory overall curriculum plan that shows when each aspect of the different subjects of the National Curriculum will be taught to the pupils. The recently developed framework for planning is well thought out and is implemented effectively and consistently through the school. Planning builds steadily from term to term and year to year in English, mathematics and science. The school is at an early stage of developing continuity and progression in other subjects. Most curriculum planning is matched to the age range in each class. In mixed-age classes the school effectively uses the guidance given in schemes of work for meeting the needs of both year groups and setting pupils by ability in Key Stage 2 classes.
30. The National Literacy and Numeracy Strategies are well established. Good strategies support the teaching of these skills and are a strength of the school. These have raised standards of teaching and learning and also have been used successfully in endorsing the setting of pupils'

personal targets. There is a strong emphasis on classroom support in literacy and numeracy. Good organisation of guided reading and writing and regular booster classes enhance this work. In these lessons, sensitive and skilled support to all pupils in the classes has a positive effect on pupils' learning and in particular for the higher attaining pupils and those with special educational needs.

31. A good range of educational visits and a range of extra-curricular activities, including a residential opportunity, enrich and support the curriculum. Pupils of all ages gain valuable historical, geographical, scientific and cultural stimulus and experience from visits locally and further afield. They visit the theatre to see *Macbeth* and also visit Beacon Fell, and the Millennium Dome. During the inspection, pupils in Years 4 and 5 visited Houghton Towers in connection with their study of The Tudors. The Quantum Theatre visits annually to present aspects of science through drama. An annual residential visit to an outdoor centre in the Lake District by Years 4, 5 and 6 pupils, not only enhances the physical education curriculum, but also gives valuable opportunities for pupils to learn valuable inter-personal and social skills. Pupils take advantage of the extra-curricular activities during the year. These include after school clubs, such as team games of football, netball and hockey, recorders and art and design clubs. Pupils take part in the usual inter-schools' matches and tournaments.
32. The provision for pupils with special educational needs is good. The school fully implements the national Code of Practice. Focused analysis of specific individual needs is reflected in their individual teaching and learning programme and pupils are well supported by learning assistants. These pupils make good progress. The inclusion of pupils with special educational needs in a wide range of activities reflects productive relationships with outside agencies.
33. The school continues to be fully committed to equality of access and opportunity for all pupils and has regard to all statutory requirements.
34. The school has established good links with the local and wider community. Members of the parish and pupils' families and friends attend social and fundraising events and many donate items to sell. The local environment and museums are used well as additional resources and pupils take part in local and national events. Pupils support a range of charities. However, links with local business and industry are not well developed to contribute to pupils' learning. The school has yet to exploit the potential of the Internet to establish links beyond the immediate community. The school has established effective links with other local primary schools, which are mainly related to sport. Links with the local high schools are well established to ensure a smooth transition for pupils on transfer.
35. Provision for the two pupils for whom English is an additional language is satisfactory. The school meets the needs of these pupils both within the classroom and when working in small groups for support teaching with other pupils. They attain levels of achievement which reflect their increasing understanding of the language, developing skills and growing confidence. They have access to the full curriculum, receive satisfactory support, both within the classroom and in small groups and make satisfactory progress. They appear to be well-adjusted and confident.

36. The programme for personal, social and health education offered to pupils is now very good and is a strength of the school. Assemblies and circle time are used very well to give pupils opportunities to explore a variety of issues of how to develop themselves and deal with difficult situations and issues that arise in their lives. For example, in the circle time lessons seen, Years 4, 5, and 6 boys and girls express their personal fears and feelings knowing that their contributions were valued and respected. Teachers present good role models through their sensitive approach and use of very good strategies. Pupils use a 'Problem Box' to post their contributions yet remain anonymous and the use of appropriate language such as 'Might it help if...?' contribute successfully to pupils' self worth and confidence. This has a significant impact upon behaviour. The school has a comprehensive sex education policy which is implemented consistently throughout the school. External health providers support the delivery of health education, for example, a school nurse visits to talk about personal hygiene and discusses with older pupils issues regarding growing up. The police come into school to talk to pupils about drugs awareness and 'Stranger Danger'.
37. The contribution of the community to the pupils' learning is good. A number of visitors come into school to support and enhance learning and promote pupils' awareness of their role in the local community. For example, the local vicar regularly takes assemblies, at the time of the inspection a representative from Christian Aid spoke in assembly about the development of areas of South Africa. Pupils learn about Citizenship and have visited the Mayor's Parlour in Preston Town Hall, to learn about their future role as adults. Pupils are well prepared for their next stage of education.
38. Provision for the spiritual, moral, social and cultural development of all pupils is good overall and has improved since the last inspection. The aims of the school in the school prospectus state clear principles that relate to the preparation of the pupils for the opportunities, responsibilities and experiences that they will face in their lives. Since the previous inspection, the school has made a positive effort, focusing in an appropriate, successful way to strengthen the provision for pupils' spiritual, moral, social and cultural development.
39. The provision for pupils' spiritual development is good and has improved since the last inspection. Pupils now have a range of opportunities for quiet reflection. There is a very good Christian ethos and the personal, social and health education provision is implemented successfully. In assemblies and in lessons, pupils gain an understanding and appreciation of the main beliefs and principles of the main world religions. During assemblies there are good opportunities for pupils to reflect on a variety of themes to deepen their self-knowledge. Topics chosen are relevant to pupils' everyday lives and raise awareness of issues such as caring for others and helping those less fortunate. Visiting speakers in assembly ask pupils to reflect on the plight of people in South Africa and the exploitation these people experienced in the past. Circle time gives pupils opportunities to reflect upon the consequences of their actions on others. Throughout the inspection no examples were seen where pupils were inspired with wonder.
40. The provision for pupils' moral development is good. It has improved significantly since the previous inspection when it was judged to be unsatisfactory. Moral issues are discussed in assemblies and in lessons. The consistent application of the school rules by all the staff ensures a good framework for the pupils' moral development. The school provides clear teaching on what is right and wrong. They are encouraged to understand the consequences of their

actions, to be honest and contribute to the welfare of others in the immediate and wider communities. Pupils are encouraged not only to empathise, but also to practically support less fortunate people through charitable appeals such as Christian Aid and Operation Christmas Child. During assemblies, pupils explore issues such as the exploitation of people in other countries and man's effect on the environment. Adults provide good role models. They are friendly, helpful and supportive and caring towards the pupils in their classes. Parents recognise that these values have a positive effect on their children and believe that pupils generally show good standards of behaviour.

41. The provision for social development is also good. The inclusion of pupils with special educational needs is reflected in a high degree of consideration and empathy shown to them by the others. This is reflected in the very good relationships around the school. Pupils are encouraged to help each other in class and to support each other in team games. Tasks set in class provide opportunities for pupils to co-operate with each other. Good opportunities are offered for pupils to demonstrate their initiative in lessons in the top classes. This good practice needs to be extended to Reception, Key Stage 1 and Years 3/4 classes. On occasions when there is over-reliance on teacher-directed activities means that opportunities for pupils to use their initiative in applying their learning are restricted.
42. The cultural development of pupils continues to be satisfactory. The curriculum offers a satisfactory range of activities to develop pupils' local knowledge and cultural awareness. Knowledge of local culture is developed through subjects such as history and geography, for example, through pupils' work on Grimsargh and Beacon Fell, and a visit to the Millennium Dome. A wider cultural awareness is developed through other curriculum areas but this does not generally extend to raising awareness and understanding of cultural diversity. A range of music is played in assemblies from a variety of cultures and places, by both traditional and contemporary composers, such as South African music. Pupils study the customs and traditions of Islam and Judaism in religious education lessons. Pupils visit Asian pupils at a nearby locality in Preston to support understanding about other localities and cultures. As noted in the previous inspection, no members of other major world faiths visit the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. This area was identified as a serious weakness in the previous inspection. The school has made significant improvement in its provision of support, guidance and care of the pupils at school. The school is a caring community and has good links with parents who are supportive of its work. Staff know the pupils well and have good relationships with them. Pupils report that they are happy at school. Parents agree that they would feel comfortable about approaching the school with any concerns about their children. Parents confirm that they are kept well informed about how their children are getting on and that the school expects their children to work hard and achieve their best.
44. The school has very good procedures for monitoring discipline and good behaviour. Pupils are encouraged to act responsibly in the classroom, at lunch and in the playground. The behaviour policy is implemented most effectively through the school. Staff, pupils and parents understand the high expectations set by the school and work together well to achieve high standards of behaviour and discipline. Pupils are well aware of the code of conduct and school rules and respond positively to them. The system of rewards and sanctions is clearly understood by pupils and works well. Pupils are clear about what they must do if someone

frightens or hurts them, and the school has clear strategies to respond to any incidents of bullying or harassment should they occur. Parents are satisfied that the school is successful in promoting good behaviour.

