

INSPECTION REPORT

CLAYTON-LE-MOORS ALL SAINTS CHURCH OF ENGLAND VA PRIMARY SCHOOL

Clayton-le-Moors, Accrington

LEA area: Lancashire

Unique reference number: 119448

Headteacher: Mr P Jump

Reporting inspector: Dr R Perkin
14591

Dates of inspection: 18 – 21 November 2002

Inspection number: 248019

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Church Street Clayton-le-Moors Accrington
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Anderson
Date of previous inspection:	January 1998

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14591	Dr R Perkin Registered inspector	Science Art and design Music English as an additional language	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
1234	Mrs T Bradley Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
29504	Mrs S Herring Team inspector	Mathematics Design and technology	The school's results and pupils' achievements How well are the pupils taught?
22058	Mrs C Richardson Team inspector	Information and communication technology Provision for children in the foundation stage Special educational needs	
30745	Mrs P Thorpe Team inspector	English Geography History Educational inclusion	How good are the curricular and other opportunities offered to pupils?
32272	Mr D Fishburn Team Inspector	Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clayton-le-Moors All Saints Church of England Primary is an average sized Voluntary Aided Church of England Primary School for boys and girls. It is situated in the small town of Clayton-le-Moors, near Accrington. There are 263 pupils on roll, including 40 children in reception. All but a very small number of pupils are white and none is in the early stages of learning English as an additional language. The school, one of three in the town, is consistently over-subscribed and almost all the pupils live in the town. Most parents are members of the church. A below average proportion of pupils qualifies for free school meals. The proportion of pupils who have special educational needs is well below the national average, though the proportion of pupils with statements of special educational needs is broadly average. The range of special educational needs includes dyslexia and physical, moderate and complex learning difficulties. The attainment of pupils entering the school varies from year to year but overall is broadly at expected levels, mathematical development being slightly better than communication, literacy and language.

HOW GOOD THE SCHOOL IS

This is a very good school. Pupils make very good progress from an average base to reach standards that are well above average. There is very good provision for pupils' personal development and teaching and learning are very good overall. The leadership and management of the school are very good, under the guidance of an excellent headteacher. The school gives very good value for money.

What the school does well

- Standards overall are well above average and, in mathematics, science and music, they are very high.
- Pupils, including those who have special educational needs and those identified as being gifted and talented, achieve very well because of the very good teaching.
- Pupils have very positive attitudes to work and behave very well because of the excellent provision for their spiritual development and very good provision for their personal development.
- There is a very rich curriculum, supported by activities of high quality outside the curriculum and very good links with the church and with other schools.
- Excellent leadership and management from the headteacher, strongly supported by the governors and key staff, ensure that the school's aims and values are extremely well reflected in its life and work.

What could be improved

There are no major areas for improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good improvements since the last inspection in January 1998. Standards have improved in nearly all subjects, notably in mathematics, information and communication technology and geography. Teaching and learning have significantly improved and are now very good. The range and quality of the curriculum have improved, particularly for pupils in reception. Provision for pupils' spiritual development is now excellent and improvements have been made in providing opportunities for pupils to learn about other cultures. The quality of assessment has significantly improved. Provision for pupils who have special educational needs has improved and pupils' individual education plans are now of a very good quality. Opportunities for subject co-

ordinators to comment to colleagues on their planning are now good and the school development plan now has clear targets for raising pupils' attainment. In addition, there have been significant improvements in accommodation and in provision for literacy and numeracy through the very successful implementation of the national strategies for literacy and numeracy.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	C	A	A
mathematics	B	B	A*	A
science	B	C	A*	A

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

Pupils' performance in national tests varies considerably from year to year mainly because of the varying proportion of pupils with special educational needs in each year group. The very strong performance in national tests for 11-year-olds in 2002 in mathematics and science was within the top five per cent nationally; the present Year 6 class are on target to achieve similarly very high standards in these subjects by the end of the year and well above average standards in English. Trends over time are erratic but, overall, are in line with the national trend. Recently, boys have performed more strongly than girls in tests in English, which is against the national pattern; boys' achievement is also better in mathematics though similar in science.

