

INSPECTION REPORT

**GREENLANDS COMMUNITY PRIMARY
SCHOOL**

Ribbleton, Preston

LEA area: Lancashire

Unique reference number: 119233

Headteacher: Mrs S Wardley

Reporting inspector: Mr R Heath
1262

Dates of inspection: 24th – 26th September 2002

Inspection number: 247977

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Dawnay Road Ribbleton Preston Lancashire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Iain Aitchison
Date of previous inspection:	7 th - 8 th December 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1262	Mr R Heath	Registered inspector	Mathematics Information and communication technology	School's results and pupils' achievements Teaching and learning Leadership and management
32718	Ms D Shields	Lay inspector	Educational inclusion, including race equality	Attitudes, values and personal development Attendance School's care for pupils Partnership with parents
22790	Mrs J Pinney	Team inspector	English Geography History Religious education English as an additional language	
2041	Mrs V Reid	Team inspector	Foundation stage Science Design and technology Physical education	Curriculum
8645	Dr D Ward	Team inspector	Art Music Special educational needs	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23 - 27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28 - 48

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenlands Community Primary School is situated towards the north-eastern edge of Preston in an area of mainly rented housing and relatively few that are owner-occupied. This area has significant aspects of deprivation, measured by factors such as, income, employment, health and disability, education, and housing, compared with much of the rest of the town and of the county. There are 159 boys and girls aged 5-11 and 30 children in the reception class. These numbers fluctuate because of pupil mobility. For example, during the last school year 13 pupils left the school and 10 arrived other than at the usual times of admission or transfer.

The school is smaller than the average primary school. About half the pupils are eligible for free school meals; this is well above average. Most pupils are white and a few others come from a relatively wide range of ethnic backgrounds. At the time of the inspection, no pupils were at an early stage of learning English. Just under 30 per cent of pupils are on the school's register of special educational needs (which is a little above average). This includes 13 pupils with very specific need, each requiring an individual education plan; most of them have learning difficulties or emotional and behavioural difficulties. Four pupils have a statement of special need. The school is included in the Preston Education Action Zone (EAZ), a government funded initiative to help schools such as this to jointly raise standards. Attainment on entry to the reception class is well below average. The school is a popular choice for parents in the local community.

HOW GOOD THE SCHOOL IS

This is a very effective and successful school. Its ethos is one of equality of opportunity and high quality support for its pupils. The school works very hard to ensure all pupils achieve as well as they can. From a low base, the overall standard of attainment by Year 6 is above average. The school received an Excellence Award from the DfEE (now the Department for Education and Skills) in March 2001 for its rate of improvement in National Curriculum tests in 2000. Pupils achieve high standards in the basic skills of literacy, numeracy and information and communication technology (ICT). Their attainment in design and technology is well above average. Most pupils do well in the other subjects. Teaching is very good overall and leads to good, effective learning. Pupils' attitudes and behaviour are good and for the majority of pupils are very good. Relationships between adults and pupils are very good and pupils' overall personal development is good. The leadership and management of the headteacher and key staff are excellent. Governors and staff work very well together as a team. The school provides very good value for money.

What the school does well

- The school's ethos of equality of opportunity effectively promotes care for pupils and the quest for high standards. There is a strong commitment to continuing success.
- The leadership of the headteacher inspires the excellent teamwork of the staff and governors.
- Standards overall are in line with, or exceed national expectations in each class.
- The quality of teaching is very good overall and as a result, most pupils, including those with special educational needs and those from different cultural heritages, make good progress and achieve their best by the age of seven and 11.
- The organisation and management of what and how pupils are expected to learn, and the assessments of how well they achieve, are very effective in raising standards.
- Pupils' personal development is good.

What could be improved

- Opportunities for pupils to develop independent learning skills, particularly in mathematics and in the reception class.
- In history, geography and religious education, complete the work in hand to determine what pupils are to learn, and how this will be assessed.
- Procedures to identify high attaining and gifted and talented pupils and the provision of challenging work for them.
- Provision of expertise in music to allow pupils to further develop their skills and talents in this subject.

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 good progress since its last inspection in December 1998. The weaknesses identified at that inspection have been tackled positively. For example, standards have improved across the school, whereas they were "sound" they are now above average overall. The overall trend in pupils' attainment in the National Curriculum tests for seven and 11 year olds has risen steadily and significantly during the last six years. The relatively high proportion of pupils with special educational needs, unevenly distributed across the school, is the cause of year-on-year fluctuations. The quality of teaching has improved significantly. Teachers' subject knowledge is good overall, and a wider range of teaching methods is used. Nevertheless, opportunities for pupils to develop independence in their learning and to be suitably challenged remain to be further improved. The weaknesses in monitoring and evaluating the planning, teaching and standards have been overcome very effectively. Procedures are thorough and sharp evaluation identifies clear paths for action that are followed through.

The school has sustained, and often improved, its successful features. The community it serves has an increased regard for the quality of education it provides. The strong leadership and management are now excellent. Provision for pupils' moral, social and cultural development is of high quality. The school's care for pupils is now very good and its partnership with parents continues to be good. Governors, senior management and all staff have a strong, shared commitment to high standards in all that the school provides and have the capacity and determination to strive for further improvement. This school now believes in itself - it is a 'can do school'.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores (which takes account of the achievements of all pupils in its calculation, including those with special educational needs) in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	D	E	C
mathematics	C	A	E	C
science	A	A	D	B

Key

well above average A

above average B

average C

below average D

well below average E

Despite the low performance in the national tests in 2001, about two thirds of Year 6 pupils achieved at

least the basic standard in English and mathematics and almost all achieved it in science. Pupils did well overall, however, in comparison with schools in similar social circumstances. The trend of these core subjects during recent years has fluctuated significantly, depending upon the number of pupils in Year 6 having special educational needs, but is overall rising. In 2001, the class included several pupils with significant special needs and it did not have its usual teacher. Additionally, about 20 per cent of the pupils had not been in the class throughout Years 3-6. The results for 2002, yet to be validated, are significantly above those of 2001 in each of the core subjects. The school often exceeds the targets set for it by the local education authority (LEA).

Based upon the work seen during the inspection, pupils make good and often very good progress in Years 3-6. They acquire confidence and accuracy in the basic skills of literacy and numeracy and gain a good understanding of science by doing worthwhile practical investigations. In other subjects they use a variety of resources to help them acquire appropriate skills and knowledge. By the time they are 11 years old, pupils' overall attainment is above average in English, science, art and physical education. Many pupils achieve good standards in most aspects of mathematics and information and communication technology. In design and technology standards are well above what is expected. In other subjects, including religious education, standards are average.

At the end of Year 2, pupils' attainment in the national tests in 2001 was well below average in both reading and writing, and very low in mathematics. In recent years they have varied significantly, again depending upon the number of pupils having learning difficulties. The unvalidated results for 2002 in reading, writing and mathematics are much higher than in the previous year. Pupils' overall standard of attainment in the work seen during the inspection is above average. It is at least close to average in all subjects and is above average in English, science, art, history and physical education. It is well above average in design and technology. Many pupils do well in the basic skills of mathematics and ICT. Most pupils, including those with special educational needs, make good progress in Years 1 and 2. Most children in the reception class are on course to achieve the early learning goals expected of them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school; most enjoy coming and are eager to do their best.
Behaviour, in and out of classrooms	Good around school and very good in most lessons. Staff have high expectations and pupils respond well.
Personal development and relationships	Relationships between pupils and adults are a strong feature of the school. Pupils are caring and helpful.
Attendance	Most pupils attend well, but attendance is below the national average. This is caused by frequent unauthorised absences by a few.

Positive attitudes and good behaviour enable most pupils to take part in lessons enthusiastically. They generally listen well and work hard to achieve their best. Although a small minority are easily distracted and cause temporary disruption, they are promptly dealt with. The atmosphere of the school strongly nurtures mutual respect, tolerance of others and positive wellbeing. Many pupils respond very well to opportunities that allow them to take responsibilities. Those pupils involved in the School Council and as 'Play Leaders' take pride in their roles.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

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

Teaching and learning are very good in English and science and are good in mathematics. Basic skills of numeracy, literacy and ICT are thoroughly taught and learned. The weakness in mathematics is that insufficient opportunities are given for pupils to use and apply their skills to solve problems and puzzles. Design and technology is very well taught. Teachers work hard and enthusiastically on behalf of their pupils. Pupils respond by showing interest and involvement in lessons and those with special educational needs are well taught and make good progress, particularly in basic skills. Other particular strengths of the teaching are the very effective planning for pupils' learning and high expectations of what pupils can do, management of behaviour, the strong team work between teachers and the special support assistants and the high quality of assessment of pupils' progress. Other weaknesses are identified earlier in this summary under 'What could be improved'.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school offers a broad, well-balanced, clearly structured curriculum with an appropriate emphasis on literacy, numeracy and ICT. Extra-curricular provision, visits and visitors enhance and enrich learning.
Provision for pupils with special educational needs	Very good; pupils make good progress. The special support assistants are very effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall very good. Personal, moral, social and cultural provision and development are very good. Spiritual provision and development are satisfactory.
How well the school cares for its pupils	The tracking of pupils' progress is very good, staff know their pupils very well. They carefully supervise them and provide high levels of encouragement.

Teachers plan their work for pupils very thoroughly. The school works closely with parents and tries to keep them very well informed about the progress of their children. The close links with the community and outside agencies are effective in promoting pupils' well-being.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The leadership of the headteacher inspires the very good team work between staff and governors. Curriculum leaders support and manage subjects very well.
How well the governors fulfil their responsibilities	Exceptionally well in both strategic management and day-to-day governance.
The school's evaluation of its performance	Very good. This leads to effective action for improvements in teaching, learning and standards.
The strategic use of resources	Very good. Finances are managed and controlled effectively and efficiently for the benefit of the pupils.

All aspects of management and organisation are strong, clear and effective. The commitment to high standards is evident in all that the school does. All staff work hard as a team. Support assistants are a strong feature of the teamwork. Monitoring and evaluation of teaching and learning are very good and are analysed for trends and specific weaknesses that require attention. The buildings and site offer satisfactory provision for teaching and learning. They are well kept, clean, attractive and secure despite regular visits by vandals. Learning resources are very good overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good teaching. • That they can approach the school with queries or problems. • That their children are expected to do their best. • That their children like coming to school, and make good progress. 	<ul style="list-style-type: none"> • The poor behaviour of a small minority and its possible impact on others. • That their children in each year group receive the right amount of homework.

The inspectors endorse the positive views expressed by parents. They judge that the provision of homework is satisfactory and relevant to the curriculum. With regard to the poor behaviour of a small minority of pupils, any temporary disruptions were dealt with promptly by teachers and so have minimal impact on the learning of other pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the inspection the whole reception class was only in its first full week together following a phased introduction to full time education. They come with a level of attainment that is well below average overall. Most children have very few language and communication skills and know little about numbers. Their social skills are low but they generally settle quickly into the daily routines of the class. As a result of very good teaching and the provision of some well-planned practical learning experiences, children make good progress. Samples of children's work from last year and the standard of work of the pupils now in Year 1 indicate that by the time they reach the end of their reception year most children achieve the early learning goals, set nationally for children of this age, in communication, language and literacy and in mathematical skills. The writing skills of a significant minority, however, remain below what is expected. In the other areas of learning required of these children, most achieve the early learning goals in creative development, physical development and in personal, social and emotional development. There was insufficient evidence to make a judgement on their achievement in knowledge and understanding of the world.
2. In the national tests taken near the end of Year 2 during 2001, the proportion of pupils who achieved the yardstick of at least Level 2 was well below average in reading, writing and mathematics. The previous year these results were much higher and the unvalidated results for 2002 indicate a return to similar higher attainment. The dip in 2001 was due to an untypically high proportion of pupils with special educational needs in the class. Nevertheless, in 2001 the pupils achieving the higher levels in writing was above average and reflects the strong emphasis placed on writing throughout the school. Those achieving the higher levels in reading and mathematics, however, were below average, especially in reading. Teachers' assessments in science are similar to the test results for the other subjects. When the school's results are compared with those of similar schools (as measured by the proportion of pupils known to be eligible for free school meals), using the average points scored by all pupils, they are well below average in reading and mathematics and close to average in writing. Despite fluctuations, the trend over recent years is upward overall. Girls usually do better than boys in reading and writing, but not in mathematics, where boys do a little better than girls.
3. Samples of pupils' work from the whole of last year and current work seen during the inspection indicate a wide range in the standard of their work by the end of Year 2, but overall attainment is above average. Standards are well above average in design and technology and above average in English, science, history, art and physical education (PE). Standards are average in mathematics, information and communication technology (ICT), geography and music and religious education (RE). In these subjects, however, significant proportions of pupils achieve high standards in their work. Standards are a little lower in mathematics than in English and science because pupils have insufficient opportunity to use and apply their mathematics. Pupils generally make very good progress from the low standard they had on entry to the school and achieve as well as they can in most subjects. No differences were seen between boys' and girls' attainment during the inspection. Those with special educational needs make good progress because of the extra well structured help they receive. Basic skills of literacy, numeracy and ICT are thoroughly taught and most pupils achieve high levels of competence in them.
4. In the national tests taken towards the end of Year 6 in 2001 the proportions of pupils who attained at least the basic standard of Level 4 were well below average in English and below average in mathematics and science. The proportion reaching Level 5 was well below average in English and mathematics and close to average in science. The results in 2000 were better overall, and the unvalidated results in 2002 are much higher than the previous year; almost all pupils in the class achieved Level 4 or better in each subject, with about one third of them achieving Level 5.