45. The school's approach to the care and protection of pupils is firmly underpinned by a commitment to placing pupils' well-being first through encouraging a climate of confidence and trust which provides pupils with a known and caring adult to turn to in times of need. Staff show a genuine interest in them on a day-to-day level which contributes to the cultivation of mutual respect. Day-to-day advice and guidance, formal lessons in personal and social education, as well as the very good procedures for monitoring and promoting good behaviour, all provide a high level of practical support for pupils by enabling them to explore health and welfare issues. Pupils are encouraged to express their views and ideas, for instance during 'circle time' and they are listened to.
46. The school has thorough policies for health and safety and child protection, which are based on locally agreed procedures. Good working arrangements are maintained with appropriate agencies. The headteacher has been suitably trained and knows individuals very well. She is fully aware of what the school is required to do to support any pupil considered to be at risk. Training received by the headteacher in this respect is shared with teachers who are familiar with the school policy and local procedures. Risk assessments of the school site are made and identified hazards are appropriately responded to. Fire drills are held at regular intervals throughout the year and the fire klaxon has been recently upgraded to a more efficient bell. Teachers and non-teaching staff supervise the pupils well throughout the school day, for ten minutes before morning school, and at the end of the afternoon session. The lunchtime break is carefully managed to provide a valuable social experience. There are members of staff available who hold a recognised qualification in First Aid, and accidents or illness are dealt with appropriately.
47. Procedures for monitoring and improving attendance are good. The school actively encourages attendance by ensuring that pupils enjoy coming to school. The interesting lessons, good teaching, very good relationships and caring ethos have a positive impact on pupils' attendance. Awards are presented to those pupils who have full attendance each term, with a special award at the end of the summer term for those who have not been absent during the year. Registers are well maintained to show how many pupils are present at each session and are monitored to ensure that any pupils with low or erratic attendance receive appropriate support to attend regularly.
48. Monitoring and supporting of pupils' personal development is good. The school keeps a check on how pupils respond to what happens in school and parents are informed of significant developments in the annual written report on their child's progress. Pupils' personal development is very well supported throughout the school. Of particular note is the school's policy for personal, social and health education, including citizenship. This provides pupils with a forum for expressing their views about school life and the wider world and receiving helpful ideas and practical support from their teacher and classmates in a relaxed and co-operative setting. Consequently, pupils are helped to develop skills to cope with a variety of situations. Parents are confident that the school responds appropriately to issues surrounding pupils' welfare.

49. There are effective procedures throughout the school for monitoring and recording pupils' academic attainment and progress. The school uses a number of national assessment procedures. The headteacher analyses the data thoroughly, in order to pinpoint the strengths and weaknesses of the curriculum and where extra support is needed in order to enable both boys and girls to achieve the next step in their learning. The good assessment procedures in English and mathematics are used effectively to inform future teaching and learning and have improved significantly since the previous inspection. A good feature is the objective grouping of individual pupils in English, mathematics and science lessons. Pupils are tracked, effectively, and their progress recorded year on year, which satisfactorily informs teachers' future planning. Ongoing records of English and mathematics are detailed and contain a summary of individual pupils' progress. The school is conscious of the need to apply this rigour and consistency of approach to other subjects. Work has begun on linking planning and assessment in the medium-term plans. Records of achievement show pupils' progress over the years and examples of their work, such as in writing, show pupils' ability and progress over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has established good relationships with parents and provides opportunities for parents to become actively involved in their children's learning. Parents are highly supportive of the school and appreciate what is provided. They find staff approachable and feel welcome in school at any time.
51. Good quality information is provided for parents about the life of the school and about the progress that their children make. The prospectus is very clear about the attitudes and values that the school promotes and includes a good range of information about school life and the curriculum provided. However, the governors' annual report is not so informative and requires development. All the parents have received a Home School Agreement brochure that clearly sets out what can be expected of the school, parents and pupils. Most of these have been signed and returned to school. Parents have also received a copy of the school's homework policy, and other policies are available for them to view in school. Written reports are of good quality. They give parents a clear account of their children's academic progress and personal development and include targets to aid further progress. The school provides formal consultation sessions for parents to discuss their child's progress with teachers. The vast majority of parents are satisfied with the information about how their children are getting on. Parents feel that the school is open to requests for additional meetings with staff as necessary. Day-to-day communications between parents and teachers are good.
52. The school provides a good range of opportunities for parents to visit school and these are well attended. Parents are well involved in the life of the school and make good contributions towards supporting their children's learning by helping with reading and other homework, taking part in special projects and attending school events. Parents who wish to speak to teachers approach them easily at the end of the day when teachers are available in their classrooms. The headteacher is available for parents each morning and afternoon in the playground as well as by appointment. Parents approach teachers easily on an informal day-to-day basis; formal consultations with staff are well attended. From the Reception class onwards pupils take reading books home. Reading diaries are used to share comments about pupils progress in reading development between home and school. The use of these

homework diaries for messages is not fully established in all classes. Several parents provide additional well-structured help in classrooms, for example, supporting groups of pupils with extended writing, listening to readers and running class libraries. Parents also help to run after-school activities and organize fundraising and social events through a small, hardworking parents' group that all parents are encouraged to join. Other parents make a valuable contribution by giving their time and gifts to support events. Recently, parents have been instrumental in directly enhancing the quality of break times by providing funds to enable the playground to be enlarged and marked for organised games. They are currently raising money to provide a quiet area with seats in the corner of the playground.

53. At the time of the last inspection the school enjoyed an effective partnership with parents and this is still the case. The school values the support of parents and is currently investigating ways in which the involvement of parents in their children's education can be further improved. Parents express very positive views of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Since the last inspection, the new headteacher has responded successfully to the many challenges that faced the school. Following a short period of re-adjustment, she has demonstrated determined and resolute leadership skills. Supported by committed teaching and non-teaching staff, and a governing body that shares the headteacher's clarity of vision, the school has achieved its priorities and addressed the key issues identified in the last inspection. Change has been introduced purposefully by negotiation and mutual agreement, with difficult issues tackled directly. The deputy headteacher works closely and successfully with the headteacher in shaping the direction of the school. Together they have an analytical and constructive approach, showing good understanding of where the school is heading and what needs to be done next. This approach has formed a good basis in fostering very good relationships throughout the school community.
55. A strong Christian ethos permeates the life of the school. The individual is valued highly and the school is proud of its aim to promote an equality of opportunity.
56. The priorities in the carefully structured action plan have addressed the issues identified in the previous report. Attitudes have been transformed and are contributing effectively to the quality of learning; improvements in the accommodation have been carried out with some urgency; standards now compare very favourably with schools of a similar background and are very high when compared nationally. Effective monitoring systems have contributed to improvements in the quality of teaching, with good arrangements for feedback to sharpen professional skills. Steps have been taken to analyse and improve academic standards, with the introduction of booster classes and individual target setting for the older pupils. The school is now in a secure position to extend the role of subject co-ordinators to monitor teaching and learning of their subjects in classes. This will bring their role in line with the numeracy and literacy co-ordinators, who effectively monitor classroom practice.
57. The governing body is suitably led and organised, and ensures that the school meets statutory requirements. There are governors for literacy, numeracy, special educational needs, child protection and health and safety, and a cycle of visits are undertaken. The governors' annual report to parents currently does not meet all the statutory requirements. There is need for

more detailed information. For example, expenditure does not reflect the school's successes in providing for the needs of pupils with special educational needs, nor does it share the increased spending on support staff that has improved the effectiveness of learning support. Full governing body meetings are held at least once a term, as are committee meetings that monitor curriculum, staffing, accommodation, and financial developments. All meetings are now being minuted appropriately. The school is on course to addressing the recommendations of the most recent audit report.