In the 2002 national tests in reading and mathematics, seven-year-olds attained standards well above the average for all schools nationally and also well above the average achieved in schools with pupils from similar socio-economic backgrounds. Results were above average in writing and broadly average in science. The present Year 2 pupils are on target to reach above average standards in both reading and writing but well above average standards in mathematics and science.

The school sets challenging targets based on its careful tracking of pupils' prior attainment; it has been successful in meeting those targets in 2002. Standards are at least good in all subjects but they are well above average in information and communication technology (ICT), geography, history and physical education and very high in music. By the time children leave reception, they are surpassing expected levels in personal, social and emotional development, language, mathematical development and knowledge and understanding of the world and are reaching the expected levels in the other areas of learning. Pupils of all abilities achieve very well because of the very good teaching they receive. Pupils who have special educational needs make very good progress because of the very good provision made for their needs. Pupils identified as gifted and talented also make very good progress because they are presented with rich opportunities to practise their talents.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very positive attitudes to learning and to school, and in Year 6 their attitudes are excellent.
Behaviour, in and out of classrooms	Very good, both in the classrooms and also when pupils are unsupervised. Behaviour in assemblies and clubs is often excellent.

Personal development and relationships	Very good. Pupils grow in confidence as they go through school, developing very constructive and strong relationships with teachers and with one another.
Attendance	Very good. Attendance is well above average.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is very good overall. Teaching is excellent in one lesson in eight and good or better in almost nine out of ten lessons. There was no unsatisfactory teaching. Pupils are taught well in reception and this gives them a good start to school life. The teaching of English, mathematics and science is very good and the teaching of music for Years 3 to 6 is excellent. Literacy and numeracy are very well taught, pupils having opportunities to develop their skills across the curriculum. ICT skills are also very well taught in other subjects. Higher attainers and those identified as having special talents are presented with tasks that interest and challenge them. Pupils who have special educational needs are very well taught with extra expert support from teachers and teaching assistants. All pupils benefit from the teachers' very high expectations and the very effective teaching of basic skills; consequently, pupils acquire skills and understanding at a very good rate and have a clear view of how well they are learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All pupils benefit from a broad and balanced curriculum. This is very well enhanced, for pupils in Years 3 to 6, by a rich programme of clubs and activities of high quality at lunchtimes and after school. There are very constructive links with the church and with other schools that also add quality to the curriculum.
Provision for pupils with special educational needs	Very good. The needs of these pupils are identified early; very good individual education plans inform teachers' planning and expert small group and individual teaching is provided for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There is excellent provision for pupils' spiritual development through high quality assemblies and other opportunities to reflect and celebrate. Pupils' moral and social development is very well promoted through a consistently applied behaviour policy, rich opportunities to take on responsibility and very strong adult role models. Pupils' cultural development benefits from the very high profile given to music and the arts. The links with a nearby school provide good experiences in learning about people from other cultures and pupils are taught to be racially aware.
How well the school cares for its pupils	Pupils are well cared for and there are very good systems for promoting good behaviour. Pupils' work is assessed very well and the information is used in planning future work. Progress is carefully tracked and used well to identify particular needs. While there are satisfactory procedures for monitoring attendance, unauthorised absences are not always formally and speedily followed up.
How well the school works in partnership with parents	Very well. There are very effective links with parents, who are enabled to make a very valuable contribution to their children's learning both at home and in school. Parents are well informed about school life and about their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The excellent leadership of the headteacher ensures that the school's aims and values are put into practice extremely well and that very effective action is taken to meet the school's targets. He is well supported by the hard work of other key staff.
How well the governors fulfil their responsibilities	Very well. The links that governors have with subjects and aspects of school life ensure that the hard-working and committed governing body knows the school very well and is able to play an appropriate part in its development.
The school's evaluation of its performance	Very good. The school is committed to self-evaluation. It analyses pupils' performance, monitors subject provision and takes very effective action as a result.
The strategic use of resources	Very good. Very effective financial planning, linked to the school's development and improvement plans, ensures that resources are used to improve standards and provision. The school works well to ensure that it obtains the best possible value from its spending.
The adequacy of staffing, accommodation and learning resources	Very good. The school uses its very good accommodation very well. Subjects are often very well resourced and there is a good match of teaching and support staff to the demands of the curriculum.