5. Based on average point scores and set alongside the results of schools with a similar 'free school meals' background, this school's performance in 2001 was close to average in English and mathematics and above average in science. The dip in the 2001 results was due to a relatively high number of pupils with special educational needs, four of whom had statements of particular learning needs, and the class did not have its usual teacher. Additionally, about 20 per cent of pupils had not been in the class for the whole of Years 3-6. The trend over recent years, despite fluctuations, is positively upward. Girls usually do better than boys in all three subjects.
6. As a result of much very good teaching most pupils make good progress overall in their studies throughout Years 3-6, including those with special educational needs. No discernible difference in the achievement of boys and girls was observed in lessons. In current work, and the extensive samples of pupils' work from the last school year, pupils' attainment by the end of Year 6 is above average overall. It is above average in English and science and is average overall in mathematics. Teachers place a strong emphasis on reading and writing, and provide good opportunities for pupils to perform scientific investigations. In mathematics, basic skills are taught thoroughly but opportunities for pupils to use and apply these skills in problems and investigations are too limited. Pupils' attainment in ICT, geography, history, music and RE is average and in art and PE is above average. Nevertheless, many pupils produce some work of high quality in these subjects, especially in ICT. Pupils do exceptionally well in design and technology, working with a wide range of materials under the guidance of effective teaching that pays strong attention to design and encourages pupils to make thoughtful evaluations. Pupils' achievements overall are better than at the time of the last inspection when they were judged to be sound.
7. The school has worked hard to assemble a wide range of reliable data with which to measure pupils' attainment and progress from Years 2-6. The results of the national tests in English, mathematics and science are thoroughly analysed. Additionally the school uses the optional national tests at the end of Years 3, 4 and 5, and these are included in the analysis. This data is used well in organising groupings of pupils in literacy and numeracy and in tracking individual pupils' progress. This process enables the school to highlight specific learning needs and to identify trends. Although the local education authority sets the school its targets in English and mathematics, the school is increasingly in a position to set itself challenging and achievable targets. In each of the last five years it achieved much higher than its targets in English and, except in 2001, mathematics. During recent years, booster classes have contributed significantly to this outcome. The school's involvement in Preston's Education Action Zone provided extra resources that also helped raise pupils' achievement.
8. Pupils' standard of speaking and listening is above that expected of seven and 11 year olds. Frequent opportunities to answer questions and engage in discussion arise in most lessons. The methods of teaching recommended is the national strategies for literacy and numeracy encourage teachers to use discussion as a way of learning, and teachers successfully extend this to all subjects. Teachers are good role models in their own use of both language structures and the correct subject vocabulary. Pupils' oracy has improved noticeably since the last inspection.
9. Most pupils read above the expected standard by the time they are seven and 11 years old. The school has placed a high priority on raising standards in reading by ensuring lessons other than literacy also include opportunities to read, by training classroom support assistants to help pupils develop their skills and by encouraging volunteers to come into school and hear pupils read. Parents are positively encouraged to support their child's reading at home. Pupils make good progress in reading as they move through the school. By age 11, the majority of pupils enjoy books, read with fluency and expression and read for interest. A significant minority of pupils, however, do not understand the text sufficiently well to form conclusions about what they read. Such higher order reading skills are recognised by the school as in need of improvement. Pupils' knowledge of famous authors and experience of a wide range of books are unsatisfactory. Nevertheless, pupils use well their reading skills to access information.

10. For a number of years, improvement of pupils' writing has been a high priority. As a result, standards in writing are good by the ages of seven and 11. Most seven year olds spell familiar words correctly, have descriptive words in their vocabulary and express ideas clearly in well structured sentences. Handwriting is well taught and most pupils of this age use a joined script. Pupils make very good progress in writing as they move through school. By the age of 11 they write well for different purposes and in a range of situations. Punctuation and spelling are good and many pupils structure their writing competently in paragraphs, selecting words for interest and precision. Most of them write neatly and present their work well, often using computers to provide a polished product. Writing is well developed in all subjects. Pupils in Year 2, for example, confidently wrote notes during a history lesson as they watched a video on the conditions in field hospitals during the Crimean war.
11. The overall standard of mathematics across the curriculum is average by the end of Years 2 and 6. Pupils' standard of basic numeracy skills is above average. Their ready recall of basic facts and competence in mental methods of calculation are strengths because teachers ensure that these skills are frequently practised. Pupils use well their measuring skills and their facility to represent and interpret data on graphs in subjects such as science, design and technology and geography. The National Numeracy Strategy is very effectively implemented by teachers and helps pupils sustain and improve the standard of their mathematical work. Pupils' main difficulties arise when they tackle arithmetical problems described in everyday situations that require several steps in their solution, and in developing strategies for investigating mathematical puzzles and problems.
12. Standards in science are above average by the end of both Years 2 and 6. Pupils' knowledge is uniformly good across all branches of the subject because they are taught by well informed teachers and they learn by doing much practical scientific investigation. For example, pupils in Year 6 learned the importance of 'friction' in controlling movement and understood some of its features by working through a good range of practical activities. By working in similar ways they gain a secure understanding of life and living processes, materials and their properties and of physical processes. Pupils' learning in science is often enriched by applying their scientific knowledge to their work in design and technology. Standards have improved since the last inspection when they were sound.
13. Pupils' attainment in ICT is average overall and a significant proportion achieve high standards. The quality and range of attainment have improved significantly since the last inspection in response to the increased national requirements. By the time they are seven and 11 years old pupils acquire appropriate skills for their age in operating a computer and in using, for example, a word processor. As they move through school they increase their confidence and range of skills such that by this early stage of Year 6 some pupils already achieve high standards. For example, they use well e-mail facilities and readily access information both from the Internet and from databases they have constructed. Pupils gain experience of using a good range of equipment and programs. The success they enjoy is a tribute to teachers' determination to improve their teaching of the subject.
14. Attainment in religious education (RE) is average by the end of Year 2 and Year 6. Standards have been maintained since the previous inspection. Pupils make sound progress in the programme of work set out in the locally Agreed Syllabus. They gain a satisfactory knowledge of Christianity and some of the other major religions of the world, such as Judaism, Islam and Hinduism. A strong emphasis is placed on the effect an individual's faith can have on the way they live their life.
15. Gifted and talented pupils are not given sufficiently challenging work often enough to nourish their learning to the level it could be. The attainment of pupils with special educational needs is reasonable and in line with the targets set in their individual education plans (IEPs). These pupils make good overall progress throughout the school and generally achieve well in relation to their abilities. The attainment and progress of pupils from other cultural heritages are as described above since these relatively few pupils are well integrated into the learning opportunities the school provides and none is at an early stage of learning English.

Pupils' attitudes, values and personal development

16. Very good relationships exist between pupils and adults; this is a key strength of the school. Pupils' attitudes to work, behaviour and personal development are good. These positive features help to create an atmosphere where the vast majority of pupils, including those with special educational needs, enjoy learning and this has a positive impact on the progress they make. These findings are an improvement since the time of the previous inspection.
17. The overwhelming majority of pupils are eager to learn and keen to participate in the activities offered. Pupils' positive attitudes to school and to learning are underpinned by the very good relationships that are a feature of the school. Pupils generally listen well to their teachers and because of this they are clear about what they are to do next. They show a high level of motivation and concentrate well. For example, during a literacy lesson pupils in Year 6 showed much enthusiasm and remained on task whilst practising copperplate handwriting. Pupils persevere and try hard with their work, and want to succeed. There remains, however, a small minority of pupils who are easily distracted and influenced by others. This leads to instances where they lose interest in activities and this has an impact on the progress they make during the lesson. Pupils have positive attitudes to activities outside the classroom. For example, pictorial and written evidence indicates clearly that during a visit to Formby beach, pupils enjoyed the learning activities and gained much from the experience. Pupils also enjoy and participate with enthusiasm and energy in extra-curricular activities such as Greek dancing.
18. In classrooms, and when moving around the school building, the vast majority of pupils behave well. During assemblies their behaviour and attitudes are good. Children in the reception class learn to behave well and adjust to different activities in large and small groups with increasing confidence. As pupils move through the school they develop a good understanding of the conventions and high expectations of behaviour; almost all try very hard to live up to them. For example, they line up sensibly outside the canteen at lunchtime and in the main respect instructions given by the mid day supervisors. During breaks and lunchtimes most play games or stand and talk in small groups in the playground. Although occasional instances of boisterous behaviour occur, they are invariably sorted out very quickly by one of the adults on duty. For the most part, pupils play and socialise well together. They are polite and friendly to visitors and are interested in discussions with them.
19. During lessons pupils' behaviour is almost always very good. Teachers and support assistants work very hard to ensure that unacceptable behaviour does not interrupt other pupils' learning; they are usually very successful at this. This is because relationships with adults are very secure. Another reason why behaviour is almost always good is the significant emphasis the school places on pupils' social development. The few pupils who have difficulty controlling their behaviour are well supported by both the teachers and teaching assistants. Nevertheless very occasionally pupils' behaviour is so extreme, that the school has no alternative but to exclude them. This decision is not taken easily, the school tries extremely hard to support both the pupil and their families before this step is taken. During the previous academic year there were 21 short-term exclusions. These are attributed to eight pupils, with two pupils accounting for the greater proportion.
20. Relationships between adults and pupils are very good. They are based on mutual trust, value and respect. Pupils know that all teachers who work in the school are approachable and this gives them the confidence to seek help when they need it. Records show that instances of bullying are rare and pupils confirm this. Parents and pupils express confidence that if any incidents occur they are dealt with promptly and effectively. Pupils come from a range of social backgrounds and very few are from different cultural heritages. All pupils are, however, skilfully encouraged to develop acceptance and tolerance of each other. Because of this, racial and social harmony exists and pupils, for the most part, play and socialise well together without any problem. In lessons, pupils show respect for others' values and opinions and are willing to answer questions, even if the answer is wrong, because they know they will not be laughed at.

21. Pupils respond very well to the opportunities for them to take progressively more responsibility as they move up the school. From their earliest days in the school they carry out duties, such as class monitors. Pupils in Year 6 carry out responsibilities that contribute to the smooth running of the school. For example, they help in the school office at lunchtime. Pupils in Years 5 and 6 are appointed as play leaders; they take their duties of helping others to play constructively together very seriously. In lessons the vast majority of pupils work well in small groups and pairs and generally share equipment and resources sensibly. Pupils learn the importance of teamwork, as illustrated during a physical education lesson where they co-operated well in pairs trying to improve their catching and throwing skills. Several opportunities are provided where pupils can show initiative, especially the older pupils. In science, for example, there are opportunities to show initiative in practical investigations. Sometimes pupils ask the headteacher if they can organise their own specific charitable fund raising events. During lessons, however, opportunities for them to take responsibility for their own learning are rare. Pupils do not often select their own equipment or resources nor opt to research information to support their learning. More could be done to develop pupils' independence and sense of responsibility.
22. Overall attendance rates have fluctuated over the last three years. Currently, attendance is close to the national average and unauthorised absence is above that found nationally. This is in the main due to three factors. Families leave the area at short notice and pupils remain on the school's roll for several days before they can be removed officially. Last year there was a high number of exclusions, which had an impact on the statistics. A small number of families, despite the school's very best efforts, do not ensure their children attend school regularly. The vast majority of pupils, however, arrive at school on time. Nevertheless, despite all the school does, a very small number of pupils frequently arrive late each day.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching is very good overall. Two lessons in every five are very good or better and a few of these lessons are excellent. No teaching is unsatisfactory and in a further two lessons in five the teaching is good. This is a significant improvement on the previous inspection when teaching was good or very good in two fifths of lessons. The governors have appointed a strong team of teachers and special support assistants, and have provided good training opportunities for both teachers and assistants. This ensures most pupils receive much high quality teaching that enables them to achieve as well as they can. Impressive teaching, especially of basic skills, is to be found across the school, notably in the reception class, Year 2 and Year 6. The weaknesses identified in the last inspection of an insufficiently wide range of teaching methods, limited opportunities for pupils to learn through first-hand experience and some gaps in teachers' knowledge of subjects have significantly improved. Further improvements, such as more challenging activities for high attainers, more emphasis on using and applying mathematics and better provision of learning opportunities for the reception class, are being tackled.
24. Pupils' rate of learning is good overall. Most pupils acquire relevant skills and knowledge in all subjects. Such pupils work quickly and productively on tasks set for them and learn well many of the basic skills of literacy, numeracy and ICT, especially. The relatively small proportion of pupils having problems with their attitudes or behaviour, however, pulls down the overall attainment expected by the ages of seven and 11, despite their teachers' best efforts.
25. Teachers in the main have a good knowledge of the subject and aspects they teach. This enables them to select appropriate content, make topics interesting, explain things clearly and ask challenging questions. Occasionally the questions are too prescriptive and almost provide the answer before the question is asked, thereby limiting pupils' opportunities to think things out for themselves. In contrast, pupils are frequently asked to explain their thinking which helps them gain both confidence and increased understanding. A strong emphasis is placed on subject-specific vocabulary in order to ensure that all pupils, including those with special educational needs, understand essential ideas and information. In the best lessons, teachers used probing questions to introduce and develop challenging ideas thus helping them to build up a secure and appropriately wide range of skills, knowledge and understanding. In a science lesson for pupils in Year 6 for example, the teacher's questions probed pupils' initial

understanding of 'friction' and by discussing their answers further, pupils gained a better understanding of this concept. Very good questioning during, and at the end of, their practical investigations firmly cemented their learning.

26. Basic skills of literacy and numeracy are taught very well. Teachers encourage discussion and expect pupils to explain their views and reasoning. In numeracy lessons, for example, pupils are frequently required to compare their methods of mental calculation. In other subjects they discuss well the people and places they read about. Teachers help pupils to structure their writing carefully and work hard to make sure that work is both neatly presented and carefully written. A suitable emphasis is placed upon the importance of reading for understanding in all subjects.
27. Lessons are well planned. They have clear and effective structures, often based on the traditional three-part lesson of introduction, main area of learning and a thorough review at the end, a style recommended by the National Strategies for Literacy and Numeracy. Good use is made of the schemes of work of the Qualifications and Curriculum Authority (QCA). The planning often includes detailed attention to overcoming the learning difficulties of some pupils. For example, in a numeracy lesson for pupils in Year 3, clocks with moveable hands were used to help pupils understand 'half-past' and 'quarter to' the hour. In subjects such as art and design, English, ICT and history the needs of high attaining pupils are well met by their teacher's high expectations of the quality of their final product arising from a common task for the whole class. In other subjects, such as mathematics and science, however, work of appropriate challenge for the gifted and talented is not included in the planning sufficiently often.
28. Most teaching in this school reflects high expectations of what pupils can do and how they should learn. This generally ensures a good balance in the range of teaching methods and classroom organisation is provided across subjects and classes. Explanations and demonstrations are usually clear. Discussion as a way of learning is often used effectively, especially when provoked by thoughtful and challenging questions that require pupils to answer in clear and technical language. Practical work and the practice of skills and routines are used very well to extend and consolidate pupils' understanding and are especially productive in the teaching of pupils with special educational needs. Resources are used very well except that ICT is not used with sufficient regularity in a few subjects to enhance pupils' learning. In some lessons ICT is used very well to motivate and enhance pupils' learning. The development of pupils' skills in problem solving, investigation and extended independent research is generally included in most classes over time but not with sufficient regularity.
29. For example, during an ICT lesson for pupils in Year 5, the teacher used the 'Smart Board' to explain very clearly to pupils the basic ideas of setting up a spreadsheet. Equally, in an English lesson for pupils in Year 4, the teacher's high expectations and enthusiastic questioning, conducted at a good pace, held pupils' interest and enabled them to discuss and learn a wide range of adverbs. Similarly, in a history lesson for pupils in Year 2, the teacher's extensive planning and skilful use of pictures and video stimulated pupils' learning about conditions under which Florence Nightingale worked in the Crimea. The result was much animated discussion that excited their learning about the past and motivated them to produce interesting and well structured writing.
30. All teachers have very effective strategies for maintaining the good behaviour of pupils. Usually the combination of teaching methods, the quality of interesting activities and teachers' high expectations that pupils will behave well combine effectively to promote very good behaviour in most lessons. Despite this, a few pupils are prepared to challenge their teacher's authority. Teachers deal with such misdemeanours calmly and assertively, and often unobtrusively. Praise, encouragement and humour are used effectively to sustain pupils' involvement in lessons. As a result, lessons are well managed and the atmosphere in them is purposeful, productive and enjoyable. These factors are a great strength of the teaching in this school.
31. Time is used well; lessons are conducted at a good pace with variations to suit the circumstances. In many lessons, short bursts of questions to consolidate learning are usually

done at a fast pace; occasionally, however, this could be completed more quickly in other lessons and arouse more interest in doing so. At other times, pupils are encouraged to think carefully before they answer and the time given to subsequent follow-up questions that enlarge pupils' understanding is time well spent. Many resources are of good quality, invite interest and are used well. In an art and design lesson for pupils in Year 1, for example, pupils explored materials and texture using a wide range of mark-making resources such as, soft graphite pencils, paint and wax crayons. As a result of very good teaching and their positive attitudes and good behaviour, pupils produced good quality textures in their pictures. Resources in ICT are used particularly well by both teachers, support assistants and pupils and this enables many pupils to achieve high standards in this aspect of their work.