58. Governors are involved closely in reviewing the school's performance and establishing priorities for development and they are well informed by the headteacher. The most recent school development plan is produced to a sound standard format and includes all essential elements, together with an analysis of trends and a budgetary overview and forecast. Recent priorities have inevitably been driven by national and local agendas, with the implementation of National Literacy and Numeracy Strategies and the National Grid for Learning tending to dominate. The school has however, worked in addition on worthwhile and successful whole-school projects such as the development of personal, health and social education that was prioritised after the last inspection. There are good arrangements to ensure that steady ongoing development in priority subjects of the curriculum is maintained.
59. Financial planning supports the school's educational priorities appropriately. For example, there is clear forward planning to use the reserve fund [accumulated through appointments of teachers on lower pay spine] for additional teaching time. This would enable the school to make some provision for teaching Years 5 and 6 in single age groups. The finance committee monitors spending on a monthly basis, reviews budget expenditure, receives tenders and allocates contracts. Funding and other resources allocated for specific initiatives and for special educational needs are properly used for the intended purposes. Financial planning, monitoring and control are now satisfactory and there is prudent management of resources. Staff and governors alike do their best to obtain good value in their spending. The results can be seen in the use of available funding to achieve significant improvements to the school building and grounds, and in the effective model adopted for recent developments in setting up the computer suite. Accounts are appropriately managed by the administrative assistant and day to day procedure is efficient
60. There have been recent changes in subject leadership. There is appropriate match of teachers' qualifications and expertise to their current responsibilities. A relevant programme of in-service training is provided for all staff. Funding has been used particularly effectively to develop teachers' understanding and practical competence in computer skills and this has a direct bearing on standards. Professional development is linked closely to the priorities of the school development plan. Recently there has been an appropriate focus on raising awareness and expertise as National Literacy and Numeracy Strategies have been introduced. Professional development reviews are held annually for all members of teaching and non-teaching staff, and the school is well placed to moving forward in performance management by negotiating and then setting objectives for individual improvement. This strategy is also being applied to learning where older pupils not only have agreed class and group targets, but also individual targets for improvement which are negotiated with pupils before being shared with parents.

61. The indoor accommodation has been improved significantly so that the school is a comfortable and pleasant workplace for staff and pupils. Although the building is maintained to a high standard and provides a secure working environment there is still the problem of access between the two buildings especially when the weather is less kind. Other improvements since the last inspection include library areas, which are adequately stocked with fiction and non-fiction materials, and a useful resource area that includes a developing computer suite. Outdoor facilities are well laid out, and there are adequate hard areas marked for team games as well as individual creative play. However, there is not an adequate enclosed area for children in the Reception class nor are there adequate resources to enable these youngest pupils to develop and practise gross motor skills through vigorous and purposeful play.
62. Resources are generally adequate and co-ordinators are aware of deficiencies within their curricular areas. There is need for more dictionaries; improved software to support teaching and learning across the curriculum and a greater range of local, national and world maps to study places in geography. The art and design curriculum needs to be supported with resources related to the work of famous artists and work of artists from other cultures as well as artefacts and materials to promote awareness and understanding of cultural diversity.
63. There has recently been a significant improvement in the provision for ICT, with hardware and software provided through the National Grid for Learning. Additional funds have been allocated effectively to implement the National Numeracy Strategy, and a new mathematics scheme has been introduced. Visits are given a high priority to provide first hand experiences especially in the development of history, geography and outdoor pursuits. However, the use of visits and visitors to further enhance the multicultural dimensions of the school are still at an early stage.
64. Grimsargh St Michael's Church of England Primary School is now an effective school, and has improved significantly in the last two and a half years to provide satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The headteacher, staff and governors should address the following key issues to further improve the quality of education provided by:
 - Develop consistent practice in the effective use of ICT skills to support teaching and learning in all the National Curriculum subjects.
(see paragraphs 26, 97, 103, 108, 111, 115, 125)
 - Extend the good assessment practice in English and mathematics to science and then to other subjects.
(see paragraphs 26, 28, 49, 105, 111, 120, 132, 137)
 - Develop consistency in good practice through the school by extending the monitoring role of the subject co-ordinators.
(see paragraphs 56, 69, 105, 111, 137)

66. Additionally, in order to address minor weaknesses the school should include the following in their action plan:

- Provide a range of opportunities that promote awareness and understanding of the cultural diversity around the local and wider communities.
(see paragraphs 28, 42, 62)
- Provide an appropriate range of opportunities regularly for energetic play for children in the Foundation Stage through planned free play activities using large toys and small equipment in the school hall or/ and in a secure area outside.
(see paragraphs 1, 68, 76)
- Ensure that the governors annual report to parents meets all the statutory requirements.
(see paragraph 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	19%	41%	26%	7%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	178
Number of full-time pupils eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence	%
School data	4.1
National comparative data	5.4

Unauthorised absence	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year (ie 1998/99).

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	10	12	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	9
	Girls	11	11	11
	Total	19	18	20
Percentage of pupils at NC level 2 or above	School	86	82	91
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	9	8
	Girls	11	11	11
	Total	17	20	19
Percentage of pupils at NC level 2 or above	School	77	91	86
	National	82	86	87

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	9	13	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	13	11	13
	Total	22	20	22
Percentage of pupils at NC level 4 or above	School	100	91	100
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	13	11	13
	Total	22	20	22
Percentage of pupils	School	100	91	100

at NC level 4 or above	National	68	69	75
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Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	1
Indian	5
Pakistani	1
Bangladeshi	0
Chinese	0
White	138
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	29.7
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	138

Financial information

Financial year	1999/2000
	£
Total income	303851
Total expenditure	302224
Expenditure per pupil	1757
Balance brought forward from previous year	20885
Balance carried forward to next year	22512

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	178
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	3	0	0
My child is making good progress in school.	62	25	5	0	0
Behaviour in the school is good.	55	43	0	0	1
My child gets the right amount of work to do at home.	50	36	9	1	4
The teaching is good.	68	29	0	0	3
I am kept well informed about how my child is getting on.	42	45	9	3	1
I would feel comfortable about approaching the school with questions or a problem.	78	17	5	0	0
The school expects my child to work hard and achieve his or her best.	80	17	0	0	3
The school works closely with parents.	55	38	4	1	1
The school is well led and managed.	75	21	1	0	3
The school is helping my child become mature and responsible.	69	28	3	0	0
The school provides an interesting range of activities outside lessons.	44	43	7	0	7

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

67. All children are admitted to school in September on a part-time basis for the first two weeks. Good induction procedures are followed and close liaison is established between home and school. This contributes effectively to children settling in quickly in the class. Baseline assessments conducted with these children show that their attainment on entry is broadly in line with those of children of a similar age. Nearly all the children enter the Reception class with playgroup experience. The older children who come with previous experience show good grasp of pre-number and pre-reading skills.
68. The school continues to make an overall satisfactory provision for children in the Foundation Stage. The positive start children are given when they enter school ensures that their attainment when they start Key Stage 1 is comparable with the national levels in almost all the areas of early learning goals. However, in physical development there is still the same lack of provision for energetic outdoor play as was the case during the last inspection. In this area children's progress is unsatisfactory.
69. There is an appropriate policy statement. Detailed planning guides the work for the children in the Foundation Stage. It is currently based on the national guidance but the school is now working towards implementing the requirements of the early learning goals. Children's individual progress in language and literacy and mathematical development is recorded systematically and used to inform planning. Planning for other areas is generally based on the teacher's knowledge of the children. The nursery nurse and support staff are not directly involved in planning but are kept well informed about the planned work for the children. There is good level of co-operation and partnership between staff involved with early years. Support staff make valuable contribution to the children's learning. Topic plans for the Reception class are displayed well for parents' information. They are informed of assessment outcomes and are encouraged to discuss their child's progress.
70. The quality of teaching is good. Teaching of basic literacy and numeracy skills is good. The teacher has sound knowledge of how young children learn and is sensitive to the individual circumstances of the children, which contributes effectively to children settling quickly, forming good relationships and being responsive to what is being offered. The needs of the children with special educational needs are well catered for and consequently they make good progress. An appropriate range of activities is planned to cover most of the areas for learning but these are mostly adult-directed and opportunities for children to choose for interest are limited.

Personal, social and emotional development

71. Good provision is made for promoting children's personal, social and emotional development. The effective systems of transition between home and school help children to settle very quickly into the daily routine. They are happy and secure. Children co-operate well, share their activities and resources willingly with others and recognize the need to take turns. Milk and snack times are used well to develop social skills. They behave well and are taught the difference between right and wrong. They are sensitive to the needs of others and form very

good relationships with adults and other children. Children's spiritual development is promoted well. They say prayers together and listen to stories from the Bible. The children are developing sound levels of independence, for example, when changing their clothes for physical education lessons. They show responsible attitudes during tidying up times. They have good attitudes to learning and work with sustained concentration. However, increased opportunities need to be provided for children to collaborate together on a task and to use their own initiative. They make simple choices from a limited range of prescribed activities but have few opportunities to review these choices. Structured play, including role-play, needs to be developed further to support the children's social development.