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 school has high expectations of their children. The school is well led and managed and parents feel comfortable in approaching the school with questions or problems. Behaviour is very good and children are helped to become mature and responsible. The teaching is good. 	<ul style="list-style-type: none"> Some parents do not feel sufficiently well informed about their children's progress.

The inspection team strongly concurs with the parents' positive opinions and judges that information for parents is of good quality.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. By the time pupils leave the school, the standards they attain are well above average overall; standards are very high in mathematics, science and music. This represents very good improvement since the last inspection when standards were broadly average at the end of Year 2 and above average at the end of Year 6. The very good teaching, the excellent leadership of the headteacher, a broad and rich curriculum, very good assessment procedures and the very positive attitudes that pupils have to learning are all factors that contribute significantly to these high standards. Pupils make very good progress during their time in school. This is evidenced by the fact that standards are average as children enter the reception year; standards are above average at the end of Year 2 and are well above average by the time they leave Year 6. Trends in the school's results in English, mathematics and science over time vary from year to year but overall are in line with the national trend; however in 2002 performance was markedly better than in other years. The test results in 2002 for Year 6 pupils indicate that attainment in mathematics and science was very high, in the top five per cent nationally. Attainment was well above average in English when compared with that of all schools nationally. When compared with attainment in schools with pupils from a similar background, attainment was well above average in all three subjects.

2. This is a school where there is no evidence of underachievement and pupils of all levels of ability achieve very well and make very good progress in relation to their prior attainment. The school is very effective in meeting its demanding targets because it clearly identifies and challenges pupils who are on track to attain well beyond the levels expected of eleven-year-olds. At the same time, very good provision is made for pupils identified as having special educational needs, enabling them to reach their full potential. Pupils currently in Year 6 continue to work at a very high level and are likely to achieve or exceed the challenging targets set by the school. The school is on track to maintain a high level of attainment in subsequent years. By the end of Year 6, standards in mathematics and science are very high and are well above average in English. A high proportion of pupils is on track to exceed the level expected of eleven-year-olds in all three subjects.

3. Standards in reading are slightly better than in writing, but both are well above average. Pupils achieve very good standards in reading and their library and research skills are well advanced. Spelling, punctuation and handwriting skills are very good. Pupils use an extensive vocabulary very well and they adapt their writing style most convincingly to suit the audience. The high standards in reading and writing have a strong impact on standards achieved in other subjects, such as history and geography. Speaking and listening skills are very well developed. Pupils listen very attentively to teachers and to other pupils and are articulate in their responses. Their skills are often helped by the high quality of teachers' incisive questioning that requires pupils not only to give an answer but also to explain and justify their judgements.

4. By the age of eleven, pupils have developed very good arithmetic skills and most pupils can give clear explanations as to how they have worked out quite complex calculations. Mental agility skills are at a high level. Most pupils show a good understanding of different units of measurement and their understanding of the technical language related to shape is very good, as is their understanding of how to calculate area and perimeter of shapes using the formula. There is a high expectation for pupils to follow the conventions of drawing graphs and they are confident when interpreting data and recognising the mode or mean. The school has identified problem-solving as an area for development and the increased emphasis on this aspect has led to an improvement in solving word problems, though the opportunities to explore more open-ended problems and puzzles are still more limited. By the time pupils leave the school, their depth of knowledge and understanding of scientific facts and their use of scientific language are exceptionally good. There is a very strong focus on investigation and enquiry, which develops pupils' scientific skills most

effectively.