32. Teachers assess pupils' work and progress very well during lessons and accumulate detailed records of pupils' development. This process allows teachers to monitor the progress of their classes overall and to maintain a close eye on each individual pupil's learning. This in turn provides an accurate base upon which to agree targets with their pupils. Assessments include both formal written texts and discussions with pupils about their work during lessons, or by asking searching questions. Marking is done carefully overall and frequently includes helpful advice on how work can be improved. Such assessments are generally used well in the planning of lessons to meet the learning needs of both individuals and groups of pupils. Homework is set with reasonable frequency, mostly it encourages pupils to read with a member of their family and consolidates aspects of numeracy.
33. The few pupils from different cultural heritages are well integrated into lessons. None of them is at an early stage of learning English. Pupils with special educational needs are very well supported in their learning by effective teaching and strong support from well trained special support assistants. Instances of high quality support were observed during literacy and numeracy lessons in particular.

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

34. The school very successfully provides a broad, well-balanced, clearly structured and relevant curriculum. It contains a range of very good quality interesting, and often stimulating, learning opportunities for all pupils with different abilities. All subjects of the National Curriculum, religious education (RE) and personal, social and health education are included. There is a balanced time allocation for each subject, with an appropriate emphasis on literacy and numeracy. Training for staff has been very effective in improving subject knowledge and raising confidence in teaching the planned curriculum. In the school's planning for improvement of its curriculum, only history, geography and RE require final details of what is to be taught and how learning is to be assessed.
35. Curriculum leadership in subjects and in whole school aspects is very good. Teachers evaluate the impact of both weekly and termly planning on pupils' learning and make appropriate adjustments. The governing body has a very good knowledge of the curriculum and its planning for the needs of pupils in this school. A governor is attached to each subject to gain insights and to share responsibility. Curriculum leaders regularly review, evaluate and report to the governing body on the strengths and weaknesses in subjects, and necessary action arising from the review is taken. Parents are happy with the broad nature of the curriculum and that their children's special learning needs are well catered for. Provision for pupils with special educational needs is good but that for the gifted and talented is unsatisfactory overall.
36. Subject planning is very good. It is very thorough and shows clear progression for pupils in Years 1-6. The most recent national guidance is used as the basis for planning for all subjects, except in PE, where the LEA's guidance is used and in RE where the locally Agreed Syllabus is used. National and local guidance is adapted to ensure relevant programmes of work generally reflect the wide differences in pupils' ability and their behavioural needs. In this way all pupils make good gains in their knowledge, understanding and skills as they move through the school. For

example, very clear expectations of the different levels to be attained in lessons are evident in the planning and indicate the support and extension work required. The provision of opportunities for research and more independent work is less clear. Planning includes the deployment of well-trained support and other specialist staff, the use of visits out of school and of visitors to school, to enable pupils to achieve their personal best. Most pupils respond very well to the school's provision of a curriculum that is very structured, made relevant and purposeful by detailed information of practical 'hands-on' experiences. For example, they are encouraged to be 'scientists', 'designers' and 'writers' when learning about science, design and technology and English respectively.

37. The whole school approach to the planning of individual lessons gives consistency for teachers and pupils. This planning carefully identifies what the pupils are expected to learn, to understand and to do and, importantly, what levels they are expected to achieve. Pupils, parents, support staff and teachers know individual pupils' targets in the core subjects. The national literacy and numeracy strategies are very well established and standards are improving. Good links are made between subjects. This represents very good improvement since the previous inspection, when the curriculum was broad but did not have sufficient depth and subject plans varied in identifying clearly the progress expected year-on-year.
38. Pupils are given good opportunities to develop their skills in ICT. As a result, they are beginning to use these skills to support other subjects such as English, geography and art and design. In all subjects pupils are given the opportunity to develop their skills of speaking and listening. For instance, in a design and technology lesson in Year 2, pupils spent time developing their ideas by listening to others and talking through their own, thereby arriving at decisions together. Numeracy skills are also consolidated and used well to foster learning in other subjects such as science, where pupils use their knowledge to measure time, length and weight, using resources such as, Newton meters, rules, tapes and stop watches when investigating forces in Year 6. Teaching and learning are supported satisfactorily by the regular provision of homework in English and mathematics, and occasionally, additional project work in other subjects.
39. The school is extremely successful in meeting its aims of 'we are here to learn happily' and 'to become competent in all areas of the curriculum'. It promotes successfully high standards of learning across a broad and balanced curriculum and ensures full and inclusive access to the National Curriculum. The school's ethos of high quality relationships and a clear commitment to raising standards, inclusion, equal opportunities and mutual respect steer all curriculum developments, and are clearly seen in the teaching and learning. The school ensures equality of access to its curriculum for all pupils, including those with special educational needs. Individual education plans are clear and in appropriate detail. The learning environment promotes positive images of success across the curriculum by displaying high quality work by pupils.
40. The school's provision for pupils' personal, health, social and citizenship education is very good. The programme is central to the school's aim to care and support its pupils. Appropriate attention is given to sex and drugs education and awareness. The provision of a good range of high quality extra-curricular activities does much to enhance the learning opportunities for pupils. On offer is a diverse choice including, ICT, sports, dance, cookery, gardening and Greek dancing. Whilst some recorder learning is available to pupils, there is a lack of instrumental tuition and other extended musical opportunities. The school's partnerships with other schools in the locality through initiatives such as the EAZ and summer schools helps to enrich its curriculum in, for instance, providing suitable learning opportunities for the gifted and talented.
41. The school's provision for the spiritual, moral, social and cultural development of pupils is very good overall. Spiritual development is satisfactorily promoted through its daily assemblies which also provide opportunities for worship. Pupils' own written prayers feature in assemblies, and they sing hymns with sincerity and enthusiasm. Religious education is provided for all pupils. Although Christianity is the main emphasis, other religions are also taught. Pupils visit Buddhist and Hindu temples, and also learn about Aboriginal beliefs in the Creation. Other local visits to Christian churches provide opportunities for pupils to think about the use and meaning of religious symbols and artefacts, for example the font and the vestments of the clergy. Pupils experience

spirituality in daily lessons, for example in science where they express wonder at the growth of new life. They see and handle animals which are brought into school, and on their school visits they have direct contact with pond life and trees as well as experience of the open countryside.

42. Provision for moral development is very good. Above all, the head teacher and all staff set very good examples of desirable conduct. They also demonstrate very good care for pupils. The school has worked very hard as a team to establish its own orderly and secure environment in which pupils are able to work unimpeded by harassment. There is a very clear system of rewards and sanctions which is intentionally designed to foster positive attitudes and to build pupils' sense of self-esteem. Although teachers regularly have to bring pupils to order, more severe sanctions are very rare in this school. Clear messages are given out in assemblies and on other occasions, for example, in history lessons ways of learning about right and wrong in Victorian times are compared with present day.
43. Pupils are involved in drawing up the school's rules of conduct. By doing so, they themselves become disappointed when they or their peers break the rules. They also set targets for their own good conduct. In a "celebration" assembly, for example, during which class points were given for orderliness and consideration for others, pupils suggested targets for the following week, such as to show good manners in the dining room.
44. Social development is also promoted very well. Lessons often include tasks which entail pupils working with partners or in groups. This was especially noticeable in a music lesson for pupils in Year 2 where they "rowed" together in pairs energetically, yet with good self-control. Good provision is made for social activity at dinner time. Pupils have orderly routines and enjoy their meals in a socially acceptable manner. A very good range of extracurricular activities and school visits provides opportunities for pupils for pupils to meet new friends and learn about appropriate behaviour in different situations. The residential visit for pupils in Year 6 is especially valuable in this regard. The school provides pupils with a range of opportunities to exercise responsibility. These include membership of the school council, routine jobs for which pupils apply in writing, and play-leading at break times. Pupils do not, however, have sufficient opportunities to work independently without direct supervision.
45. Pupils are involved well in projects in the wider community, such as the Jubilee celebrations and raising money for charities. They learn something about citizenship and the world of work during their time in school. Pupils work with people in a good variety of professional situations, including bricklaying, wallpapering and sculpture. Contact with such workers begins in the reception class where they have visitors from a bank. Others who visit school include members of Preston football club and representatives from the police and fire services.
46. Provision for pupils' cultural development is very good. They hear a fair range of music both in lessons and in assemblies. In art and design they learn about famous artists such as Munnings and Van Gogh, and, as an after-school activity, they learn something of Greek cooking and dance. Visitors contribute to pupils' awareness of different cultural traditions, for example Afro-drumming and the wearing of Indian Saris. The school has a good relationship with the Harris art gallery, particularly through working with its associated staff. Pupils visit the War memorial and take part in a "European Week" when older pupils learn a little French. Pupils with special educational needs benefit equally from the school's provision of spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. There are many strengths in the way the school cares for its pupils. The school's systems have improved significantly since the time of the previous inspection. They are now backed up by written procedures and policies, which are consistently translated into practice. Teachers' day-to-day knowledge and support of pupils are excellent. They provide a very caring and friendly atmosphere in which pupils work confidently. The very good provision made for social and moral development underpins all routine arrangements. Pupils feel safe and secure in school and confident that they can ask their teachers for help and guidance. Parents' confidence in the

support and guidance provided for their children is very well founded.

48. Child protection arrangements are very good. The designated member of staff has a very detailed knowledge of local procedures and any concerns or issues are dealt with extremely sensitively. Teachers are vigilant about the health and safety of pupils both on and off the premises. Very good attention is paid to health and safety during lessons, such as in physical education, where, for instance, pupils are reminded to put tape over pierced earrings to prevent their ears getting hurt. The governing body takes an appropriate part in monitoring safety and ensuring risk assessments are carried out. The medical and welfare needs of pupils are very well catered for. Pupil records are regularly updated to ensure the school always has ready access to an emergency contact. Several staff are qualified in first aid, including mid day supervisors, who together deal quickly with incidents or illness when they occur. Supervision arrangements are very good; there are always sufficient adults on duty at break and lunchtime. The breakfast club provides a nourishing meal for those pupils who attend and this ensures they have a good start to their day. Arrangements for the entry of pupils to the reception class or transfer to secondary school are very good. These factors enable pupils to settle quickly into the school's routines.
49. There are very good arrangements to encourage pupils to behave well and to deal with any form of bullying, racism or sexism. The school wholeheartedly embraces the philosophy of inclusion. All pupils whatever their age, ability, gender, or race are very well supported. These very good arrangements are also a direct result of the school's very good emphasis on pupils' moral, social and cultural development. The very good relationships that exist between all adults and pupils, and the values of co-operation and tolerance, which are promoted very effectively through assemblies and the personal, health, social and citizenship education programme, combine to ensure the school is a friendly and harmonious community. Pupils confirm that these arrangements are very effective, and that incidents do not happen very often, but if they do they are very quickly and effectively dealt with. The school's records also confirm this.
50. All pupils are highly valued and encouraged to try their best. Appropriate behaviour, effort and achievement are given a high profile and are regularly rewarded. Incidents of inappropriate behaviour are dealt with consistently by teachers and closely monitored by the headteacher. Pupils clearly understand the school's systems and they value that for rewards, especially a mention in the Gold Book and the certificates given out in the Thursday assembly. They also understand the need for the firm but fair sanctions that are used. Because the school's provision and systems are so effective the level of self-discipline amongst most pupils is high. The minority of pupils who sometimes have great difficulty controlling their behaviour, or are at risk of exclusion or become disenchanted with education, are very well supported. Teachers, the learning tutor and external specialists are deployed very well to provide guidance and support for such pupils. Individual behaviour plans are in place for some pupils that identify how their behaviour can be improved. Such targets, however, are not always sufficiently specific and occasionally contain too many to be achieved in the time scale.
51. Arrangements to monitor and promote regular attendance are very good. The school has introduced several initiatives in an attempt to encourage attendance. It regularly reviews the success of these strategies and looks at ways to improve systems. It is very aware of those pupils whose attendance or punctuality gives rise for concern. The learning tutor plays a significant role by working with a small number of families who do not always ensure their children attend school regularly. Good support is provided by the education welfare service. Despite the school's very best efforts to encourage regular attendance and punctuality, not all parents give enough attention to the school policy.
52. Pupils' personal development is given a very high priority. Great emphasis is placed on ensuring pupils grow in confidence and self esteem during their time at school. There are many planned opportunities for this such as group work in lessons, extra-curricular activities, day and residential visits, and in the responsibilities offered to pupils. In addition pupils are encouraged to set personal targets for themselves at meetings held with their teacher and their parents or carers. Many of the pupils with special educational needs experience growth in their self-esteem. Teachers know the pupils very well and constantly share information about them.