Communication, language and literacy

72. Children enjoy listening to stories and rhymes. Some children bring their favourite story-books from home to share with the rest of the class. They discuss the key events in stories and enjoy the humour in them. Reading stories with expression increases children's participation and holds their interest. Effective strategies are used to generate discussion and provide opportunities for children to share their ideas and concerns with others in meaningful contexts. For example, in circle time when children sit in a circle and discuss issues, they listen attentively and ask pertinent questions. Good use is made of spontaneous situations to develop meaningful discussions that help children to demonstrate what they know, and share their observations with others.
73. Elements of the literacy framework are used well by the teacher and support staff. A good understanding of phonics is developed through appropriate word and sentence level. Almost all the children can read and most can write their names. Older children in the class are well launched into reading. A few read simple texts with growing accuracy. Most know that words and pictures carry meaning. All children are adept at behaving like readers. Younger children interpret the pictures in the commercial reading scheme in single sentences and are beginning to construct very simple sequences in stories. With support many are beginning to form recognizable letters and a few write some words independently.

Mathematical development

74. This area is well taught and progress is good overall. By the end of the Reception Year most children will have exceeded the early learning goals for mathematics. Children have many opportunities to count, match and sort different objects and shapes according to set criteria. Their skills are evident during tidying up time. They enjoy playing simple number games. Children use beads, and cotton reels for threading in simple patterns, some repeat patterns with two or three colours. Elements of the numeracy framework are used well to develop number concepts. They add or subtract one more or one less accurately to ten. Some children can count up to 20 or more, the younger children in the class work with numbers up to five. Children sing number and finger-rhymes such as 'Five Little Ducks' and develop a sound understanding of addition and subtraction in a practical context. They solve simple problems in mental mathematics confidently such as 'the farmer takes two cows to the field add one more, how many?' Many children name geometrical shapes and match these to real life objects.

Knowledge and understanding of the world

75. Effective use is made of visits in the locality and around the school. Children look for objects, landmarks, plants and flowers linked to the initial letter sound they are learning. For example, when learning the letter 'S' they identify objects, places and names beginning with 'S'. The teacher and staff develop their knowledge and understanding of their immediate environment by discussing their observations and making things with playdough. Good use is made of the classroom computer to develop children's basic computer skills. Adults support the children individually and in pairs to use a range of computer programs designed to extend children's mathematical and literacy skills. Good questioning techniques are used during literacy and numeracy sessions to draw on children's knowledge of the environment and own experiences during discussions about road safety. For example, they named different sounds made by police cars, ambulances and fire engines. However, time for structured and imaginative play is limited and children have fewer opportunities to experiment for themselves or follow their own interests. When playing with sand or water, adults tend to supervise these activities rather than extend language and understanding of concepts. There is need to extend children's awareness of the cultural diversity around them.

Physical development

76. The provision available for physical development is used well and children are making good progress in this aspect. However, there is no outdoor provision of fixed apparatus for climbing, sliding and balancing or large toys for imaginative energetic outdoor play to promote physical development. Although children go for walks around the school and run around in the playground in fine weather it was unclear if they make regular use of any local sport or leisure centre for physical activities.
77. All children have good opportunities to develop their manipulative skills as they cut, stick, and join things together. They use different types of pastry cutters and rolling pins to mould their playdough into different shapes and enjoy the feel of the texture. They use small construction kits imaginatively but large construction equipment was not seen being used during the inspection period. In the one physical development lesson seen children moved confidently. They showed awareness of others and hopped, jumped and ran with growing control. Well-planned session provided good opportunities for children to understand the need for warm up exercises. They enjoyed the energetic physical activity. They listen to adults and follow instructions carefully with regard to safety. The children with special educational needs participated enthusiastically in the whole lesson with good support from the support assistants. Adults make good use of language to encourage children in their physical responses and in making the experience enjoyable.

Creative development

78. Appropriate provision and satisfactory teaching ensure that children make steady progress in their creative development and continue to achieve satisfactory levels as reported in the previous inspection. They paint, draw, print and create collage pictures using a variety of natural and man-made materials. However, these are generally done to an outline drawn by adults and children have fewer opportunities to represent their ideas in individual ways. When such opportunities are provided, as in work on self-portraits, they show developing

observational skills and awareness of colour, tone and form. Frequent opportunities are provided for singing, which the children undertake with enthusiasm and enjoyment. Children sing in unison and clap together with a sense of rhythm. Children's listening skills are developing well through the repetition of familiar songs and rhymes.

ENGLISH

79. By the end of Key Stage 1, pupils attain average standards. By the end of Key Stage 2, standards are above average. Many pupils are on course to meet the Level 4 standard expected of 11-year-olds and a significant minority are on course to meet the next higher Level 5. A minority will be below the expected level because of their low attainment and special needs. The successful implementation of the National Literacy Strategy has contributed very well to the quality of teaching and learning. The standards of attainment in English have improved significantly since the last inspection. Results in the National Curriculum tests have generally remained well above the national average during the last four years with fluctuation towards very high standards in 1999 and lower standards in 1998. Pupils are making good progress and the standard of work, though not as high as the 1999 test results, remains well above the work seen in similar schools. The inspection findings are broadly similar to the 2000 test results. In both key stages, boys and girls do equally well. Throughout the school, pupils with special educational needs make good progress.
80. By the age of seven, most of the pupils in the current Year 2 are making satisfactory progress and the standard of work is now broadly similar to that in other schools. Pupils attain close to the national standard in reading Level 2, with a minority attaining at the higher Level 3. Writing is slightly below, but has improved since the last inspection because of the successful implementation of the National Literacy Strategy and the improved good quality of teaching in Year 1. Results in the National Curriculum tests have remained close to the national average during the last four years. Inspection findings show average standards, which are broadly similar to the 2000 test results. Pupils who speak English as an additional language make satisfactory progress.
81. The school has successfully implemented the National Literacy Strategy and this has helped to ensure a consistent approach to planning and teaching which is having a positive effect on pupils' learning. Teachers are now more confident and more effective in teaching literacy and provide good opportunities for pupils to apply and improve their skills in other subjects, for example in geography, where pupils research the climate and terrain of Greece. This has made a significant contribution to raising achievement in other areas of the curriculum. The schools' agreed priorities and procedures for raising standards include setting challenging, measurable targets for improvement. The school has set 88% of pupils to reach the expected standards; it is on course to meet them.
82. Throughout the school, standards in speaking and listening are in line with those expected nationally. Appropriate attention is given to the systematic development of pupils' skills as a result of the previous report when they were judged to be unsatisfactory throughout the school. The majority of pupils speak and listen well to their teachers, to visitors and to one another, and do so with humour, sensitivity and increasing confidence. By the age of eleven, pupils listen with increased attention, sustain longer conversations and make mature contributions to class discussions. In Years 4, 5 and 6, circle time, pupils have a good understanding of the protocol of discussion and debate and are selective and sensitive in the evidence they present

to support their points of view. Teachers expect pupils to use appropriate specialist vocabulary and this enables pupils' to express themselves accurately. Year 6 pupils talk about subordinate clauses when discussing the structure of sentences and younger pupils talk enthusiastically about the geography and history topics they study, such as their own village and the Egyptian gods. Year 1 pupils talk confidently about their choice of food in the science topic 'Ourselves' and Year 2 pupils have opportunities to develop their speaking and listening skills by using headphones to listen and record stories such as *'The Elves and the Shoemaker'*. All pupils have opportunities to take part in drama and role-play in a range of activities. Pupils perform publicly in school productions, which offer valuable opportunities for pupils to use spoken language.