5. The national test results for seven-year-olds in 2002 showed that attainment in reading and mathematics was well above average nationally and when compared to attainment in similar schools, a significant percentage exceeding the level expected for seven-year-olds. Standards in writing were above average nationally and average compared with those achieved in similar schools. Teacher assessments in science show a similar picture. This shows a good improvement from the results in 2001 when reading and writing were above average and attainment in mathematics was average nationally and when compared to similar schools. Teaching in Years 1 and 2 is of a good standard and nurtures pupils' learning well, enabling them to make good progress. Pupils of all abilities in these years are achieving well because of the very well organised and methodical teaching of basic skills. Teachers' high expectations ensure that higher attaining pupils are suitably challenged. Currently, for pupils in Year 2, attainment is above average in English and well above average in mathematics and science.

6. A strength of the school, which makes an important contribution to how well pupils achieve, is the way in which every opportunity is taken to develop and enhance pupils' literacy and numeracy skills in other subjects of the curriculum. In science, for example, pupils record written accounts of their experiments and the conclusions they make, and considerable emphasis is placed on developing subject specific vocabulary in all subjects. In geography, pupils are expected to compare the relative size of populations in different countries and to work out the time in different zones. Many examples were seen of pupils writing for a whole range of purposes in other subjects, when, for example, writing up solutions to problems or relating historical events such as the religious changes in Tudor times. There was also practical use of accurate measuring, as, for example, before cutting wood in design and technology.

7. Standards in music are good at the end of Year 2 and very high at the end of Year 6. The quality of teaching is never less than good and is sometimes excellent, not only in lessons but also in additional activities outside the school day. This is due largely to the enthusiasm and expertise of the curriculum co-ordinator. A particular strength is the quality of pupils' musical performance, and singing is of an exceptionally high standard. This was seen in a moving rendition of The Twenty-third Psalm in assembly and in the Choir. Pupils' skills benefit from the many opportunities they have to compose, perform and appraise and from the obvious enjoyment they show when participating in musical activities.

8. Standards are at least good in all other subjects and are very good in history, geography and ICT at the end of Year 6. In history and geography, pupils are encouraged to think beyond the facts. Pupils empathise with the plight of soldiers in World War 1 and they learn to relate geographical knowledge to their own lives. In ICT, pupils have a good understanding of the skills required to use computers effectively to record and access information and to support learning in other subjects. This was seen in Year 4, when pupils used PowerPoint to write and amend newspaper accounts of the revolt of Boudicca. In design and technology, pupils are expected to evaluate their finished products and suggest improvements. This has a positive effect on future work. In physical education, pupils attain above average standards in all areas of the subject. Standards in art and design are good and pupils' work is enhanced by the flair and care with which it is displayed. The very good provision made for extra-curricular activities and residential visits brings an extra dimension to pupils' learning which enhances their work and helps to raise standards.

9. Children in reception, including those with special educational needs, make at least satisfactory progress across all the areas of learning. By the time they leave reception, most children attain above the expected levels in personal and social skills, reading, writing, numeracy and knowledge and understanding of the world. In creative and physical development, their attainment is broadly at expected levels.

10. Pupils who have special educational needs make good, and often very good, progress towards the targets on their individual education plans because of the very good teaching they receive. This enables pupils to grow in confidence and self-esteem. Skilled use of specialist

resources for some pupils helps them to make very good progress. The school makes very good use of assessment information for setting targets for pupils with special educational needs, lower and higher attaining pupils and for the formation of groups. The result is that pupils who need additional support are identified as soon as possible. Pupils with special educational needs frequently attain very well in national tests because of the quality of the support they receive.

Pupils' attitudes, values and personal development

11. Pupils' attitudes and values are now stronger than when the school was last inspected. Pupils have very good attitudes and values that make a positive impact on their personal development and learning. In Year 6, pupils' attitudes and values are excellent and their personal development is of a high standard. These pupils can be relied upon to work very constructively together, even when unsupervised, and they are exemplary role models for younger pupils in school.

12. Classroom displays show the effort pupils put into their written, word processed and artistic work in lessons and at home. For example, pupils in Year 3 were keen to share their interest in the history of ancient Egypt. The very lively interest pupils found in the subject makes a positive contribution to their spiritual and academic development. Some older pupils choose to use their playtimes to complete work from previous lessons. They help each other, treat each other with respect and are generous in praising creative effort.