53. The school has a clear assessment policy that explains the purpose and aims of the assessment, recording and reporting of pupils' attainments. The school's assessment procedures are very good. The monitoring of pupils' educational progress is excellent. In the core subjects of English, mathematics and science, the quality of day-to-day assessment of pupils' work is very good. It is also very good in art and design, design and technology, ICT, and physical education. In other subjects it is at least satisfactory. Pupils who enrol at the school part way through their school career are assessed carefully, especially in literacy and numeracy, to help ease their way into the lesson planning and classroom organisation suited to their needs. In all subjects, where it is appropriate, teachers relate assessments very firmly to National Curriculum levels. Teachers have a very good understanding of the criteria by which levels are applied, and these criteria are explained very well to pupils. As a result of this, and of the regular prediction and setting of learning targets with and for pupils, they themselves become very aware of exactly what they need to do to progress to higher levels in their work. In the core subjects and in a number of foundation subjects, teachers keep a folio of examples of pupils' work which provide good evidence of the accuracy of their assessment of levels. The marking of pupils' work is done very diligently.
54. Very good use is made of assessment data, for example, to modify teachers' lesson plans, or to help them to decide on the most relevant content of lessons. In mathematics, for example, teachers analyse the results of optional QCA tests used with pupils in Years 3, 4 and 5 in order to select the most appropriate tasks for subsequent lessons. For pupils with special educational needs, very good assessment procedures enable the teachers to set individual education plans in appropriate detail.
55. The school has worked very hard to develop a very comprehensive collection and collation of assessment data which is organised very well. This allows for both short and long-term tracking of the progress of individual pupils as they move through the school, and also for comparing the performance of different groups of pupils, for example boys and girls. The school's overall long-term academic performance is very well evaluated, in particular by compiling a three-yearly average of the results of national tests at the end of Year 2 and Year 6 since 1996.
56. Reports to parents are written very clearly and convey in detail what their children can do in each subject and what progress is made. In some subjects, for example design and technology, the subject reports include a statement that indicates precisely what the pupil needs to do to improve. Teachers, pupils and their parents are all involved in the setting of targets for pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Parents have very positive views about the school. A good partnership with the vast majority of parents has been established since the time of the previous inspection. This enables most parents to make an effective contribution to their children's learning. Over a quarter of the questionnaires were returned and very few parents expressed any dissatisfaction with what the school provides for their children. Parents think the school is well led and managed, teaching is good and they find staff approachable. They say that their children enjoy coming to school and are expected to work hard and try their best. Inspectors agree with parents' views of the school's strengths. A very small number of parents expressed some concern about the amount of work their children do at home and the range of activities outside lessons. Inspectors find that the amount of homework set is similar to other schools and the range of extra-curricular activities is very good and better than in many schools.
58. Parents are provided with a very good range of information. Informal opportunities for dialogue between staff and parents are frequent, and this good level of communication ensures that there is effective two way communication about the pupils and concerns are be quickly dealt with. For instance, teachers are approachable at the end of the school day and administrative staff are on hand in the school office to deal with concerns during lesson time. The parent governors also play an active part in communicating with parents. General day-to-day information is provided in sufficient time for future events. Regular newsletters give useful information about the school and

pupils, together with reminders of key dates. Parents receive information about homework and the curriculum at the start of the year. The school brochure contains a comprehensive range of practical information for parents who are new to the school. This, together with the home visits and workshop events, ensures that parents of children in the reception class are fully informed and involved in settling their children into school life. The governors' annual report does not contain all the information it should; the school is aware of this issue. Annual reports to parents of pupils' progress are very good. They reflect individual pupils' strengths in all subjects and clearly identify where they can improve their work. They provide parents with a very good picture of the progress their children have made during the year.

59. The school tries very hard to encourage all parents to become involved in school life and their children's education. In particular the independent nursery, based within the school but established and run by government funding, tries extremely hard to establish a working partnership with parents which will then continue when children move into the reception class. Parents of pupils with special educational needs have the opportunity to be involved in the process of deciding their children's learning targets for their individual education plans. Over the past few years many courses and events have been offered to parents such as 'parents as educators' courses, parenting skills classes and 'dads and lads days'. Unfortunately there was a disappointing response to these events. Some parents, however, have taken up these opportunities and, as a result, several are now employed by the school and others have gone on to attend courses at the further education college. A few parents regularly help with class based activities, school visits and after school clubs. Workshop weeks are also regularly held. For instance, during a focus on science, parents were encouraged to come into school and work alongside their children on a range of practical activities. Such events are becoming popular and attendance is improving. Records show that a significant minority of parents regularly hear their children read at home and this has a positive impact on the standards their children achieve.
60. Parents' days are held each term and many parents attend them. At these meetings, parents and pupils agree with their teacher targets for each child to work towards during the coming term. These targets include those intended to improve social development and behaviour, as appropriate, as well as those intended to raise the pupil's achievement. Such meetings effectively involve parents in their children's education. Where their children are directly involved in events, such as Christmas concerts, class assemblies or harvest celebrations, tremendous support is given by parents, grandparents and members of the community. It is sometimes 'standing room only'. In contrast, as a result of a lack of support the parents and friends association no longer exists. Very recently, however, a new organisation has been formed, Friends of Greenland's School, and is based mainly in the nearby community. Through informal routes suggestions have been made to which the school has responded positively. For example, ways in which to improve the security of the school site during the day. Despite this good practice the school does not have a regular formal system to seek the views of all parents which will ensure it is meeting their needs. Nevertheless, the overall partnership the school has with parents and carers is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school has a very clear set of aims and values that reflect a strong emphasis on high standards of achievement and pupils' personal development. The ethos of the school embodies its motto "Here to learn happily" and conveys a calm atmosphere in which pupils thrive and learn. Pupils receive a good all-round education and achieve as well as they can in English, mathematics, science and in most other subjects, especially design and technology. This is a very effective school for children to learn and grow up in – a view fully shared by those parents who responded to the questionnaire and the meeting with inspectors.
62. The leadership and management of the headteacher and other key staff are excellent. Their hard work during recent years and the strong support of a very committed governing body have ensured the school has a very effective team of teachers and support assistants. These employees, the non-teaching staff, pupils and many parents share a firm belief in the school. Very good relationships and a strong sense of pride are evident in all that the school does, both

inside the gates and in the wider community. Pupils generally feel secure and happy here.

63. The governing body meets regularly and, together with its committees, supports the school exceptionally well in both its strategic management and day-to-day activities. For example, each subject is linked to an interested governor and those whose work and employers permit, visit lessons and see for themselves the quality of work in their subject. A few governors work in the school and provide the governing body with valuable insights into daily routines. The governing body fulfils its responsibilities very well and usually ensures statutory requirements are met. Together with the school's senior management team, the governors provide a firm steer to raising standards by monitoring the school's performance in the National Curriculum tests and seeking to analyse underlying trends or weaknesses. They monitor carefully the headteacher's performance, setting appropriate targets and criteria by which her success is to be measured.
64. The monitoring and evaluation of quality and standards are carried out very extensively, and have continued to improve since the last inspection. Senior members of staff have a systematic programme for monitoring the quality of teaching. This programme embraces both performance management requirements and the school's expectation that curriculum subject leaders will monitor and improve the quality of teaching in their subject(s). Ensuing discussions of teaching methods and organisation are effective in honing their skills and in setting appropriate targets. This comprehensive strategy of monitoring the quality of teaching, together with a review and sharing of expertise on methods of teaching have resulted in significant improvement in teaching since the last inspection.
65. Teachers assess pupils' progress regularly in the core subjects of English, mathematics and science, and in Years 3, 4 and 5 optional national tests are used. Together with the national tests at the end of Years 2 and 6 and teachers' assessments in the other subjects, pupils' progress is tracked very systematically. Analysis of pupils' answers in such assessments reveals underlying trends and identifies clearly strengths and weaknesses in the teaching. For example, such analysis revealed weaknesses in pupils' writing and this issue has significantly improved. More recently, the weaknesses in using and applying mathematics to solve appropriately complex problems and investigations are being tackled. The management and co-ordination of work and assessment of pupils with special educational needs are effective. Statements of special educational need are of the quality required. The systematic identification and monitoring of the progress of high attaining pupils, however, are unsatisfactory.
66. Planning for school improvement is very good. It reflects an excellent shared commitment to improvement and a determination to succeed. Priorities are clear; they are based on secure evaluation of what needs to be done and having the necessary income. Each objective is costed, and staff responsible for the improvements are identified clearly. They generally have sufficient specification to make the intended outcomes clear and indicate how success will be measured and evaluated.
67. The number, experience and qualifications of teachers are very well matched to the needs of children of reception age and of pupils in Years 1-6. The only significant gap is a lack of expert tuition in making music. Staff have a clear understanding of the roles and responsibilities expected of them and much good support is given to less experienced teachers. The special support assistants are well qualified and experienced and work closely with teachers in helping pupils to learn, especially those with special educational needs. Children in the reception year benefit well from the support of a suitably qualified assistant. Teachers and special support assistants attend appropriate courses of training, both external and in-house, to help them improve pupils' learning. For example, training in ICT, literacy and numeracy has contributed effectively to better standards in these subjects. Administrative support staff are efficient in assisting the headteacher in the daily management of the school and provide a very friendly welcome to pupils, parents and visitors. The caretaker and cleaning staff work hard and successfully to ensure a clean, safe and tidy environment both within the building and the school's grounds, despite regular visits by local vandals and experts in graffiti.
68. The buildings generally offer good provision for the teaching of the curriculum. Classrooms are

sufficient in number and are of sufficient size and appropriate design for the number and ages of the pupils. The reception class, however, lacks sufficient regular access to suitable outdoor provision and this hinders their progress. Firm plans are in place, however, to improve appropriate outdoor provision; the first stage of putting in a doorway has been completed. The hall is used well for PE and assemblies. The extensive grounds offer very good grassed spaces for outdoor PE and hard surfaces for play. Here large number strips enrich mathematical development. The separate dining room offers suitable accommodation to enhance social development; it is well supervised. Both the library and the computer suite are used very well to enhance learning, particularly the latter. Learning resources are overall very good and are used particularly well in ICT, science, design and technology, music, art and design, history, geography and PE.

69. Governors and the headteacher effectively and efficiently manage and monitor the school's finances. They are very well informed on matters of income and expenditure. The school secretary efficiently tracks day-to-day expenditure and provides governors with up-to-date information aligned to the school's priorities for improvement. Good use is made of the professional expertise among governors and they consider carefully how to achieve best value for money. For example, the decision to employ a relatively high number of special support assistants and provide training for them was carefully weighed against the alternative of extra teacher time. Specific grants are used well for their intended purposes, for instance, financial support arising from involvement in Preston's Education Action Zone provided extra help in improving pupils' learning. The booster classes attended by several pupils last year helped significantly to improve National Curriculum test results. This school serves its community very effectively and provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The school already achieves high standards in very many aspects of its work. To improve and build further upon the very good quality of education that pupils already receive, the governors and senior management of the school should:
- (1) ensure that more opportunities are provided for pupils to develop their independence and make responsible choices in the ways they learn by:
 - allowing pupils to select the resources they use, where appropriate, in practical and other learning activities (paragraphs 21, 23);
 - expecting pupils to pursue independent research (paragraphs 28, 44, 127);
 - requiring pupils to use and apply their mathematical skills in solving problems and puzzles (paragraphs 3, 6, 11, 23, 110, 113);
 - improving aspects of resources and provision for children in the reception class (paragraphs 23, 74, 75, 91);
 - (2) complete the work already begun in history, geography and religious education to determine what pupils are to learn, and how this will be assessed (paragraphs 34, 152, 153, 158 183);
 - (3) clarify and implement procedures to identify high attainers and the gifted and talented pupils and provide suitably challenging work for them (paragraphs 15, 27, 35, 65);
 - (4) provide expertise in music to allow pupils to further develop their skills and talents in the subject (paragraphs 40, 172).

Each of the above issues is already in the school's plans for improvement.

In addition to the key issues above, other less important weaknesses should be considered for inclusion in the school's future plans for action. These are indicated in paragraphs: 9, 22, 25, 50,

51 and in subject sections.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	16	19	9	0	0	0
Percentage	8	33	40	19	0	0	0

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

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)	189
Number of full-time pupils known to be eligible for free school meals	90

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.5

Unauthorised absence

	%
School data	0.8

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	10	11	10
	Total	20	22	22
Percentage of pupils at NC level 2 or above	School	69 (91)	76 (91)	76 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	10	10	11
	Total	21	22	23
Percentage of pupils at NC level 2 or above	School	72 (86)	76 (100)	79 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	17	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	11
	Girls	14	14	17
	Total	20	21	28
Percentage of pupils at NC level 4 or above	School	63 (76)	66 (90)	88 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	12
	Girls	16	15	16
	Total	21	23	28
Percentage of pupils at NC level 4 or above	School	66 (86)	72 (93)	88 (100)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
151	21	0
0	0	0
0	0	0
1	0	0
2	0	0
1	0	0
2	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	21.9
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	12
Total aggregate hours worked per week	228.75

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	542719
Total expenditure	544217
Expenditure per pupil	2895
Balance brought forward from previous year	38044
Balance carried forward to next year	36546

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.6
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	183
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	73	25	0	0	2
Behaviour in the school is good.	45	47	6	2	0
My child gets the right amount of work to do at home.	51	33	12	2	2
The teaching is good.	86	12	2	0	0
I am kept well informed about how my child is getting on.	75	24	0	0	2
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	71	27	2	0	0
The school is well led and managed.	67	29	0	2	2
The school is helping my child become mature and responsible.	69	29	2	0	0
The school provides an interesting range of activities outside lessons.	41	45	10	0	4

Other issues raised by parents

There was one additional comment on the 51 questionnaires returned, expressing dissatisfaction with the management of the school. In contrast, the parents who attended the meeting with inspectors expressed much satisfaction with the management of the school and the standards achieved by their children especially in reading, writing, numeracy and ICT. They were pleased with their children's increased awareness of other faiths and cultures and that they were keen to come to school. Overall, parents at the meeting reflected the high level of satisfaction apparent in the table above.

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

Overall, the quality of provision in the foundation stage is **good**.

Strengths:

- quality of teaching;
- relationships between children and adults;
- teamwork;
- care for children;
- induction procedures.

Areas for improvement:

- continuous provision of learning opportunities;
- resources.

71. Children enter the Foundation Stage in the reception class. At the time of the inspection, following a phased entry, they had been together as a whole class of 30 children for one day. The inspection was before baseline assessments were completed and therefore attainment is based on lessons seen, early assessments, a very good selection of work from the end of the last year of a similar intake and the attainment of pupils now in Year 1. Information for parents is good. A very good induction programme helps children to settle in well.
72. The last inspection did not report on the Foundation Stage. Since 1998, however, the school has improved the curriculum by adopting national guidance. The reception class has an appropriate curriculum based on talk, practical experiences and structured play. An area is cordoned off for outdoor play, with easy access, and firm plans are in place to allow full and appropriate use by the end of the year. This is eagerly awaited. Children currently use the main school hall and school resources for physical development and, when weather permits, some activities, such as sand and water, are done outside.
73. When they start in the reception class, children's attainment is well below average in mathematical, language and social skills. Overall, most children make good progress during their time in the reception class. Attainment by the end of the year is at its best in language and mathematical development. In these areas of learning, most children reach the national early learning goals expected of them by the end of the reception year. More able children work within Level 1 of the National Curriculum. Although they make good progress and achieve well from their low levels of attainment on entry, by the end of the Foundation Stage, skills in writing for many remain below expectations. In the other areas of learning most children achieve the expected goals, except that it was not possible to make a judgement of children's knowledge and understanding of the world because of insufficient evidence.
74. The teacher thoroughly assesses language and number skills on entry. Most children have had some pre-school experience in a variety of settings, including that offered in the attached, independent nursery. Assessment of children's progress across all the areas of learning is generally sound, and the very good on-going observations are used well to guide the next steps in teaching and learning. It is not, however, sufficiently matched to the national guidance in assessing progress in all the areas of learning and so lacks sharpness in the identification of each child's learning needs.
75. Teaching is very good overall. The curriculum includes all the six areas of learning and emphasises practical experiences. Provision offering a range of activities that are always

available and made easy for children to select and work with independently, is not yet organised well enough. Although all the areas of learning are provided children at this stage of the year need telling which are 'open', what to do, and how to exercise choice in using these activities. For example, the home corner is not enhanced to allow for planned, child directed learning in language and mathematics. On the other hand, good planning ensures that all children are well supported to make the most of all the current provision. Some activities, such as sand, water, jigsaws, games, writing and mark-making and home corner are available all the time for children to select. At other times adults are involved in direct teaching and assessment, working with large and small groups. The support assistant is very effective in helping children to learn.