83. By the age of seven, standards of attainment in reading are close to the national average and by the age of eleven are above average. Standards throughout the school have risen because of the successful implementation of the National Literacy Strategy, good teaching and pupils' enjoyment of reading. The school continues to place emphasis on individual reading as well as the opportunities presented in the literacy hour. Pupils have their own personal reading diaries and older pupils use them well as critiques of the books read. All pupils, including lower attainers, have favourite books and talk of their enjoyment of books at home and at school. By the age of seven, higher attaining pupils read with fluency, accuracy, and with growing understanding. They have a range of strategies for reading new words and as they become more confident they self-correct and re-read passages to work out their meaning. They read books for pleasure and for information. Average attaining pupils are able to segment words and use the structure of the sentence to determine the type of word needed to make sense. However, the text for some average attaining pupils is not sufficiently challenging. Lower attaining pupils read with some degree of accuracy and try hard, but they are more hesitant when sounding out words and rely on picture clues.
84. By the age of eleven, most pupils read appropriate books accurately, fluently and with good expression. Higher and average attaining pupils read with expression, identify themes and characters, and respond to the content with appreciative humour. Most use good phrasing when reading aloud and use their comprehension skills well to deduce information and ideas from texts such as in *'The Goblets of Fire'*. They enjoy the Harry Potter books by J.K. Rowling and select Gillian Cross and Anne Fine as their favourite authors. Lower attaining pupils make good attempts in their reading skills. They read fluently, more hesitantly, but fairly accurately, and generally understand the main points of what they have read. They are able to use a dictionary or thesaurus to locate words or replace them with similar meanings. Most parents give valuable support by reading regularly to their children and this has a positive impact upon standards.
85. Pupils' independent research skills are satisfactory. Older pupils are able to select books from the library and use appropriate referencing skills to find information from non-fiction books. Only the higher and average attaining pupils are aware of the library system and many cannot explain clearly how it is used. Younger pupils are familiar with technical terminology such as author, illustrator, content page, and index.
86. By the age of seven, standards of attainment in writing are now similar to those in other schools and pupils are making steady progress, with accelerated progress in Year 1. This is an improvement since the previous inspection when writing was unsatisfactory. The school has

acted appropriately upon the issues found, through a systematic literacy plan to improve handwriting, writing, punctuation, and spelling. The most able and average seven-year-olds write satisfactorily. They are beginning to write simple notes before they embark on their story writing. They write about characters of their own choice and extend their ideas logically into a short story, and sentences are beginning to be demarcated by capital letters and full stops. More able pupils work independently and refer to a personal wordbook, but less able pupils need support from adults and rely heavily on their wordbooks for spelling. Though spelling has improved and pupils use their growing knowledge of different letter combinations to write their own words, it is still inconsistent in quality, and simple words such as mug are spelt as 'moog.' Handwriting is now based upon a commercial scheme, which offers consistency of approach, but is still in its early stage of implementation. Whilst presentation in some books is good, in others letters are not always evenly formed and many less able pupils have yet to learn to write with consistency and fluency.

87. Eleven-year-old pupils' standards of attainment in writing have improved and exceed standards found in similar schools. Pupils build upon their early skills and make good progress, with accelerated progress in Year 6. This is because of very good group teaching in shared reading and writing, and booster classes. Pupils now plan, draft and edit their work carefully and this is a significant improvement from the previous inspection. The quality of extended writing is beginning to be addressed. Pupils write in a variety of forms for different purposes and their writing is varied, interesting, empathetic and imaginative, such as 'Moving School', 'The Death of an Aunt' and the play '*The Battle of Marathon*'. They write factual reports such as on the life of the honeybee, explain how to replace batteries in the XY2 calculator. They use imaginative vocabulary to respond imaginatively to poems, such as 'Wormholes in Space'. Pupils' writing is organised into paragraphs, and punctuation and spellings are generally satisfactory. Higher attaining and average pupils use grammatically complex sentences, and their work is well presented in a joined, fluent style. Less able pupils produce shorter pieces of work and punctuation is not always used accurately or consistently. Most common words are spelt correctly but handwriting is not always well formed. The standard of spelling has improved with the systematic approach adopted through the National Literacy Strategy. Spelling conventions are taught clearly, and there are many opportunities for pupils to practise spellings, but the school is not complacent and further development of grammar and spelling is planned. Most pupils' books are neat and well presented, reflecting effort, and an interest and enthusiasm for handwriting. There are no extra curricular activities for English, but opportunities for listening and speaking are given when pupils practise for their theatrical and musical productions.
88. Teaching is good across the school with variations in the lessons seen. Over three quarters of the teaching was at least good and some being very good; only one unsatisfactory lesson was seen. In Years 1, 4, 5 and 6 it is consistently good and on occasions very good. Teachers have taken account of the National Literacy Strategy in planning and apply the principles well. They have a secure knowledge and understanding of the subject and make clear to pupils what they are expected to learn and what they should do to improve. Large print texts are used effectively to demonstrate teaching points. All pupils are expected to work hard and most do. Teachers use skilled questioning to assess pupils' knowledge and to help them make connections across subjects. For example, the myths written by Year 5 and 6 pupils showed a good knowledge of the climate and landscapes of countries such as Greece and its culture. Group work is matched well to pupils' differing levels of ability. Spelling conventions are

clearly taught and are reinforced by the use of appropriate, regular spelling tests. A period of time is used at the end of each lesson to review, consolidate and extend pupils' learning. These consistent features of high quality teaching are significant factors in enabling pupils to extend their learning. In the best lessons, pupils' own experiences are used as a starting point for discussion, and this contributes effectively to pupils' social and moral development. Where teaching is not as successful, parts of the lesson are too long and pupils become restless, uninterested and do not complete their tasks. Day-to-day assessment procedures for monitoring pupils' progress in English are good and pupils are tested regularly. Samples of pupils' writing are periodically assessed according to national criteria. Regular homework is set in most classes to reinforce and extend what is learned in school. Pupils also take reading books home regularly and learn spellings. Parents are generally supportive of homework. Pupils' books are marked regularly and most contain helpful comments on how to improve.

89. Attitudes to work and standards of behaviour have improved significantly since the previous inspection because of the improved standards of teaching and the successful strategies introduced. Boys and girls attitudes to learning are good. The majority of pupils clearly enjoy their lessons and work hard for an appropriate amount of time when actively engaged in reading, writing or discussions. Most pupils work purposefully on their own when the teacher is engaged in group work with other pupils. Young pupils are gaining confidence to tackle new work and older pupils attempt demanding work with confidence. Older pupils show pride in the presentation of their work. A few pupils become uninterested and restless when there is inappropriate balance between talking and tasks, the lesson is too long and the sense of purpose is lost. Pupils support each other well, co-operate when completing tasks together, and spontaneously applaud one another's successes. Pupils reflect on personal and world issues during circle time and assemblies and empathise with the issues raised.
90. Appropriate work is planned for English and the literacy hour for pupils with special educational needs, and they receive good assistance from the support staff. Pupils are either given support in class or are withdrawn for individual help and this contributes effectively to the good progress they make towards their individual learning targets.
91. Co-ordination of English and literacy across the school is very good. The co-ordinator manages and leads the subject well. Having analysed test results and samples of pupils' work, the co-ordinator is clear about the strengths and areas for development in the English curriculum and has initiated an action plan to improve standards. The co-ordinator has introduced a comprehensive programme to further raise the standard of writing and handwriting, which is beginning to have an effect. She has collated a useful portfolio of work, which is a valuable reference document for staff in assessing pupils' attainment. School organisation is such that she and the deputy headteacher are able to monitor teaching of the subject and give useful feedback to colleagues and so support staff in raising standards. Resources are good and have improved since the previous inspection. There are sufficient literacy books in the classroom libraries and non-fiction in the school library. More books to cover topic work are to be purchased. The range and quality of non-fiction books in the school library is generally adequate, but classrooms lack a range of dictionaries and thesauri suitable for pupils with differing needs. Pupils use their word processing skills in writing stories and poems and the new computer suite should offer increased opportunities.