13. The attitudes of members of the choir and orchestra are excellent. They respond to their teacher's love of music through their high levels of concentration and fine performances, which play a central role in both their cultural and spiritual development.

14. Younger children are happy in school. They settle quickly and adapt well to the congenial environment of the reception class. Pupils in Years 1 and 2 understand the difference between right and wrong and accept the school's sanctions when pupils behave inappropriately. Behaviour, throughout the school, is very good in classrooms, where pupils respond well to their teachers' expectations of good behaviour. Pupils are keen to please their teachers and accept the school's methods of dealing with bullying and other forms of oppressive behaviour. Their thoughtfulness has a positive impact on relationships both with their friends and with their teachers. Last year, the school followed local authority guidelines to exclude two pupils from school. These exclusions were for a short period only and the pupils involved have now left the school.

15. The personal development of pupils is strengthened by their relationships with their teachers and is very good throughout the school. The way in which they listen and respond to their teachers without a second asking is most impressive. They are open, sensible and respectful. When asked to carry out duties around the school, pupils do so willingly and without supervision. They use their own initiative and organise themselves well. For example, pupils in Year 6 check on staff and visitors' lunch orders. They write requests in a book and address visitors by name when they greet them. Older pupils also help to clear the dining hall after lunch. Good teamwork ensures that the hall is cleared quickly and safely.

16. Relationships are very good. Lessons such as those in personal, social and health education provide pupils with opportunities to talk freely and express their views with their teachers. One example of this was seen in Year 4 when pupils entered into a mature discussion on the importance of making choices. Self-esteem and respect for each other allow pupils freedom of choice. The headteacher and the staff are very good role models for pupils. The strong Christian values which influence the daily life of the school make a powerful contribution to the spiritual, moral and social development of all pupils.

17. Pupils attend school regularly and attendance is well above the national average. Pupils come to school in good time for their lessons and truancy is not a problem. As a result, pupils benefit from the continuous flow in their learning, which improves their opportunities to progress

well in school.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is very good. Teaching is good or better in almost nine out of every ten lessons and very good or better in almost half the lessons. Examples of excellent teaching were observed in both the infants and the juniors. There is no unsatisfactory teaching. This overall very good teaching is the most significant factor in the high standards pupils achieve. The teaching is good in the Foundation Stage and this makes an important contribution to the good start children have in the reception class. The teaching is good in Years 1 and 2 and almost a third of lessons seen were very good or excellent. The teaching is very good in Years 3 to 6, six out of every ten lessons very good or excellent. The greater proportion of very good or excellent teaching in Years 3 to 6 accelerates the rate of pupils' learning in those years. The high quality of the teaching in Year 1 to Year 6 ensures that pupils of all abilities, including those identified as having special educational needs, make very good progress. This very good teaching, pupils' very good attitudes to their learning and the very good procedures for assessing pupils' progress combine to enable pupils to learn well and achieve very high standards. All teachers show an enthusiasm and pride in their work and are willing to reflect on how they teach in order to improve. Another important feature is the mutual support between the staff to share expertise with colleagues. The quality of teaching has improved greatly since the time of the last inspection and crucially there is a much higher incidence of very good or excellent teaching.

19. Teaching in reception is good overall and sometimes very good. Work in all the areas of learning is well planned to meet the needs of these young children. Strengths in the teaching are in the very high expectations that teachers and other staff have of the children and in the teaching of basic skills; children respond well and develop understanding and skills at a very good rate.