76. A significant strength of this stage of learning is the excellent teamwork and the care for children. The team of two have a clear understanding of the curriculum, the themes and the focus. They ensure that individuals and groups have well targeted work based on their assessment of children's next stage of learning.
77. Teaching is firmly based on a very good understanding of the nature and needs of young children. This enables them to make good progress in their skills, knowledge and understanding of the areas of learning. For example, care for the needs of children were clearly evident at the end of a day when a child fell asleep during a music lesson. She was gently picked up and allowed to sleep on the knee of the support assistant while the others continued playing their percussion instruments. Despite the clear need for improvement in provision, very good quality teaching ensures that children make good progress at this early stage of their first year in the school. They acquire early number and language skills at a good rate that is only held back by the low base from which most of them start. Resources in each of the six areas of learning are just adequate. The very well used furniture and furnishings are worn, they are used well to enable children to learn early skills and gain confidence through practising and extending their learning. Adults prompt and challenge children appropriately in their play. Very good teaching ensures that children of all abilities have equal access to the curriculum and an equal chance of making progress.

Personal, social and emotional development

78. The personal, social and emotional development of the children is well below expectations when they enter the reception class, but many clearly benefit from their pre-school experience and the phased entry. In registration, for example, children are warmly and personally welcomed and the majority understand the routine. Those who find it difficult are calmly and sensitively settled and everything they have to say is accepted with interest.
79. The learning environment has a proper emphasis on, and gives all children the best opportunities for, development of these important skills and attitudes throughout the day. 'Cuddly Dudley' is on display saying 'share...play nicely... listen... work hard...be friendly'. Children are beginning to develop very positive attitudes to school, to learning, to each other and towards themselves. They understand what is right and wrong in a variety of situations. For example, they learn to take care of musical instruments and to take turns in small group activities. Equally, most coped well within a large group of pupils from Years 1 and 2 during an assembly in the school hall. Many understood the conventions of communal prayer. Children begin to learn independence and develop confidence in, for instance, choosing activities, dressing and undressing for physical development and by working in unfamiliar rooms in the main school for PE and assemblies. Children clearly look forward to school. One child, at the end of the day, said he was sad, because he liked coming to school.
80. They learn to replay actions in retelling stories such as 'Wishy Washy' and to discuss feelings with adults. Children persist in seeing chosen activities through to their satisfaction, often on their own, whether doing jigsaws, other puzzles or when playing with small world equipment, such as the farmyard.
81. Teaching in this area of learning is very good. The two staff have a very good relationship and, as a team, are a good model. High expectations of behaviour are clearly explained. As a result,

children, even at this early time in school, are happy, and secure and enjoy coming to school. They are beginning to understand the routines. All children are learning how to form good relationships, to share and use equipment carefully and to play well alongside one another.

Communication, language and literacy

82. Children begin reception with language skills that are well below average. Work from the end of last year, with a very similar intake, suggests that children make good progress and most achieve the early learning goals in reading and many do so in writing.
83. Children listen well to stories by sharing a big book in a short literacy activity. These books are often used as a theme to follow-up and link their learning in a meaningful way. For example, the story of 'Wishy Washy' was extended by gradually involving all children in small groups dressing up as the characters and using a large washtub. When they attempt to recall the story, most children find it hard to express themselves confidently and have a very limited vocabulary. Many respond in single words rather than sentences. Some children know how to handle books correctly and show interest in the illustrations. Many understand the difference between words and pictures. A few identify some letter sounds well and begin to recognise their first name. Children are encouraged to improve their reading by taking books home. In writing, children enjoy mark making, for example, when using the writing table. Their attainment is better when joining in rhymes and action songs. Children enjoy this and can make decisions about how to sing and say them – loudly, softly, sadly. They have had much early experience of this in nursery and have clearly benefited. Children are within the first 'Stepping Stone' except for communication.
84. Teaching is very good. Relevant elements of the literacy framework are used effectively. The team talk constantly with the children, developing their powers of self-expression through good questioning and the introduction of new words. Resources are used well to capture the children's interest, for instance, hand held puppets and 'magic boxes' captivate the children and hold their attention. Lessons are very well planned and children of all abilities make good progress.

Mathematical development

85. During their time in reception children are given many opportunities to become confident and competent in their mathematical learning, including the use of appropriate computer programs. These include activities and direct teaching of counting, sorting, matching, finding patterns, working with numbers, shapes and a variety of measures. As a result, in work seen from the previous year, children learn the key skills and begin to use them with some confidence and many reach the expected goals.
86. In the current class, children start with limited skills and understanding, and are below what can be expected for their age. Some children count to, and back from, 10 confidently with the teacher leading the class. Around a third recognise and name triangle, square and circle (of the same colour). They all enjoy joining in with number songs and rhymes.
87. Teaching is very good, providing interesting opportunities and many different ways to repeat and practise basic number skills. Good planning ensures that understanding is developed orally through stories, action songs and rhymes, games and imaginative play, including books. Questioning is good as it enhances children's learning and extends it by, for instance remodelling the correct vocabulary. For example, children directed 'Rory' (a stuffed toy) to select triangles and circles and put them in a particular place, some children amended their thinking because Rory checked and asked if that really is a circle?

Knowledge and understanding of the world

88. Children start to make sense of the world around them through a well-planned range of activities led by the teacher. This provides a good foundation on which to build the later subjects of science, design and technology, information and communication technology, geography and history. Their attainment is well below what can be expected for their age on entry to the reception class and their lack of language skills further hinders this learning. For instance, in a well-planned activity to discriminate taste and smell, children enjoyed the activity but had great difficulty in finding the words to describe the taste or the smell. However, they could often name

the colour correctly.

89. Children gain an awareness of the cultures and beliefs of others, by celebrating different events through the year. They confidently use computer programs to develop language and number skills, and have time in the computer suite to further develop their skills.
90. Teaching is good. Children are provided with a wide range of materials and experiences and encouraged to talk about or to paint and draw what they see. Staff have established very good relationships with the children and they are managed well which ensures effective learning. As with other areas of learning the support assistant makes an important contribution to the good progress that children make. She is well briefed and when working with groups of children, she intervenes very appropriately to challenge thinking and extend learning.

Physical development

91. Children's development is hindered by the lack of regular opportunity to practise skills in a secure, well-resourced outdoor area. There are no 'sit and ride', 'push and pull' wheeled vehicles to assist in the development of co-ordination, control and balance. They do, however, develop physical skills successfully during sessions in the hall. In a lesson on dance, for example, superb teaching helped all children to achieve their very best. They are beginning to understand the routine of 'warm-up' and 'cool-down' routines, control their bodies, use space, listen and respond to music with movement and remember the sequence of actions done as a whole group.
92. Children are also beginning to gain control of finer movements in the use of brushes, felt pens, pencils, scissors and glue in chosen activities such as jigsaws, 'cut and stick', writing table, model making, construction kits and painting.
93. Teaching is very good. Within the constraints of the accommodation children are gaining skills in this area of learning. As a result, children try hard, enjoying the praise and encouragement they receive.

Creative development

94. Children have many opportunities to develop creatively and expressively through music, imaginative play, home role-play, art and design, dance and the beginnings of design and technology. They have a good range of activities that allow them to respond using all their senses. Children with special educational needs are well supported. Progress in this area is good. Work at the end of the previous year, with a similar intake, shows that children achieve well and many attain the early learning goals for this area of learning.
95. They develop skills, knowledge and understanding by exploring colour using paint to make, for example, a range of lines in different colours and widths. Their contribution to a school display on the 'Victorians' with self-portraits is very good. They also use a range of materials and tools, such as mark makers, dough, fabrics, coloured water, computer programs and model making from waste materials. Children have some opportunities to develop their imagination by, for instance, using a variety of small-world play and the home role-play area.
96. In music, children make sounds, learning to use instruments properly, by tapping, banging, scraping and shaking to accompany a recorded nursery rhyme and by attempting to sing 'Three Blind Mice'. They cannot yet keep a steady beat and play together. Children enjoy singing a good range of action songs and rhymes from memory. In this area many are meeting expectations for their age in music and using appropriate language.
97. Teaching is very good. Teacher directed activities are well planned and children enjoy a limited range of other opportunities to choose and work independently.

ENGLISH

Overall the quality of provision in English is **very good**.

Strengths:

- Very good leadership and management;
- high standards at ages seven and 11;
- pupils make very good progress in their learning;
- quality of teaching;
- quality and use of assessment;
- use of literacy skills in other subjects.

Areas for development:

- improve oracy skills when speaking in a formal context;
- improve higher order reading skills;
- ensure that pupils read books from a wide variety of genres;
- improve pupils' awareness of well known authors.

98. At ages seven and 11, standards in reading and writing have risen steadily overall during the past few years despite annual fluctuations. Most pupils currently achieve standards that exceed expectations, for this early stage in the academic year, in reading, writing and speaking and listening. Pupils achieve very well against their starting point, due mainly to the consistently high quality of teaching they receive.
99. There was a marked drop in standards in 2001, due mainly to the high number of pupils with special needs in the Year 2 and Year 6 classes. In addition, there was unusually high mobility among the Year 6 pupils and unavoidable staff changes. As these factors no longer apply, so standards have continued their upward trend. The unconfirmed test results for 2002 indicate a significant rise in standards at ages seven and 11 and inspection evidence confirms that standards are currently above expectations. Pupils, including those having special educational needs, currently make very good progress in their learning. In the lessons observed there were no apparent differences between the boys and girls in their contributions to discussions and in their willingness to answer questions.
100. Standards in speaking and listening are above expectations at the end of both key stages. The school provides frequent opportunities for pupils to develop their skills in this area. In many classes the high level of questioning by the teacher effectively develops the pupils' speaking skills. Teachers are good role models in their own use of language to pupils. Technical language is always explained, ensuring that all pupils understand. As a result, pupils make good progress in acquiring vocabulary and in their powers of self expression as they go through the school. For example, in Year 2 a pupil referred to the conditions of hospitals during the Crimean war as, "disgraceful", while in a Year 6 science lesson pupils explained most articulately how they had established and conducted their experiments. There are a few planned opportunities for older pupils to practise applying their skills in a wide variety of situations, such as in organised debate, but more of this would help pupils to apply the conventions of standard English in a more formal forum.
101. The school has placed a high priority on the improvement of reading. The provision of extra support for hearing pupils read has had a very positive impact on standards. By age seven, most pupils read above the expected level. Pupils are taught well the strategies for effective reading and apply this knowledge well in their personal reading. For example, most pupils use their knowledge of letters, and the sounds they make, to build the whole word. Higher attaining pupils successfully use the sense of the surrounding text to help them read unfamiliar words. Most pupils have a good understanding of what they read.
102. Pupils continue to make good progress in reading as they go through the school. The school provides opportunities for reading outside the literacy hour and makes very good use of

classroom assistants and volunteers to support reading throughout the school. As a result, progress in reading is enhanced. Not all pupils are supported with reading at home, despite the school's best efforts to encourage parents to help their child. At age 11, standards are above expectations. The majority of pupils enjoy books, read them fluently with good expression and respond to the subject matter with interest. Most pupils express well their opinions on character and plot. Although standards are generally above expectations a significant number of pupils experience difficulty in making assumptions and forming conclusions from given texts. Because of their rigorous assessment procedures, the school is fully aware that the lack of these advanced reading skills prevents some pupils reaching the higher levels of attainment and has correctly prioritised the acquisition of these skills for future development. Pupils are not sufficiently encouraged to read from a wide range of books and their knowledge of famous authors is limited.

103. Most pupils use their reading skills well to access information. For example, pupils in Year 6 use indexes confidently before rapidly scanning the page to find facts about school life in the Victorian era. The school library is well stocked and has been recently refurbished. Pupils receive individual instruction on how to use the new classification system. All classes have timetabled sessions in the library. Pupils use their research skills to undertake individual topics of their own choosing too infrequently.
104. Standards in writing are above average in Year 2 and Year 6. Pupils make very good progress due to very good teaching. For example, one higher attaining pupil in Year 2 progressed from using no punctuation at the beginning of the year, to the confident and consistent use of commas and speech marks by the end of the year. By the age of seven, most pupils spell a range of familiar words accurately, choosing their vocabulary to include some descriptive words, for instance, a pupil described a storybook character as being "friendly, cuddly, with comfy round chins". Most pupils express their ideas clearly, in well structured sentences. Lower attaining pupils successfully communicate meaning through simple words and phrases. The majority of pupils are beginning to understand well the purpose of the different parts of speech. For example, most are familiar with the function of a command verb, as one pupil explained confidently, "they tell you an instruction".
105. Handwriting is taught thoroughly and most pupils use a joined script by the age of seven. Pupils use writing frames well to organise and plan extended stories. By age 11, pupils write well for a variety of purposes and audiences, for example, pupils adopt a formal presentation for writing a letter of complaint. Punctuation and spelling are good. For example, at this early stage in the school year, most pupils in Year 6 are already confident in their understanding that apostrophes are used for omission and possession and most correctly identify the prefixes in a given text. Paragraphs are used to structure writing logically and pupils select words carefully for interest and precision. This was evident as Year 5 pupils used engaging vocabulary when writing similes, such as describing a door as "black as a starless night". Pupils write neatly and present their work well, drafting or using computers to improve their work. There are frequent opportunities for pupils to extend a piece of writing over several days.
106. Throughout the school pupils enjoy writing and clearly think of themselves as writers. Writing is well developed in all subjects. For example, in a Year 2 history lesson, pupils confidently wrote notes as they watched a video about conditions in field hospitals in the Crimean war. In Year 5, pupils produced informative booklets about the Amazon rainforests.
107. The quality of teaching is very good overall and a little is excellent. A strength of the teaching is the very good management of pupils. Very positive relationships are established and pupils have good attitudes to the subject. They are keen to do their best and work hard on given tasks. Teachers have consistently high expectations of what pupils can do and engage their interest by setting a brisk pace and providing appropriately challenging work. Effective questioning is used well to enhance and extend pupils' thinking. Pupils with special educational needs make similar progress to other pupils due to well targeted help from support assistants, which enables them to take a full part in lessons. In order to raise standards the school has provided a special support assistant in every literacy lesson. The support assistants are all well trained and well briefed and

make a very strong contribution to the very good progress made by pupils. All teachers have good subject knowledge and plan their lessons very effectively to take account of pupils' differing needs. A lesson for pupils in Year 5, for example, began by using ICT to create 'spooky' sounds that successfully motivated pupils to think of adjectives that would improve the quality of their writing. Lessons are evaluated daily and good use is made of ongoing assessment so that pupils build effectively on their previous learning.