MATHEMATICS

92. Standards in mathematics in the previous inspection were judged to be average at Key Stage 1 and broadly in line with the national average by the end of Key Stage 2. Since then the school has implemented the National Numeracy Strategy, this has impacted very well and standards have improved significantly. Currently, standards are above average throughout the school. A very good improvement in the end of Key Stage 1 test results over the last two years and sustained level of improvement at Key Stage 2. The end of Key Stage 2 results for 1999 were very high. Test results for 2000 show that the proportions of pupils attaining Level 2 and above at Key Stage 1 and Level 4 and above at Key Stage 2 are similar to the 1999 results. The proportions of pupils attaining the higher Levels 3 and 5 at the end of both key stages respectively are not as high as the 1999 test results.
93. By the end of Key Stage 1, pupils attain above average standards. Most pupils are developing a good knowledge of number, space, shape and measures. Pupils investigate number sequences and patterns to above 100; measure accurately in metres and centimetres and estimate with increasing accuracy; recognise *o'clock, quarter, and half past* and then show understanding when reinforcing skills on the computer or recording time digitally. They identify the properties of two-dimensional shapes and three-dimensional objects well, and understand simple fractions such as quarters and halves. Pupils in both key stages are confident when discussing their activities, with older pupils developing sound strategies to solve problems. By the end of Key Stage 2, pupils attain above average standards. They are showing preferences for strategies and explain what they are doing confidently. Most pupils in Year 6 understand place value to thousands and have a good recall of table facts. They round numbers to 100 and 1000 and estimate with increasing accuracy; understand negative and positive numbers when exploring temperatures, and use co-ordinates to determine position. They calculate scales, measure and calculate angles accurately and have a good understanding of perimeter and area. Year 5 and 6 pupils confidently explained mode, mean and average and develop probability to find *chances* when investigating ratio.
94. Since the last inspection the quality of teaching has improved significantly, with some excellent teaching evident at the end of Key Stage 2. The effective implementation of the National Numeracy Strategy has provided greater consistency, a greater balance of programmes of study and a sharper focus with clear objectives for teaching and learning. In satisfactory lessons there is not the same sharpness in objectives, the pace is not as vigorous and pupils are not challenged to the same extent as in the best lessons. Pupils have positive attitudes to learning and generally they take pride in their work. They respond enthusiastically to challenge particularly in Years 4, 5 and 6, where progress becomes accelerated and is often good. Learning is characterised by enthusiasm, good behaviour, good collaboration and an ability to work independently.
95. In the 60% of lessons where teaching was good or better, expectation was high and pupils thrived on teachers' good subject knowledge and enthusiasm for mathematics. Overall, teachers provide very good role models. They value the contributions of pupils, which strengthens their confidence and enhances the quality of learning. Pupils with special educational needs and those for whom English is an additional language make good progress especially where they receive effective support from learning assistants. Planning is good, teachers evaluate the success of their lessons and include comments for improvement, which make subsequent lessons more effective. Very good questioning enable teachers to challenge

thinking and deepen understanding. Good assessment strategies are used to identify what pupils know and can do. Detailed records are kept of gains in skills and knowledge. Marking is consistent and often includes comments on how pupils may improve further.

96. The decision to concentrate on the mental work has added to the quality of learning, and parents and carers have been able to contribute as a result of regular homework. Pupils in Year 1 count on from a given number such as 3 add 4 and this is developed in Years 2 to 4 with pupils investigating patterns to 100 and to 1000 such as square numbers and factors. By Years 5 and 6 pupils use table facts to calculate 36×6 mentally, and investigate accurately fractions, decimals and percentages.
97. The subject co-ordinator is aware of the need to improve the use of ICT to enhance learning in the classroom. Although time lines are explored in history; co-ordinates, scales and compass bearings in geography; and recording in science, there are insufficient planned activities to use mathematical skills across the curriculum.
98. Co-ordination of mathematics and numeracy across the school is very good. Leadership and management of mathematics are very good. The co-ordinator has analysed the results of national and optional tests, identified and responded to strengths and weaknesses, and has provided a good action plan for improvement. The regular opportunities for monitoring teaching and learning, and building on skills in a continuous and progressive way, is contributing well to the raising of standards. All pupils have class and group targets that are reviewed regularly. Of particular note is the way the oldest pupils have targets, which are negotiated individually to promote progress.

SCIENCE

99. By the end of Key Stage 1, pupils are likely to attain average standards. Standards in Key Stage 1 have improved since the last inspection when standards were judged to be below average. Overall attainment in the 1999 end of key stage teacher assessments, the proportion of pupils attaining Level 2 or above was below average but the number of pupils attaining Level 3 was above average.
100. By the end of Key Stage 2, pupils are likely to attain standard that, are above average. This shows very good improvement since the last inspection when standards attained were below average. In the 1999 end of key stage tests, eleven-year-olds attained standards that were very high when compared to the national average and standards attained by pupils in similar schools. The number of pupils attaining Level 5 was well above the average. The marked acceleration in the progress made by Key Stage 2 pupils since 1998 is due to good teaching and effective planning for science. Pupils with special educational needs make good progress and attain standards in line with their capabilities.
101. By the age of seven, standards of attainment are in line with those expected for pupils' age seven. Pupils have sound knowledge and understanding of how living things grow. They understand that plants need water, air and light. Year 1 pupils understand that their bodies need food and water, and the importance of healthy eating. By the age of eleven, pupils' standards of attainment are above the national average. Pupils show well-developed understanding of science concepts in their discussions, they use science specific vocabulary to form hypotheses. They have extended their learning skills to include observation with

precision, thinking with logic, concluding with accuracy, and classifying against pre-determined criteria. They can describe the circulatory system and explain the vital nature of this function.

102. Analysis of pupils' work shows that they make steady progress in Key Stage 1 and good progress in Key Stage 2. Some pupils in Years 4, 5 and 6 make very good progress. Throughout the school, pupils with special educational needs make good progress in relation to their capabilities. The last inspection identified experimental work as a weakness, but teachers now provide regular opportunities for pupils to carry out investigations. However, there is still need for pupils to undertake their own experiments and follow their own line of enquiry in Key Stage 1 and Years 3/4 class, this aspect is well-developed in the two top classes. All pupils enjoy investigative work, this is particularly beneficial to pupils with special educational needs, who are supported well by the support assistants and other pupils in the class.
103. The quality of teaching is good overall. The consistent development and support in the teaching of science since the last inspection has had a positive impact. Teachers have a secure command and competence in teaching the subject. Planning is good, activities are well planned to match the needs of the pupils including those with special educational needs. In the two top classes teachers have high expectations, they set demanding tasks and provide extension work for pupils. This enables pupils to work at a brisk pace through the lesson, resulting in good progress and for some very good progress. Skilful questioning techniques help to consolidate learning and to promote thinking about new ideas. However, on occasions exposition is too long and pupils have fewer opportunities to discuss their own ideas. Effective use is made of ICT to support pupils' learning in the top Key Stage 2 classes. Home work is used well in some classes aimed at promoting research of specific topics and use of a range of sources to access information.
104. Teachers use a variety of resources that stimulate and hold pupils' interest. They visit the local millennium garden and respond to science theatre visits enthusiastically. Pupils' throughout the school have a good attitude to science.
105. Currently teachers evaluate their planning and make informal assessments. They use the outcomes to inform future planning. The school is aware of the need to develop consistent and systematic assessment practice in science. Co-ordination and management of the subject are good. The implementation of a new scheme of work designed to meet the needs of mixed age classes has been effective in securing progression through the school. Teachers use ideas from the national guidance for science effectively. The co-ordinator monitors teachers' planning but monitoring of progress and standards in all the classes would contribute to consistency in achieving high standards through the school.

ART AND DESIGN

106. During the inspection one lesson of art and design was observed, and a good example of art work was seen as part of design and technology work in the top class. A limited amount of work was available for scrutiny. Discussions were held with the co-ordinator and planning was taken into account. However, due to insufficient evidence, no overall judgement was made about quality of teaching, pupils' standards of attainment or progress in either key stages.
107. In the one lesson seen, pupils' attainment was in line with national age related expectations.

Teaching was good. In this well-planned lesson, the teacher taught specific skills clearly, demonstrating the sequence of steps to be taken whilst providing an interesting context for learning. This generated a good level of enthusiasm and pupils worked hard in achieving a good perspective in their pencil drawings. Pupils with special educational needs were well supported by the support assistants and made good progress in the lesson.

108. The school has recently started linking planning for the subject with the units from the national guidance for art and design but the scheme of work is not yet fully in place. The use of sketch-books has been introduced effectively in all the classes. Some use is made of computer programs to create pictures. The co-ordinator is aware of the need to develop the subject further in the school to ensure continuity and that the demands of the revised National Curriculum are met in full. The resources for art and design are generally adequate, although there is need to build a wider range of work of famous artists and artists from other cultures.