20. The core subjects of English, mathematics and science are taught very well. Consistently good and often very good and excellent teaching leads to the very high standards achieved. The National Literacy Strategy has been very well implemented and this ensures the methodical and progressive teaching of skills from an early age. The very strong teaching in the classes involved in the statutory tests ensures that pupils are well prepared and do their best. Pupils respond very well to the high expectations of their teachers in the exemplary presentation of their work and in the high degree of concentration shown to complete their tasks. This means that time in lessons is used effectively and the conscientious completion of homework makes a good contribution to pupils' learning. The high emphasis on correct spelling and punctuation and on the appearance of pupils' written work helps pupils to achieve a high standard. Teachers' very good relationships with pupils and the emphasis on respect for all members of the school community encourage very good speaking and listening skills.

21. The school has implemented the National Numeracy Strategy effectively. Numeracy skills are taught very well. Very clear explanations and regular practice develop pupils' arithmetic skills well and the requirement to explain how they have worked things out helps pupils to understand what they are doing. This was seen in Year 4, when pupils explained the method they had chosen for solving subtraction sums; these included vertical sums and counting on, using their own informal number line. Some elements of everyday teaching are exceptional and capture pupils' interest and enthusiasm; for example, the high quality of the singing of tables in Year 3 shows pupils' enjoyment in learning. In the excellent lesson seen in Year 6, the rapid pace of questioning kept pupils on their toes throughout the lesson, and the perceptive and careful targeting of questions enabled all pupils to contribute. In the less successful lessons, work is not suitably matched to different groups of pupils and this reduces the pace of learning. Numeracy skills are used and developed well in other subjects, for example, in measuring wood accurately in design and technology, displaying information on graphs in science and comparing the size of populations in geography. This willingness by teachers to seize every opportunity to develop literacy and numeracy skills in all they do is helping pupils to develop competence and understanding at a fast

rate.

22. The teaching of science is systematic, thorough and consistently very good. Teachers' subject knowledge is very good and this enables them to give clear explanations to pupils and to target questions precisely to assess pupils' understanding and to push them forward. Pupils are challenged to think problems through scientifically and the strong emphasis on the correct use of scientific terminology from an early age is very effective in developing pupils' technical vocabulary. There is an appropriately strong focus on investigation and enquiry and these practical, first-hand experiences extend pupils' understanding very well.

23. Teachers on the whole have good subject knowledge across most areas of the curriculum and they use this knowledge to plan interesting and varied tasks, which motivate pupils to learn. In the case of music, the co-ordinator's specialist knowledge has proved inspirational to pupils. Her enthusiasm, energy and attention to detail help pupils to learn exceptionally well and achieve outstanding levels of performance, particularly in singing. Very good teaching of history and geography helps pupils to achieve standards that are well above average. Challenging research tasks and the opportunities to empathise with people from the past, such as children caught up in the Great Fire of London or World War 1 soldiers, bring the subject to life. The quality of teaching is good in all other subjects. Teachers plan well to ensure that all aspects of a subject are taught. This leads to pupils achieving good standards in, for example, design and technology and art and design.

24. Teachers and teaching assistants working with pupils who have special educational needs plan lessons carefully to meet the needs of those pupils. This ensures that they are given tasks that match their abilities well. Targets in individual education plans are clear and achievable. This is an improvement since the last inspection. Teachers, teaching assistants, the support teacher and the special needs co-ordinator work very closely and thoughtfully together to plan and review pupils' targets. Staff discuss targets with pupils so that they know what they have to do to improve. Pupils have skilled support when they work in groups in the classroom as well as in small groups with a special needs teacher or teaching assistant. Some pupils have periods of very well focused individual support during each week. Staff maintain good records and all staff share information well.

25. Very good relationships are evident across the school and pupils respond very well to the clear expectations and enthusiasm of their teachers. Pupils are very keen to do well; they take a full and active part in all lessons, in assemblies and in clubs, and show high levels of interest and motivation. The pride that pupils take in their work is apparent in the exceptional quality of the appearance of the work in their books. Pupils talk animatedly about their work and it is clear from discussions with pupils that they absolutely enjoy their lessons and everything the school has to offer. Parents support the work of the school very well. The close co-operation between home and school has a very positive effect on pupils' learning.