108. The quality of marking is excellent. Teachers' written remarks not only build self-esteem through praising individual achievement, but also consistently move pupils forward in their learning by highlighting where improvements can be made. The learning intentions of every lesson are made clear to pupils so they know what is expected of them and can judge for themselves whether they have achieved the objective by the end of the lesson. All pupils have individual targets for improvement, of which they are well aware. The targets are continually referred to by teachers during the course of lessons and are regularly reviewed. Where teaching is excellent the lesson is extremely well planned and organised, so that the pupils remain enthralled throughout. Tasks are interesting and very challenging. Pupils can see the purpose and work very hard, so making excellent progress in their knowledge and understanding during the lesson. Such teachers foster very good attitudes and engender a love of language in the pupils.

109. The management of the subject is very good. The curriculum leader has only just taken over the permanent role, but shadowed the previous co-ordinator and has a very good understanding of current provision and a clear vision of future developments. She is given regular non-contact time in which to monitor teaching and standards in the subject. Assessment procedures for English are very good. Statutory and non-statutory test results are rigorously analysed for strengths and weaknesses and used most effectively to identify future areas for development. Samples of work are regularly assessed against the levels of the national curriculum and used to establish individual targets for improvement. The school admirably demonstrates its respect and value for the pupils in the way in which they are invited to be fully involved in discussions with their parents and teachers about their targets. As a result, from Year 1 onwards, pupils are empowered to have control and knowledge of their own learning.

MATHEMATICS

Overall, the quality of provision in mathematics is **good**.

Strengths:

- excellent leadership and management;
- pupils achieve as well as they can;
- teaching is good, and some is very good, especially of basic skills.

Areas for improvement:

- more opportunities for pupils to use and apply their mathematical skills to problems and puzzles;
- more challenging work for high attainers;
- increase the pace of learning in some of the oral work.

110. As a result of effective teaching, pupils make good progress throughout Years 1 and 2 so that by the end of Year 2, most pupils achieve the standard expected of seven year olds and a significant number of them achieve above it. Samples of pupils' work spanning the whole of the previous school year indicate the majority have a thorough understanding of numbers to 100, and higher. They develop successful methods of mental calculation when adding and subtracting numbers. For example, those in the current class of Year 2 pupils readily found the number which was 10 less than a given number, using the 100 square if necessary. Higher attaining pupils confidently made mathematically correct statements such as "73 is 10 less than 83". Several such pupils already use a range of mathematical terms, such as 'minus' and 'subtract' confidently. Many pupils learn to solve appropriate problems in everyday contexts involving money and measures with success but more could be done to improve their confidence. They represent neatly, on simple graphs, data they have collected and recorded in tally charts. They know the names of common shapes in both two and three dimensions, and describe well some of their properties.

In contrast, because they have insufficient opportunities to do sufficiently challenging work, higher attaining pupils failed to find the number of rectangles in a rectangular grid other than the obvious ones. They missed those that included two rows in the grid.

111. By working through carefully structured practical activities and frequent, well-paced discussion, pupils in Year 1 effectively build on what they learned in the reception class. Systematic and thorough teaching enables pupils to acquire a firm understanding of counting and ordering appropriate ranges of numbers. Many become confident about numbers to 100. In both Years 1 and 2 confidence is boosted by short, daily sessions of mental work, frequently conducted at a brisk pace, during which they learn or consolidate basic knowledge to the level expected. During one such session, for example, pupils in Year 1 consolidated their grasp of correct mathematical terms involving the process of addition such as, plus, sum and total. They went on to predict the next numbers in sequences of even and odd numbers. Pupils with special educational needs make good progress in Years 1-2 as a result of detailed planning by teachers that matches well their needs and ensures support assistants have a clear and meaningful role. This enables such pupils to do work that is similar to that of their classmates. During a lesson for pupils in Year 2, for example, a small group of such pupils enthusiastically placed number cards (71 to 100) in rows of 10 cards. Their learning was successfully managed by the support assistant who enabled them to gain a better understanding of the order of numbers and the value of each digit.
112. Pupils' progress in Years 3-6 is good and, by the end of Year 6, their overall attainment is in line with the standard expected of 11 year olds. A significant number of pupils achieve above the expected standard. Good planning together with effective application of the teaching methods prescribed by the National Numeracy Strategy enable teachers to provide work suited to the needs of pupils. Learning is systematic and pupils acquire a suitable range of skills and knowledge in arithmetic, geometry and data-handling. Many pupils in Year 6 accurately recall basic number facts, although a significant minority do so hesitantly.
113. The samples of work done by Year 6 pupils during the previous school year indicate a good grasp of arithmetical processes, for example, the equivalence of fractions, decimals and percentages such as $\frac{3}{10}$, 0.3 and 30%. Pupils solve appropriate problems in everyday contexts. Equally, they gain a secure grasp of elementary geometry and of ways of recording and interpreting data in graphs. Higher attaining pupils are sometimes challenged well by suitably extending the work being done by their classmates. In considering the symmetry of a range of shapes, for example, these pupils accurately reflected a variety of complex shapes about a line of symmetry, which lay diagonally across squared paper, to a level of accuracy of which a pupil in Year 10 would be proud. Such challenges, however, requiring pupils to investigate suitable mathematical situations, generate data, recognise patterns and reach general conclusions are not provided sufficiently often.
114. Pupils with special educational needs and lower attaining pupils make good progress in a limited range of mathematics. By careful planning and judicious deployment of extra teachers and support assistants such pupils do similar work as the remainder of the class and gain a satisfactory level of confidence in handling numbers, basic ideas of geometry and of data handling. The work of one such pupil, for instance, showed a good intuitive grasp of probability by predicting correctly the chances of spinning a '6' with a hexagonal spinner.
115. In each of Years 3-6, pupils make good progress in the mathematical knowledge and skills detailed in the National Numeracy Strategy. Through skilful teaching they acquire overall sound levels of confidence and accuracy in much of what they do. Pupils in Year 3, for example, learn to calculate the time of arrival for a journey taking half an hour given the time of departure. Equally, pupils in Year 4 learn effectively, using practical methods, the basic properties of some common shapes. Those in Year 5, for instance, learn to find $\frac{1}{4}$ of given numbers by repeated halving of the numbers. By the end of Year 6, pupils achieve as well as they can and overall standards in the school are sound.
116. Pupils' response to the teaching they receive is very good. They have very positive attitudes, are willing to work hard and to answer questions. Many present their written work neatly and are

prepared to explain their ways of working out mental calculations. In doing so, they are encouraged to use mathematical terms accurately. Behaviour in lessons is very good overall. Pupils form constructive relationships with their teachers and, generally, with their peers. They enjoy sharing humour arising from spontaneous responses such as the one given by a pupil in Year 1 who described 'even numbers' as 'evil numbers'.

117. Teaching is good overall and some of it is very good. In the best lessons, good subject knowledge, combined with high expectations of what pupils can do and very effective teaching methods motivated pupils and enabled them to thoroughly acquire knowledge and skills. For example, in a lesson for pupils in Year 6, they consolidated their confidence in handling numbers by applying what they already knew to construct a table of multiples of 90. They then went on to review their versatility with numbers and mathematical language by being asked to make statements involving multiplication without using the word 'times'. Pupils' confident responses included "the square of 9 is 81"; "the product of 9 and 8 is 72".
118. Teachers' expectations and planning reflect a secure knowledge of the National Numeracy Strategy. Teaching methods and classroom organisation are strongly influenced by the guidance contained in this strategy. Lessons are clearly divided into the recommended three parts and appropriate activities are included. Teachers give clear starts to lessons, explaining its purpose and their expectations of pupils. Particular care is taken to ensure pupils understand the meaning of the subject vocabulary. Introductory activities successfully include those designed to improve pupils' confident recall of number facts and increase their strategies of mental calculations. Occasionally this could be done at a faster pace and require more accurate explanations of their thinking from pupils. Equally, resources could be used more effectively to help pupils understand ideas more clearly. In a discussion of different ways of describing the time of day, for example, insufficient use was made of a clock face with movable hands to ensure all pupils understood the meaning of 'half past' the hour.
119. The stage of lessons where pupils work independently or in groups is conducted effectively. Tasks are clearly explained and are well matched to pupils' level and rate of learning. Occasionally the pace of lessons could be raised by giving pupils specific times during which to complete these tasks. At this stage of lessons, higher attaining pupils are not provided sufficiently often with challenging problems. Teachers quickly identify errors and deal effectively with misunderstandings or half-remembered learning. Plenary sessions are generally used well to allow pupils to explain their work to the rest of the class and to consolidate learning. Occasionally, however, insufficient time is left to allow this final stage of lessons to be meaningful.
120. Teachers have calm and effective ways of managing pupils' behaviour very successfully. The assessment of pupils' progress is done in a variety of helpful ways and is used very well to set targets for pupils and to influence planning. Marking of pupils' work is thorough. The recording of each pupil's progress is equally thorough and extensive. The subject has a good range of resources and ICT is used successfully to enhance learning, notably in developing pupils' skill in handling data and in improving their understanding of geometry. Pupils use mathematics well in other subjects such as in science and in design and technology, particularly in measurements and handling data. Homework is generally used well to enhance pupils' learning.
121. Leadership and management of the subject are excellent. Monitoring of standards and of teaching is thorough and extensive. The evaluation of both these factors is systematic and effectively leads to improvements. For example, analysis of pupils' work and assessments revealed common weaknesses in their answers to problems requiring more than one calculation, and in their understanding of mathematical vocabulary. These shortcomings are being tackled effectively. Since the last inspection the quality of teaching and pupils' standards of numeracy have improved.

SCIENCE

Overall, the quality of provision in science is **very good**.

Strengths:

- standards attained at ages seven and 11;
- emphasis on scientific enquiry;
- leadership and management;
- quality of teaching;
- planning and assessment.

Areas for improvement:

- more regular opportunities for older pupils to design their own investigations;
- further develop the use of ICT.

122. As a result of very good teaching, the current work of pupils in Year 2 and in Year 6 exceeds the standards expected of seven and 11 year olds. Pupils make very good progress as they move through school, and those with special educational needs make good progress, because they are very well supported to achieve their best. This is an improvement on the last inspection when standards were judged to be 'sound'.
123. Throughout Years 1-6, pupils make very good gains in knowledge, skills and understanding of materials and their properties, life processes and living things and physical processes. They learn how to enquire, plan, ask scientific questions, predict, observe carefully, collect evidence and present it clearly. They compare and explain their findings clearly in a review. In short, they learn to be scientists.
124. Pupils in Year 2 understand the difference between their heart rate before and after exercise. In one such lesson, they measured their heart rate using pulse meters (helped by the teacher to check accuracy), predicted what would happen if they jumped up and down for one minute and re-measured. By the end of the lesson pupils had a high level of understanding the effect of exercise on their heart rate. They compare changes in their body such as heat, and changes in heart rate. "It went faster", "it goes faster and faster". They know that exercise is important and why. " 'Cos it keeps you fit and makes you healthy". They know that blood moves round the body and warms muscles. High attaining pupils used books to find out more and wrote about their findings in commendable detail.
125. Pupils in Year 3 show very good gains in their understanding of the properties of materials and why they are more suitable for different uses. They investigate and name accurately the different materials used to make spectacles and why glass, plastic and metal are used for different parts. For example, why glass is used for the lenses. "Because it's see-through" was immediately altered to the correct word 'transparent' when 'see-through' was not accepted as 'scientific' by the teacher. They work well in groups. Their observations are recorded on charts accurately. Pupils with special educational needs are well supported.
126. Pupils in Years 4, 5 and 6 extend and improve their knowledge, skills and understanding across the science programmes of study very thoroughly. Work in books shows that most pupils consistently exceed national expectations. During a lesson for pupils in Year 6 in which friction was investigated as part of their learning about forces, pupils' showed exceptional understanding of how to conduct a scientific enquiry, and knew by the end of the lesson that friction is a force that slows down moving objects. They confidently used equipment such as Newtonmeters and stopwatches, they charted their findings, reviewed them and explained their different investigations and findings very clearly to the class. They know and use the principles of a 'fair test', including taking an average of three measurements when, for instance, timing paper clips sliding down threads or using string, that may stretch, to pull bricks. Two high attaining pupils devised their own investigation of the friction between different surfaces. By the end of the lesson all pupils, including those with special educational needs, knew that friction occurs as two

- surfaces slide over each other and that this slows down or stops movement. They also learned which surfaces are more likely to cause this and gave good examples. They remembered that gravity is the force that pulls the paper clip down the different threads.
127. Pupils' enquiry skills are very well developed across the school but too few opportunities to predict, put forward their own hypotheses, decide how to test these out and do further research, are offered to the oldest and the more able pupils.
128. Pupils of all ages and abilities develop very well their literacy skills in science. They discuss their findings from experiments and listen attentively to their teachers and to each other in lessons. Books are used well to extend pupils' reading for information. Written reports on their findings are very good and very well presented. Mathematical skills of measurement are used effectively. In Year 6, for example, pupils use newtonmeters to measure force. In recording their work, block, line graphs, Venn diagrams, tables and charts are used appropriately to record data. They calculate averages of a number of measurements to ensure a 'fair test'. Good use is made of ICT, for example, in recording findings and using a CD-ROM for research into forces. ICT is, however, not used sufficiently often throughout the school.
129. Teaching is very good. This enables most pupils to achieve at the beginning of the school year what is expected by the end of the year. Teachers have a very good knowledge of science. They teach the meaning and use of scientific language carefully and as a result pupils learn to use scientific terms accurately. The key strengths are in the planning and assessments of pupils' progress. Planning for science is very good, well matched to the National Curriculum with an emphasis on pupils working as 'scientists' in order to gain their knowledge, skills and understanding through practical work based on scientific enquiry. Assessments of both teaching and learning are excellent. They are made at the end of each unit of study and levels of attainment are recorded. A very good analysis of pupils' answers in national tests enabled the school to identify strengths and area for improvement. Marking of pupils' work is consistent, regular and excellent in that it clearly tells pupils where they have done well and how they can improve. Unsurprisingly, pupils respond very positively.
130. Because of the high quality of the planning and the use of assessment data, lessons are well matched to the needs of all pupils. They are clear about standards to be attained and work at a good pace with much interest. Teachers make very good use of very good resources to plan and prepare thoroughly for pupils of all abilities. All lessons have a clear structure and pupils understand what is to be learned and how. In this way all pupils make good or very good progress, building on their learning over time. Very good links are made to other subjects, for example the value of 'warm-up', 'cool-down' routines in PE, and the focus on healthy living and clear factual teaching of sex education contribute to the programme of personal, social and health education. The management and organisation of pupils are very good in lessons.
131. Pupils' attitudes are excellent and their behaviour in lessons is very good. They enjoy science. They show enthusiasm, listen attentively to their teachers and apply themselves very well to tasks set. When working in pairs or in small groups, they concentrate and co-operate sensibly. As a result, pupils make very good progress year-on-year, and achieve very well.
132. The leadership and management of the subject are very good. The curriculum leader is well qualified and enthusiastic. The subject is thoroughly monitored and evaluations lead to improvement. For example, aspects of the teaching of scientific investigation were made more effective. Additional support was given and a portfolio of work assessed against national curriculum levels for this strand of science was produced.