DESIGN AND TECHNOLOGY

109. Two lessons were observed in Key Stage 1 and one lesson in Key Stage 2. Additional evidence was gathered from examination of pupils' work, discussions with pupils and teachers and analysis of planning to form the basis for making judgements. Standards are average at the end of both key stages. Pupils with special educational needs make good progress and attain standards in line with their capabilities. This is a significant improvement since the last inspection when standards particularly at the end of Key Stage 2, were well below average.
110. Evidence of long term planning indicates that pupils experience a range of skills, techniques and materials which combine designing and making which are then linked to other areas of the curriculum to support learning. Previous work includes the making of finger and glove puppets, money containers, and assembling bird feeders and boxes for the Millennium Garden. Year 6 pupils collaborated well to design and make a tapestry that proudly hangs in the school. Making for a purpose is given a high priority. Pupils in Year 1 used a good range of technical vocabulary such as *juicy*, *tasty*, *raw*, and *cooked* when investigating different fruits for a fruit salad. They confidently trialled a range of resources, generated ideas and recognised familiar features and were excited by their experiences. In Year 2, pupils investigated chassis, wheels and axles. Pupils commented on how to improve by strengthening their buggies and were given good feedback by the teacher. Years 5 and 6 pupils showed good attitudes to designing and making. When designing Greek pottery, they undertook good research skills, designed carefully and accurately, and then applied a range of making skills using a variety of materials. They responded well to the challenge of refining the finish of their papier-mâché pots and shared a range of strategies for fixing bases and handles. Later, in discussion, pupils gave a comprehensive account of the stages and development of their pots and offered informed suggestions as to how they could make improvements. There was also an awareness of the limitations of materials, such as the effectiveness of water paste to fix handles and the unsuitability of some papers.
111. Teaching is satisfactory at Key Stage 1 and pupils enjoyed their activities whilst developing a range of skills such as developing appropriate language and skills in food technology, and acquiring strategies for fixing and joining materials. The quality of teaching was very good in the one lesson observed in Years 5 and 6. In this lesson good planning, high expectations, and challenging activities resulted in very good attitudes, good application of previously gained skills and knowledge, and pride and care in the finished article. Very good subject knowledge

enabled the teacher to support learning effectively adding to the enjoyment experienced. ICT is underused to generate designs, and monitoring is confined to planning and an analysis of pupils' work. The co-ordinator has very recently taken this responsibility and is aware of the need to update her expertise in this area. Amended national guidelines highlighting skill development are used to guide planning but there is no consistent system for recording gains in skills and knowledge.

GEOGRAPHY AND HISTORY

112. It was not possible to see any teaching of geography and only two lessons of history were seen. Due to insufficient evidence, no judgement is made about the levels of attainment in both key stages. In the previous inspection standards of attainment in history were average for pupils aged seven and eleven and satisfactory progress was made throughout the school. In geography, standards of attainment were below the expected level for pupils aged eleven and progress was unsatisfactory. Inspection evidence from scrutiny of teachers' planning, pupils' work, teachers' documentation, displays, and discussions with pupils and teachers show that the weaknesses highlighted in the previous report have been addressed. Pupils in both key stages are on course to attaining average standards in both subjects. The quality and standard of work seen in Key Stage 2 is better than in Key Stage 1.
113. From the work seen and the two lessons observed, the majority of pupils have a sound understanding of the historical and geographical concepts and knowledge. By the age of seven, pupils begin to understand the passage of time by discussing the differences between the past and the present relevant to their own lives and relatives. They know about life in the past and have a satisfactory understanding of how domestic life and vehicles such as bicycles have changed over time. Year 1 pupils investigate ways in which people affect the quality of the environment, positively and negatively. They know and write accounts about famous people such as Florence Nightingale, and their skills in historical and geographical enquiry are appropriately developed by visits to their own locality. They make observations of the characteristics of the local buildings in the vicinity, such as the shops and the variety of housing. Pupils gain an increasing awareness of the physical and human features of Grimsargh and compare them with those of Preston. Year 2 pupils draw and label simple maps of their journey to school, and begin to use appropriate geographical vocabulary, such as roundabouts and turnings.
114. By the end of Key Stage 2, pupils have a greater understanding of chronology and are able to find and link information from a variety of sources. Year 5 pupils research in more depth into the history of Grimsargh and use the locality as a focal point to look for evidence of changes. Pupils use and interpret information from pictorial and written sources. They study maps of different scales and features. For example, Years 5 and 6 pupils write about the main features of life in a past civilisation such as the Ancient Greeks and demonstrate satisfactory geographical skills when they locate significant human and physical features of the country. Years 3 and 4 pupils increase their historical knowledge as they study the Egyptian gods and use their geographical skills to locate the relevant places. In Year 5, pupils gain insight into what life was like for people living in significant periods in English history such as the Tudors and the Elizabethans.
115. Visits are used satisfactorily to enhance the history and geography curriculum, such as a visit to Houghton Towers to enhance the work on the Tudors and the forthcoming visit to the Lake

District to improve orienteering skills. The provision of ICT software resources in history and geography are limited and this impedes pupils' progress in seeking extended information.

116. Pupils' literacy skills are further developed through the subject through extended writing and reading for research and listening to fact and fictional stories. Year 3 and 4 pupils study Egypt and the past Egyptian way of life and listen to stories about their gods. Years 4 and 5 use photographs and documentation to research the origins of the Olympic games and use world maps to locate the current Olympic games. Year 5 and 6 pupils research into the lives of Ancient Greek philosophers such as Plato and Euclid, and investigate the climate and terrain. They demonstrate their skills in writing when they write plays of 'The Battle of Marathon'.
117. Most pupils have positive attitudes to their learning in history and geography. They demonstrate a high level of enjoyment. For example, in discussion one pupil said that she 'Loved learning about the Egyptian gods' and another expressed her enthusiasm for making Greek papier-mâché pots. One pupil expressed her enjoyment of the study of Grimsargh past and the present, and its interesting features.
118. In the two history lessons seen, the quality of teaching was unsatisfactory in the Year 2 lesson and good in that in Year 6. In Year 6, the teacher's good subject knowledge was evident in effective planning. The use of talk, the range and quality of activities and the good resources helped to sustain pupils' interest and concentration. The lesson moved at a brisk pace and pupils made good progress. In the unsatisfactory lesson, there was an inappropriate balance between the teacher talking and the pupils doing, and the match of some tasks to the pupils' capabilities was inappropriate. There were missed opportunities to ensure clear and deep understanding. Consequently progress was unsatisfactory.
119. Geography makes a positive contribution to the pupils' moral and cultural development. For example, pupils discuss the issues raised by pollution and younger pupils become aware of cultural differences such as the lives of pupils in Preston.
120. History and geography are taught through topics in Key Stage 1, and study units in Key Stage 2, over a three-year cycle. The management of history and geography has improved since the previous inspection. The subject co-ordinators are clear-sighted and have shared their subject knowledge and expertise with class teachers. They have clear ideas as to how the school should proceed and prioritise according to need and finances available. There is now a more structured approach to the subjects through policies and detailed schemes of work. Structured guidance is offered by way of 'topic' resources to ensure progressive development of skills. Some formal assessments are made of pupils' skills. The school is building up a portfolio of pupils' work, but this is in its early stages. Plans are monitored, but there are no opportunities for co-ordinators to monitor classroom practice. The school is aware of the need to develop assessment procedures in the light of the Curriculum 2000 requirements. Overall resources are adequate in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

121. By the end of both key stages, pupils' attainment is in line with national expectations. Pupils with special educational needs and those for whom, English is an additional language make good progress and achieve standards in line with their capabilities. This is a marked improvement from the previous inspection when standards were below the national

expectations through the school. There are no significant differences between the attainment of boys and girls.