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

26. The quality of the curriculum has improved for all pupils since the last inspection and is now very good. The school has developed a well-structured curriculum embracing all statutory requirements; all subjects of the National Curriculum are included. Although the school rightly places emphasis on the key areas of literacy, numeracy, science and ICT, sufficient time is given to developing high standards in all subjects. All pupils have equal access to the curriculum and there was no difference in the teaching of boys and girls. The wide range of stimulating learning opportunities meets the interests and aptitudes of all the pupils, including those with special educational needs.

27. Every subject has a policy and scheme of work in place and, from the early learning goals in the Foundation Stage, the curriculum is cohesive. Essential skills in all subjects are methodically

built on year-on-year. Effective links are made between subjects and pupils' new learning in one subject will often reinforce and practise what they have recently learnt in another. Literacy, numeracy and ICT skills are used well to support and extend learning in other subjects.

28. The school's provision for literacy and numeracy is very good. Teachers are very adept in making sure that pupils acquire basic skills in an efficient and progressive way. Planning at all levels is of good quality and thorough, breaking down new learning into small steps.

29. The provision for pupils with special educational needs is now very good because of the high quality of the teaching and support given to these pupils. This is an improvement since the last inspection. The inclusive and supportive atmosphere in the school has a major impact upon the progress these pupils make in the school and they are fully included in all aspects of the school's life. There are also individually appropriate and challenging activities for higher attaining pupils in most lessons.

30. The school works hard to enrich the curriculum in many areas and provides a very good range of extra-curricular activities, largely for the older pupils. It supports physical education with after school netball, tennis and other sports. Pupils have an opportunity to enhance their musical education by joining the choir or choosing to learn to play an instrument and play in the school orchestra. A computer club is also available.

31. There is a good programme of school visits for all classes, and pupils in Year 6 have an opportunity to take part in a variety of outdoor activities when they go on a residential visit to Wales.

32. The school fosters very good links with the local community and has a very good relationship with the church, both of which greatly contribute to pupils' learning. Visits and visitors are used effectively to broaden pupils' experiences and parents and friends raise funds to enable the school to buy extra items to enhance the curriculum for all pupils. The school choir entertains senior citizens in a local residential home and sings at church services and concerts and for televised events such as Songs of Praise. Relationships with the local college and schools are very positive.

33. The school reflects its aims extremely well in its provision for pupils' personal development. This very good provision contributes well to the ethos of the school and helps pupils in becoming responsible and thoughtful members of society. Policies for sex and drugs awareness education are in place. Sex education is taught to pupils in Year 6 as part of their healthy living topic. As part of a drug awareness programme, all pupils throughout the school have a chance to visit the Life Education Van which visits the school annually and where they are taught how to lead a healthy lifestyle.

34. The overall provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now very good.

35. The school's provision for spiritual development is excellent. The respectful reflective atmosphere present in assemblies is carried into other areas of school life. Most pupils show respect and courtesy to teachers and other adults by their demeanour and their willingness to listen and concentrate well. History lessons in particular provide opportunities for pupils to reflect on the courage and dedication of famous people in the past such as Florence Nightingale. Pupils in Year 6 talk at length about the terrible conditions endured by soldiers in World War 1 and try to imagine the horror and suffering. Pupils show care and concern to individuals within their own community who need help. The school gives high priority to music-making and singing in which both performers and the audience experience 'special moments'. Pupils are able to reinforce and develop their own values and beliefs in assemblies and through prayers and thoughts at other times of the day. They are encouraged to recognise and celebrate effort and achievement both by themselves and others.

36. There is very good provision for pupils' moral development. A useful and successful behaviour policy is in place that does not attach blame when there are disputes. Pupils respond

well when they are given a chance to ponder on the situation and are encouraged to try and see it from other points of view. Nearly all pupils are well behaved at all times, understand right from wrong, show concern for others and understand the need to work hard at school. The house points and other merit systems in use are highly valued by the pupils and consistently reinforce the values and beliefs of the school.