ART AND DESIGN

Overall, the quality of provision in art and design is **very good**.

Strengths:

- the management of provision of guidance and resources for all year groups;
- the assessment of pupils' work;

- the contribution to pupils' cultural development.

Areas for improvement:

- wider display of pupils' art products.

133. Only two art and design lessons were seen during the inspection. The school provided a very wide selection of pupils' work and a good photographic record of the work of different year groups, however, from which it is possible to make firm judgements on standards achieved. Much of the work seen concentrated on the processes of art making. Pupils' finished art products were not strongly displayed around the school.
134. By the time pupils reach the end of Year 2 their overall attainment is above average. Pupils use a wide range of media, such as, pencils, pastels, charcoal, paint and collage, with confidence. They draw objects from nature, for example vegetables, fruit and birds' eggs, they make prints of patterns from the local environment and construct a large collective collage. They also work well with fabrics, involving simple stitching.
135. Pupils' attainment by the end of Year 6 is also above average. At this stage, they use their powers of observation quite carefully and draw realistic still life pictures of tea pots and other domestic objects. They shade with pencil and charcoal in order to suggest three dimensions. They design and make hats from paper and other materials. Some of these designs are very fanciful, for example, a very tall stove-pipe hat, or a regal crown. Pupils also draw sportsmen and women to capture movement. This is done very well. Their drawings of people are also presented within a black background suggesting a negative photograph. Pictures stimulated by the work of L S Lowry are developed by pasting geometrical shapes cut from stiff paper onto a background which also includes convincing Lowry-style figures.
136. The quality of learning in Years 1 and 2 is very good overall. Pupils enter Year 1 with varied levels of artistic perception and skill, although they have benefited from a very good start in the reception class. Well-focused teaching enables them to make quick progress in the use of pencils, charcoal and paint. They learn how to use pencils of varying degrees of softness and large and small paint brushes. In one lesson, they looked at a Munnings picture for ideas about colour and shape, which they used in their own representations of varying stripes and patterns done with pencil, oil pastel and wax crayon. They also learn well how to use glue and scissors in their collages, and how to join and decorate fabrics by sewing.
137. Pupils are very interested in their lessons. They quickly become very absorbed and are proud of what they produce. Very good evidence of the art processes they experience is contained in sketch books which all pupils have. These books also serve as one of the important forms of assessing and recording pupils' attainment and progress.
138. In Years 3-6 learning is good. Sketch books are also used at this stage. These show pupils' developing art skills in a good range of modes, including the making of coil pots in clay, designing a chair and monsters sculptured in card and other materials. In a lesson for pupils in Year 5, ICT was used effectively to show how and where shadows fall on objects, and how to use charcoal shading in order to show dimension, foreground and background.
139. Throughout the school pupils' attitudes to learning are very good. They take great interest in their lessons, behave well, and form very good relationships as a result of the enjoyment of success which all can experience. They are keen to respond to their teacher's questions and work hard to meet the challenges which are set for them. They concentrate well for the whole lesson and persist well with their work.
140. Teaching is good overall and sometimes very good, especially in Years 1 and 2. Teachers are generally confident in using their own skills in art and design, and ensure that they have the correct resources and methods to enable their pupils to make progress. Very good attention is paid to the proper use of vocabulary when introducing lessons, and when discussing and evaluating pupils' work. Lessons are prepared in fine detail, and include an evaluation of the

previous lesson. Teachers expect that pupils will work hard and achieve their best. The movement and conduct of pupils within class and around school are managed very well. Teachers pay good regard to the particular problems of pupils with special educational needs; in most cases these pupils work at the same tasks and their achievements in art and design on an equal terms with those of their peers.

141. Art and design is coordinated very well by an enthusiast who has built up a considerable bank of resources and ideas for colleagues to use. Work is assessed very thoroughly, and from different angles. A particularly strong feature of assessment is that which engages the pupils themselves. The coordinator sees regularly a representative group from each school year in order to discuss their own evaluations of achievements. Art and design makes a good contribution to the personal, social and cultural development of pupils in this particular school.

DESIGN AND TECHNOLOGY

Overall, the quality of provision in design and technology is **very good**.

Strengths:

- high standards achieved by pupils;
- management and leadership;
- planning and assessment, including pupil evaluation of their own work.

Areas for improvement:

- more opportunities for pupils to select their own resources when making things;
- increase opportunities for the use of ICT.

142. Pupils attain well above the standards expected of them at ages seven and 11 in designing and making. This is an improvement on the last inspection where some high quality work was noted, but standards were judged to be 'sound'. In making things. From Year 1, pupils learn a very good range of skills in making things and in project activities. They understand fully, the design, make and evaluate sequence that is the key to success in this subject, and produce work of high quality. Progression is very good through the school, clearly evident in very high quality recorded work over time. This, again, is of consistently high quality, very well presented and shows good links to work in science, for example in using and understanding the properties of materials. They develop very well the skills of design and making. For example, designing and making a playground using stable and moving constructions in Year 1; producing pop up, sliding and pivot mechanisms to make story books for younger pupils and designing working torches in Year 4. Work in food technology features throughout the school.
143. In a lesson for pupils in Year 2, they were totally engrossed in their learning about the need for a pattern to make puppets the same shape, front and back. They successfully followed the design process from the original idea, developed their ideas and decided on materials for the finished product. They went on to evaluate where it could have been better and what made it difficult – in this instance the sewing was the hardest method of joining encountered so far. A display of finger puppets eloquently demonstrated the translation of pupils' early design drawings into the finished products. For instance, the making of a fruit that 'Jack Horner' pulled out with his thumb. Pupils demonstrated good progress in the development of skills in the design of glove puppets. They paid thoughtful consideration to their designs and handled scissors and pencils skilfully as they drew round templates. ICT was used at this stage to display the sequence of working.
144. At the end of the previous academic year, Year 6 pupils produced high quality, personalised slippers. These showed a very secure understanding of the subject by their very good design drawings and the decisions they had to make about materials and decoration for the finished product. In a lesson for pupils in Year 6, they developed skills in using motor power and a pulley system. This led pupils to a clearer understanding of the importance of the size of the pulley wheel to achieve a faster speed - and their models worked. These pupils showed great

delight and pride in their success and other pupils extended their learning.

145. The quality of teaching is very good. Teachers show very good subject knowledge and, through very clear planning, they ensure that pupils build effectively on their previous learning. Very good questioning extends pupils' thinking and direct teaching extends their skills. Lessons are very well organised, very well resourced and expectations are made very clear to the pupils. This ensures that pupils sustain interest and concentration, persevere with tasks and take pride in the results. Pupils with special educational needs are well-supported and make good progress. Very good management and high quality relationships, characterises all lessons. The use of ICT is less effective than it could be. The school is aware of this as an area for development.
146. Leadership in the subject is very good. The curriculum leader is knowledgeable, committed and has ensured the successful implementation of initiatives to improve provision in the subject. For example, national guidance now leads the scheme of work and is very well used to guide planning throughout the school. Teachers are aware of expected standards and have high expectations of what pupils can do.

GEOGRAPHY

Overall, the quality of provision in geography is **good**.

Strengths:

- planning includes good opportunities for the use of geographic skills;
- use of the locality;
- management of the subject.

Areas for improvement:

- assessment of pupils' achievements;
- more challenge for higher attaining pupils.

147. Standards are broadly in line with national expectations in Year 2 and Year 6. Only one geography lesson was seen during the inspection but other evidence was gained from the review of pupils' work, analysis of teachers' planning and discussions with pupils. These indicate that pupils make good progress and achieve well against their starting point by the end of both Year 2 and Year 6, though higher attaining pupils are not always sufficiently challenged. Pupils with special educational needs make good progress. A strength of the subject is the school's use of the locality and the opportunity for field study. Through this and other work, pupils develop their skills in using maps well and increase their interest in geography.
148. By age seven, pupils have made good progress in their acquisition of appropriate geographical skills and knowledge. For example, they have a good understanding of the difference between their own locality and a contrasting area through their studies based around a fictitious island. In addition, they make plenty of comparisons between their home town and the nearby coastal resort of Southport, for example, they identify the human and physical features of the seaside and compare them with their locality. Pupils' mapping skills are good. In Year 1, for instance, pupils walk round their local area, identifying local materials used in construction and drawing pictures of their observation. They progress to making simple maps of their route to school including physical and human features such as trees and shops. Pupils in Year 2 begin to use keys in their map work.
149. In Years 3-6, pupils, including those with special educational needs, continue to make good progress. By age 11 they have good knowledge of the subject and their mapping skills are well developed. They use atlases and maps of various scales accurately, progressing from street maps of their local area to maps of Britain and the world. They locate key features, such as, mountain ranges, major cities and climate types. In conversation, they confidently explain how they use grid references and scales to find routes and measure directions. Through their studies, pupils come to understand how people can improve the world or harm it. For example, they explain clearly what they have learned about the importance of the Amazonian rainforests. Pupils

make detailed comparisons between Britain and other countries, for example, through detailed comparison with St Lucia. They are efficient in searching for information from a variety of sources, including information stored on computers.

150. Only one lesson was observed, but from this lesson, the analysis of pupils' work and teachers' planning, it is evident that pupils make good progress because of the high quality of the teaching. Lessons are planned with clear objectives that include the development of both skills and knowledge. Lesson evaluations are used to plan further work. Pupils are well motivated by the given tasks, as demonstrated in discussion and in the quality of their written work, which is well presented. Work is well marked, with comments which move pupils forward in their learning. In the lesson observed, ICT was used well to demonstrate to younger pupils how to draw a map. In most lessons, pupils are all given the same task, regardless of their individual needs. In these lessons, pupils with special educational needs make good progress because they are well supported through adult assistance or suitably adapted worksheets. The lack of challenge for high attaining pupils, however, limits their progress towards higher achievements. Throughout the school, pupils are presented with plenty of good opportunities for the practical application of geographic skills, which they greatly enjoy. For example, during a local river study, activities included following the course of the river, using equipment to measure the river's flow and learning about creatures such as Mayfly nymphs that are used as indicators of pollution.
151. Literacy and numeracy skills are used well. In Year 3, for example, pupils conducted a survey into rubbish collected around the school. They recorded the results by tallying and constructed a block graph indicating which materials can be recycled. In Year 5, pupils wrote booklets of "My facts about the Amazon rainforest."
152. The subject is well managed. The curriculum leader monitors pupils' work regularly against the level descriptors of the national curriculum to ensure that the programmes of study are covered and that standards are being maintained. Ways of assessing pupils' achievements has been identified as an area for development and procedures are currently in the process of being formalised.

HISTORY

Overall, the quality of provision in history is **good**.

Strengths:

- good management of the subject;
- good progress in both knowledge and skills;
- teaching is good overall.

Areas for improvement:

- assessment of pupils' achievements;
- challenging work for higher attaining pupils.

153. Standards are above national expectations by the end of Year 2 and in line with expectations by the end of Year 6. Throughout the school pupils make good progress and by age 11 they have good knowledge and understanding of the subject and use their skills well in historical enquiry and interpretation. Higher attaining pupils, however, are not always sufficiently challenged.
154. By age seven pupils' knowledge and understanding of history and its place are developing well and they have good chronological understanding. In Year 1, for example, pupils draw a time line to show how clothes have changed over a given period. In Year 2, pupils use correct vocabulary to denote the passage of time, for instance, they make reference in their discussions to "before, then, yesterday, long ago". As they learn about events, such as the Great Fire of London and the Crimean war, they are well aware that one event happened a long time before the other. In discussion, pupils demonstrate good knowledge of conditions in field hospitals in the Victorian era and describe confidently the improvements made by Florence Nightingale. Pupils in Year 1

compare past and present games using their own experience. By year 2, pupils know that further information can be obtained from books, photographs, pictures and video and use these sources independently, with assurance, in their research.

155. Good progress is made by all pupils, including those with special educational needs, during Years 3-6. The curriculum is well planned. Programmes of study are covered in depth and in lessons, learning intentions consistently include the opportunity for historical enquiry. Pupils achieve well from their starting point. In discussion with pupils in Year 6, they identified and described features of life during the Victorian era correctly. They had a very good recall of what they had learned and showed much interest in the subject. Pupils gain good insight into what life was like for people living in significant periods in English history, such as The Tudors or during the Second World War. Pupils are confident in using a range of information to carry out research and record their findings in a variety of ways, many of which demonstrate good use of literacy skills. In one impressive example, pupils in Year 6 wrote letters in the role of Victorian farm workers who were being made jobless by the invention of farming machines. They assessed advantages and disadvantages of moving to the city to work in factories very astutely.
156. For pupils aged 5 to 7 the quality of teaching is very good and sometimes excellent, resulting in standards that are above expectations. Where teaching was excellent the teacher was innovative in her approach and used methods which captured and maintained pupils' interest. She used the "Hot Seat" method to take on the role of Florence Nightingale and pupils were very well motivated from the start of the lesson and were totally involved as they told her what they remembered from the previous lesson. The teacher demonstrated her high expectations as all pupils were expected to make notes as they watched a video and they rose to the challenge admirably as they confidently used their literacy skills to record their observations. Pupils were given varying tasks according to their different needs, so all pupils made maximum progress. Historical vocabulary was reinforced throughout the lesson as, for example the teacher referred to a "second source", when handing around copies of drawings of the period. The very good use of a variety of resources, including Victorian artefacts, greatly enhanced the excellent progress pupils made.
157. For pupils aged seven to 11 the teaching is good overall. Teachers establish very good relationships with pupils. They frequently engage pupils in discussion and require them to consider the value of their research, to think and to solve problems. Pupils have undertaken role play and this helps them learn effectively, showing, for instance, that they understand the rigours of school life during Victorian times. ICT is used effectively to support pupils in their learning. Pupils with special educational needs are well supported, through support from classroom assistants and worksheets adapted to their limited literacy skills. In one lesson, a high attaining pupil was given a suitably challenging task and was well motivated. Generally, however, higher attaining pupils are given the same tasks as the rest of the class, which limits the opportunity for them to reach higher standards. A strength of the teaching throughout the school is in the marking, which is used well to promote pupils' learning.
158. The subject is well managed by an able and committed curriculum leader who has a good understanding of the strengths and weaknesses in the provision for history. She has successfully combined a nationally recommended scheme of work with the local authority scheme and adapted them to meet the specific needs of the school. As a result the curriculum is well planned and staff are secure in their teaching of the subject. Teachers' planning, some lessons and pupils' work are monitored regularly in order to identify areas for future development. The improvement of assessment procedures has been recognised as an area for development. The curriculum leader has begun to compile a portfolio of pupils' work that is assessed against the National Curriculum level descriptors. A high priority is placed on the opportunity to visit sights and buildings of historical interest and the planned programme of visits throughout the school greatly enhances pupils' learning in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Overall, the quality of provision in ICT is **good**.