122. Analysis of pupils' work, lesson observations and discussions with pupils show that pupils are developing satisfactory communication handling skills. Year 1 pupils write their names and short sentences expressing opinions, and use The Dazzle program to produce simple designs and pictures using a range of tools such as spray and flood fill. Pupils interpret tool bars, and change colour and design with confidence. They understand the save, enter and return functions. They use the shift and backspace keys with growing confidence and are aware of how to delete and correct text. Most show satisfactory key-board and mouse control. By the age of seven, pupils have built on their computer skills and produce extended work linked to other subjects. For example, in the numeracy topic 'Time', pupils extend their understanding through using a related computer program accurately. Planning indicates that programmable toys are used to give pupils experience of the 'control' aspects of ICT.
123. In Key Stage 2, pupils demonstrate an increasing range of skills, which are reinforced by many pupils working on computers at home. By the end of the key stage, pupils show increased confidence when using keyboard and mouse skills, and access, load and save independently. Year 4 and 5 pupils, built on previous skills and knowledge of resizing and laying out text to design a questionnaire to investigate views and opinions of the community with reference to the imminent housing development. Year 5 and 6 pupils have developed sound research skills, using CD-ROM well to enhance the curriculum. This was particularly evident when investigating Ancient Greece to support learning in art and design, geography and design and technology. Control technology is promoted satisfactorily and data handling is used, for example, to classify frequency charts. An extended mathematical enquiry as a result of collecting data about height, weight, likes and dislikes of groups of pupils, was recorded impressively using bar and pie charts to highlight proportion and percentage.
124. The quality of the teaching of ICT is satisfactory overall. Direct teaching of skills to whole class and small groups of pupils shows that teachers generally, have sound subject knowledge; they support all pupils well and handle misconceptions confidently. They harness experiences which pupils bring from home to increase the confidence of those needing more support. Planning is generally good and indicates a balance between communicating, investigating, control and data handling. Teachers know their pupils well, and good questioning is used to check knowledge and understanding. Progress is monitored but there are no consistent systems to record gains in skills, knowledge and understanding. Pupils enjoy using computers. They apply themselves well and they are keen to learn. They are willing to share equipment and help each other. For example, Year 4 pupils worked in pairs and shared their ideas with each other when designing their questionnaire.
125. The contribution of other subjects to the development of pupils' ICT capability is limited. Opportunities for using ICT for research and investigation purposes in other subjects is not consistently identified in teachers' planning and is constrained by a lack of an appropriate range of resources.
126. The school has implemented the national guidelines, which are appropriately modified to match school needs. The co-ordinators subject expertise, clear vision and enthusiasm have contributed effectively to improving the provision for ICT. The recent setting up of four

computers, networked and linked to the Internet, is beginning to have a significant impact on the quality of teaching and learning. The introduction of direct teaching of skills in all classes for at least one period per week followed by individual and small group work, has contributed well to the quality of learning. Funding available from the National Grid for Learning has been used most effectively and in-service training has improved teacher confidence. Many members of staff have extended their own expertise by undertaking additional training in their own time. The co-ordinator is aware that although ICT skills are used well to support learning in English, software is inadequate to support teaching and learning effectively in other areas of the curriculum.

MUSIC

127. It was not possible to see teaching in any class during the inspection because of timetabling arrangements. The limited opportunity available during this time to gather a wide range of evidence prevents an overall assessment of the levels of attainment reached by the time the pupils reach the ages of seven and eleven. In the previous inspection it was judged that pupils made unsatisfactory progress by the age of seven and satisfactory progress by the age of eleven. Evidence from scrutiny of teachers' planning, teachers' assemblies, a hymn practice, review of the resources and conversations with teachers and pupils' shows that the curriculum opportunities provided meet the National Curriculum requirements. The school is aware of the need to further develop assessment of music.
128. Much of the school's work is related to public performances. Music is incorporated into seasonal performances and all pupils take part in the musical Christmas activities and Christian celebrations, which continue to enhance the school's relationship with the local community. At these events, pupils are given opportunities to perform in front of a large group of pupils, sing together and play a range of tuned and untuned instruments. Daily worship and hymn practices contribute significantly to the satisfactory standards achieved. Planned opportunities are provided for listening to music and singing is part of the daily school routines. Music is used effectively in assemblies and hymn practices to provide atmosphere. Pupils listen to a variety of recorded musical sounds. They recognise how composers and songwriters convey their intentions and translate them into performances through mood and atmosphere, such as the mood conveyed by African music, as compared to the quieter music of other hymns. Compositions such as 'Angel of Light' during reflective moments enhance the mood and atmosphere of assemblies. Taped music is used effectively to support pupils' singing. Hymn practices are used to reinforce musical concepts and refinement of technique such as pupils' ability to distinguish between the high and low notes in the last two lines of the hymn 'I've got peace like a river'. In discussions pupils use the appropriate vocabulary and know the names of musical instruments.
129. The co-ordinator's good pianoforte skills help to bring the music alive and add another dimension to pupils' learning. In whole school assemblies, pupils sing well, in unison and in two parts. Younger pupils sing the first part and older pupils sing the second part of hymns such as 'Today is the day I've been given' well. Pupils appreciate the rhythm of music such as 'Love Your Neighbour'. They listen to the accompaniment and sing with good control of pitch and musical expression.
130. Planning shows that by the age of seven, pupils have opportunities to recognise and explore how sounds can be organised. How to use the body to create different sounds, and listen and

repeat sounds they hear. To improvise musical patterns, create sounds and organise them into simple structures. Pupils are expected to control sounds through singing and performing and are given opportunities to understand, use and combine musical elements, such as dynamics and tempo to build up texture in their compositions. They are provided with opportunities to create different sounds through the use of rhythm chanting, hand tapping to make rain, and build up texture using rhythm and voices. By the age of eleven, pupils are expected to build on these skills and recognise and explore sounds that can be combined and used expressively

131. In assemblies pupils' attitudes to music are good and behaviour is good. Pupils now listen carefully to the accompaniment and join in appropriately. Pupils enjoy singing and using instruments such as triangles, cymbals, tambours and xylophones. They recall with enjoyment the production of 'Little Red Hen' and playing percussion instruments. Older pupils enjoy the links with design and technology when they make oboes out of wood and bamboo, and drums and guitars from recycled materials.
132. The school has a good policy and a detailed scheme of work in place. There has been a good input into the subject to support staff by way of clearly defined objectives of the skills, knowledge and understanding required to teach music effectively. Adhered to systematically, it ensures that all aspects of the music curriculum are taught, but there is no regular monitoring of classroom practice in music. Each class teacher evaluates the teaching against the medium term plan objectives, but a consistent approach to assessment of individual pupils' progress in music has not begun. Two recorder clubs, which are well attended, have been introduced since the last inspection. The local authority music service provides a range of instrumental tuition. Pupils play instruments such as keyboards, brass, guitars and woodwind. Resources have improved since the previous inspection, and the range, quantity and quality of small untuned and tuned musical instruments are now adequate, but larger more expensive instruments such as xylophones and snare drums are in limited supply. The school is conscious of the need to purchase some to further improve the quality of teaching and learning.

PHYSICAL EDUCATION

133. By the end of both key stages, pupils' attainment is above expectation. This included pupils with special educational needs and those for whom, English is an additional language. Swimming is given a high priority in Key Stage 2 and consequently a high percentage of pupils achieve the recommended minimum standards of water safety skills, and swim 25 metres using recognised strokes by the time they leave the school. Many of the pupils extend their swimming skills and achieve advanced water safety skills.
134. Year 1 pupils responded enthusiastically and were well motivated, linking sequences of movement and building on individual skills practised in previous lessons. In the gymnastics lesson observed in the Year 4 and 5 class, and in the games lesson observed for pupils in Years 3 and 4, pupils showed very good control and interpreted their balancing tasks imaginatively; their limb extension and body position contributing to the quality of their movement. In these lessons pupils were very well behaved, capable of extended exercise, and improvement was evident for most pupils. They collaborated well in pairs, developed team building skills and responded positively to the challenges provided for them.
135. In the lessons seen, the quality of teaching was good in both key stages, with the pace being brisk and challenging and periods of inactivity kept to a minimum. Safe practice was given a

high priority and pupils were taught how to lift and carry safely. Instructions were clear and challenging. Pupils listened attentively and followed the instructions accurately. The Years 3/4 lesson was very well planned with a good sequence of movements. Support staff were used effectively, the lesson moved at a brisk pace resulting in pupils making good progress. Good subject knowledge and well-targeted questions added to the quality of the lessons, as did the use of pupils to demonstrate good practice. Opportunities were provided for pupils to refine, practise and apply skills. In Key Stage 2, pupils evaluated one another's performances and shared constructive feedback. This raised their confidence and self-esteem, motivating them to show their best.

136. Extra-curricular clubs are well supported and give opportunities for both girls and boys their games and sporting skills and practise their dance skills at events organised by the school. A residential weekend provides good opportunities for pupils to experience outdoor pursuits such as orienteering, canoeing, swimming, climbing and abseiling.
137. The enthusiastic co-ordinator monitors teachers' planning to ensure continuity within and across key stages but has not, as yet, had the opportunity to monitor the quality and impact of the planned learning across the school. The school has adopted the local authority scheme of work since the last inspection and has made good progress in improving the quality of teaching. Sound use is made of day-to-day assessment. The school is aware of the need to develop the formal assessment practice.
138. Accommodation for physical education is good with a large hall, and well marked outdoors hard and grassy areas. Resources are satisfactory.