Strengths:

- very good leadership and management;
- pupils generally achieve as well as they can;
- teaching is good.

Areas for improvement:

- ensure lessons include specific and achievable objectives for all pupils with special educational needs.

159. Pupils' attainment is at the level expected in Year 2 and Year 6. This is an improvement since the previous inspection, when standards were judged to be sound throughout the school, because national requirements have become more demanding. Most pupils, regardless of age, use the equipment to explore computer programs confidently. Pupils with special educational needs make satisfactory progress overall. Many of them respond positively to the good support given by their class teacher and support assistants and make good progress. In contrast, a significant minority soon lose interest when they make mistakes and fail to recover from them easily.
160. By the age of seven, pupils gain a good range of ICT skills. For example, most pupils in Years 1-2 confidently use the mouse to select a program from the list of screen icons. Those in Year 2 show good control of the mouse when, for instance, using a paint program to draw images and fill spaces with colours. During one such lesson, pupils used this program with good levels of skill to reproduce textures and techniques similar to those in the work of the artist George Seurat. In an earlier lesson pupils had retrieved examples of the artist's work from the Internet. Samples of their work and teachers' records indicate that pupils use well a word processor to enter, edit, save and print text. Their work in controlling a programmable toy indicates a clear understanding of the need for precise instructions in a particular format to control a sequence of the toy's movements. Higher attaining pupils recognise that instructions can be repeated and apply this well to control the toy by repeating a sequence of instructions that enables the toy to travel, for instance, along a square path. Displays of pupils' work indicate that they use a computer competently to record information and display it on a suitable graph.
161. By the age of 11, pupils extend their skills in a wider range of applications to an overall satisfactory standard. Higher attaining pupils (at the beginning of Year 6) demonstrate impressive skills in accessing information from the Internet, narrowing their search to precise requirements. They successfully use e-mail facilities. They demonstrate a good understanding of creating a database from a file of records, which they interrogate to find those records satisfying prescribed criteria, such as 'boys aged 7 years or more'. Most pupils in Year 6 acquire a good range of word processing skills, such as, align their work and change fonts and colours. They learn to use bullet points when listing instructions and to integrate text and pictures. Such experience helps further their understanding of how to present information in different ways to suit an audience.
162. Pupils make good progress throughout Years 3-6. In Year 3, for example, they develop well their understanding of how to combine pictures with text. For instance a very attractive booklet containing word processed text, with illustrations, had arisen from their study of the Romans. During a lesson for pupils in Year 4, their skills in editing text were improved along with their range of English vocabulary as they sought to exchange simple adjectives with more colourful and expressive alternatives. By Year 5, pupils are introduced to spreadsheets. During one such lesson, following thorough review of the previous lesson, pupils learned to enter the price structure of a school visit, such as, food and transport costs into a spreadsheet and to construct and enter a suitable formula to find total costs. Most pupils managed to understand the format and structure of the formula. In such work, however, pupils with special educational needs only manage to complete the task with considerable help from their teacher and support assistants.
163. Pupils' attitudes to learning when using computers are very good. They handle equipment

sensibly and almost all pupils work eagerly. They ask and answer questions willingly and readily help one another. Pupils interact positively with their teachers and other adults who support their learning. Behaviour is good, especially in the confined space of the computer suite, and is only marred by the frustration of a few pupils who, despite their teacher's best efforts, cannot grasp the level of precision some of the work requires.

164. The quality of teaching is good overall. Both teachers and classroom assistants have good levels of knowledge of the subject that enables them to support pupils' learning effectively. Basic operational skills are taught thoroughly and gives pupils confidence in tackling many applications. Teachers' high expectations of what pupils can do, together with their confidence in their own subject knowledge, enables them to plan good lessons where pupils learn well. Occasionally, however, the lesson objectives are beyond some pupils with special educational needs and they lose interest. Good use is made of both the ICT suite and the stand alone computers in classrooms. Very good use is made of the two Smart Boards (electronic whiteboards linked to computers). They allow teachers to explain skills more clearly to the whole class during ICT lessons and to enhance learning in other subjects. For example, during a geography lesson, information about rain forests was retrieved 'live' from the Internet for all the class to access together. Behaviour is very well managed largely by providing interesting learning activities for pupils to engage with. Good on-going assessment is made of pupils' progress and used well to set pupils realistic targets. Overall, pupils achieve as well as they can.
165. The subject is very enthusiastically led and managed by a very knowledgeable curriculum leader. Resources and the organisation of the subject have been put on a firm footing since the last inspection. Programmes of study are clearly defined and pupils' progress is systematically recorded in sufficient detail to enable teachers to pinpoint areas for improvement in their planning and teaching. Appropriate procedures are in place to prevent access by pupils to unsuitable materials on the Internet.

MUSIC

Overall, the quality of provision in music is **satisfactory**.

Strengths:

- the quality of singing especially in Years 3-6 ;
- good teaching of elements of music in Years 1-2;
- curriculum leadership.

Areas for improvement:

- composition in all year groups;
- specialist input for both pupils and teachers;
- independent group work, especially in composition.

166. By the time pupils reach the end of Year 2 their overall attainment is in line with the level expected for this age group. Pupils know the names of the percussion instruments and use them with reasonable control. Most of them keep a steady pulse, for example when marching. They also use chime bars to help them to recognise and express changes in pitch, and they use percussion and vocal sounds expressively, for example, to illustrate the story of the Three Bears. They sing well in tune, but with insufficient energy to sustain notes well. Pupils use a simple graphic notation to help them to compose simple pieces.
167. Overall attainment by the end of Year 6 is also in line with the expected level. Pupils have some understanding of rudimentary musical notation, also they understand the dimensions of time and tune, and have good experience of cooperating with others in performance. They sing very well, reaching high notes with confidence and sustaining vowels well. They sing with a full and energetic tone, especially when performing lively hymns. Pupils have some knowledge of, and familiarity with, different types and styles of music, for example *Morning* from Peer Gynt,

Albatross and Prokofiev's *Peter and the wolf*. With good support, pupils with special educational needs take a full part in lessons and make satisfactory progress.

168. Pupils make good progress in Year R and Years 1-2 and the quality of their learning is good. They listen very attentively to their teachers and show much interest by asking challenging questions and, sometimes, suggest complicated activities. Especially good concentration was observed in a class of pupils in Year 2, including those with special educational needs, where the teacher used two pieces (of differing speed) throughout a 50 minute lesson. Pupils expressed the slow and the fast pulse in a variety of ways – by tapping on knees, clapping, “rowing” a boat, tapping noses, heads and fists.
169. In Years 3-6 learning is satisfactory overall; in singing it is good. Pupils remember well from one lesson to another and, as was demonstrated by pupils in Year 4, they know and use some musical terms such as tempo and rhythm. They cooperate well with one another, and appreciate how music expresses bonding as in songs which employ the “call and response” form. Pupils use instruments with good control when, for example playing to the beat of a song or when making a simple composition.
170. Overall, pupils’ attitudes to music lessons are very good. They come to lessons already expecting to work seriously. They behave well, maintain good concentration and retain a fair amount of what they are taught. Older pupils show increasing maturity in the way they approach their lessons and respond to questions and suggestions. No examples of independent work were observed during the inspection.
171. Teaching is satisfactory overall with strengths in some areas, for example, in the teaching of musical elements in Year R and Years 1-2, and singing in Years 3-6. Teachers vary in their level of confidence, but they succeed well by being thoroughly prepared and by making good use of recorded music for accompaniments to songs and for listening. Where appropriate they include moments when correct musical terminology is used, or use music to elicit imaginative language. Management of pupils is very good throughout the school. Usually pupils’ work is praised appropriately, although words such as *fantastic* and *wonderful* are sometimes over-used and tend to lose value. The use of ICT was not included in any of the lessons observed.
172. Music is coordinated by a non-specialist teacher who has organised a good range of resources and has developed teaching materials very well. These are shared and used effectively amongst the staff. There is a recorder group, and pupils take part in celebrations, where they make a strong contribution through their singing. Assessment is insufficiently developed, although teachers assess reliably in anticipation of reporting pupils’ progress to parents. The composition element of the National Curriculum is barely satisfactory; the school lacks some specialist input in order to help pupils achieve their potential and enjoy the full expressive range of activities which the subject can provide.

PHYSICAL EDUCATION

Overall, the quality of provision for physical education is **good**.

Strengths:

- above average standards;
- good leadership;
- good teaching.

Areas for improvement:

- monitoring and evaluating the teaching.

173. During the inspection it was possible to observe only dance and games in Year 1 and Year 2, and games in Year 4. These, with the scrutiny of very good planning, assessment and discussion with the curriculum leader make it possible to make judgements. The attainment for

pupils aged seven and 11 is above that which is expected nationally in dance, games and in outdoor and adventurous activities. During the inspection these were the only aspects of the subject for which there was evidence. Pupils make very good progress overall. The subject was not included in the last report. The long-term planning shows that the programmes of study of the National Curriculum are covered over the year as a whole, with swimming and adventurous pursuits in Years 3-6.

174. In dance, pupils in Year 2 have a good understanding of how to link simple movement patterns into a five-part sequence. They can mirror the movements and body positions of a partner. Pupils respond very well to the 'feeling' of being grand, following music and incorporating the discussion about feelings, they move in imaginative ways. They improve their performance by listening to the evaluations of others in their class and those of the teacher. In Year 1, when throwing and receiving a ball, most pupils improve their hand and eye co-ordination. In Year 4, pupils practise their skills passing a rugby ball on the move. Although they had considerable difficulties at first in accuracy on the move, they all improved their accuracy in catching, many understood the difference between 'passing' and 'throwing'.
175. Pupils have very good attitudes to physical education and a very good awareness of health and the need for safety. Lessons always start and end with 'warm up' and 'cool down' activities. For instance, pupils in Year 4 know that "my heart is beating faster", that "it's pumping more blood to my muscles to warm them up" and that "we have more oxygen in our blood". Behaviour is generally good and sometimes it is very good.
176. The quality of teaching is good overall and is very good in Years 1-2. Lessons follow very good health and safety procedures. Teachers give very clear explanations so that pupils always know what they were doing and why. Good subject knowledge is guided by a clear scheme of work and useful activities. Progression is clear from lesson to lesson, and over time. The management of pupils is excellent. It is based on a detailed understanding of pupils and on high quality of relationships between pupils, teacher and support staff. Very high expectations of both behaviour and concentration, helps lessons to flow at a good pace. Teachers explain activities carefully, demonstrate themselves, select pupils to demonstrate and as part of all lessons use pupils' evaluations to improve and refine their performance. Staff are well trained in, for instance, 'TOPS' football, 'TAG' rugby and dance. Pupils with special educational needs are very well supported and make good progress.
177. Extra-curricular provision provides very good opportunities to improve games skills. Pupils have the opportunity to participate in football, netball and Greek dance. Some use is made of professional coaching, although, to their credit, the teachers offer most opportunities, with support from parents. Pupils seen in these activities exceeded expectations for their age.
178. The subject is led and managed well. The curriculum leader has a clearly defined role, is knowledgeable and enthusiastic. Review and assessment of pupils' progress lead to continuous improvement. Another member of staff is also well qualified in the subject. Planning is monitored and the school intends to include observation of lessons in the near future and to assess pupils attainment against National Curriculum level descriptors. The scheme of work, based on LEA guidance, directs the planning and, with additional support for activities and very good resources, ensures that there is continuity and progression in pupils' learning.

RELIGIOUS EDUCATION

Overall, the quality of provision for religious education is **satisfactory**.

Strengths:

- leadership and management.

Areas for development:

- assessment procedures.

179. The pupils' attainment in religious education is in line with the expectations of the locally Agreed Syllabus by the ages of seven and 11. Standards have been maintained since the previous inspection. By the end of Year 2, pupils have deepened their understanding of Christianity and some of the major religions of the world, such as Judaism and Islam. Pupils know about the Creation story and learn about Moses' flight from Egypt. They know about the main Christian festivals, including Christmas, Easter and the purpose of Baptism. Pupils reflect on some important human values and are encouraged to put them into practice in their own lives, in school or at home. For example, in Year 1, pupils learn about Jesus' special friendship with John the Baptist and reflect on the importance of friendship in their own lives. They make satisfactory progress through Years 1-2.
180. By the end of Year 6, pupils have a sound knowledge of Christianity and some of the other faiths of the worlds, such as Islam and Hinduism. They know that people have different beliefs and values. Pupils make satisfactory progress in their knowledge and understanding through the consistent opportunities to examine their own beliefs and values and those of others. For example, in Year 3, through the theme of "belongings", pupils come to understand that the establishment of rules is an important factor for a successful society. As one pupil wrote, "you need to obey the rules to keep safe". In their study of Hinduism pupils learn about Rama and Sita, and begin to understand that an individual's faith can affect the way they live their life. Year 5 pupils understand the significance of sacred books, including the Qur'an and The Bible and handle them with respect and due reverence.
181. The quality of teaching across the school is satisfactory overall and has some good features. Where teaching is good, pupils are encouraged to reflect on what they have learned and to link it to their own life at home and in school. In this way, and in the way that pupils learn to value others beliefs, customs and points of view, the subject makes an effective contribution to pupils' spiritual, moral, social and cultural development. Lessons are effectively planned and relevant, although they are not consistently adapted to meet the varying needs of the class. They promote satisfactory attitudes to learning. Good support from special support assistants ensures that pupils with special educational needs take a full part in lessons and make satisfactory progress. Clear explanations help learning, and questioning is used effectively to deepen pupils' understanding, as for example, when a Year 4 pupil is asked, " how do you know God is patient?" Teachers manage pupils very well and have high expectations of courtesy and behaviour. Pupils respond well in discussions and are keen to explain what they have learned. They are tolerant of the opinions of others. They are keen to learn about the differences in practices and beliefs, showing particular interest in religious artefacts. The use of ICT was not seen in any lessons.
182. Literacy is used well in religious education, evident by the different styles of writing seen. For example, role play, sequencing the Christmas story, writing a prayer for assembly and formulating questions to interview the local vicar.
183. The subject is well managed by a knowledgeable and committed curriculum leader who has a good understanding of priorities for future development. She has successfully supervised the staged introduction of new LEA guidelines, which are now fully in place. As a result, teachers are becoming more secure in their knowledge of religious education and more confident in the teaching of the subject. Currently there are no formal assessment procedures in place but the improvement of assessment has been prioritised as an area for development, in line with the strategic management plan. Throughout the school, the use of visits and visitors enhances the pupils' learning.