37. The school develops pupils' social awareness in a variety of ways and this provision is very good. Pupils are treated consistently in a warm and friendly manner by all staff and this has a positive effect on their relationships with others. Pupils take on small jobs around the classroom and older pupils have responsibilities around the school. Pupils are encouraged to co-operate and learn together at appropriate times, to help and support each other and to recognise the achievement of others. During playtimes and the lunch period, pupils have ample opportunities to talk and play together. After school clubs and visits provide a more relaxed learning and social climate. Taking part in the residential trip to Wales contributes greatly to the personal and social development of pupils in their final year. Pupils raise money for a hospice and the Children's Society and collect toys for charities at Christmas.

38. The school's provision for cultural development is good. Visits to the immediate area around school as part of their work in geography help pupils to understand their local culture and traditions. In their art and design lessons, pupils develop an awareness of art that crosses cultural boundaries. For example, pupils in Year 2 study the work of famous artists such as Claude Monet and Vincent Van Gogh and Year 3 pupils draw their own hieroglyphic pictures in the style of the Ancient Egyptians. Music plays a significant part in the cultural development of all pupils as they sing traditional songs and hymns, play a musical instrument and listen to the music of famous composers as well as music from around the world. Pupils learn the words to traditional prayers such as the Lord's Prayer and continue the practice of giving thanks before eating a meal. The school has made significant efforts to rectify the lack of sufficient multicultural provision highlighted in the last inspection. Pupils in Years 4, 5 and 6 have pen pals in schools with pupils from an ethnic minority group and there are plans to take part in sport together. More books and artefacts, including a collection of musical instruments, relating to other cultures have been purchased and visitors from different ethnic groups have been welcomed into school. However, the school is aware of the need to develop this area of the curriculum further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Since the last inspection, high standards of pastoral care for pupils have been maintained. The school cares very well for its pupils. Any child who feels unwell in school is very well looked after and it is normal practice for any injuries sustained in school to be brought to the attention of parents. Pupils respond well to the school's preference for healthy eating and bring fruit for playtime break. Health and safety regulations are met, fire drills and risk assessments are carried out regularly and school security is considered.

40. Child Protection procedures are in place and provide appropriate support for pupils who might be at risk. Named staff and a governor share the responsibility for Child Protection. Adequate systems are in place to support pupils who are looked after by the local authority and to check on their academic and personal progress.

41. The school has very good strategies to encourage pupils' personal development. These include recognition for good effort and good behaviour. There is a strong emphasis on developing pupils' confidence by encouraging them to become involved in school and community life. As a result, pupils flourish and mature in a delightful way, developing a strong appreciation of music, art, sport and conversation. A competitive team spirit makes a very good contribution to the personal development of pupils. Weekly assemblies celebrate the achievements of individuals and school teams and pupils respond positively. For example, when the headteacher announced the house points for the week, a quiet whisper of "Yes" rippled through the gathered assembly.

42. The procedures for monitoring and supporting pupils' academic progress are good. In reception, staff assess pupils' performance on entry. Procedures for assessing pupils' academic progress in the core subjects of English, mathematics and science are now very good. The school has made good progress in developing assessment systems in most other subjects and these mainly take the form of twice yearly assessments. Systems to track the progress made by pupils in other areas of the National Curriculum are developing well. The attainment and progress of all pupils are assessed regularly and shared with parents once a year in the spring as well as in an end-of-year report.

43. Assessments of pupils with special educational needs are carried out very thoughtfully and all staff are aware of pupils' targets and programmes. Relationships between pupils and staff are very good so learning takes place in a purposeful and motivating atmosphere. Information about pupils' work and progress is shared very effectively and the school works very well with a large number of external agencies. The school complies fully with the new Code of Practice for pupils with special educational needs. This has been implemented systematically and efficiently. Consequently, these pupils make good, and, in some cases, very good, progress.

44. Procedures for monitoring and supporting pupils' behaviour are very good. Pupils receive class and individual points as rewards for good behaviour and the school uses its awards in assemblies to encourage pupils. The headteacher keeps a record of unacceptable behaviour and encourages pupils to reflect on their behaviour and talk through their problems. The school's high expectations of good behaviour and intolerance of other forms of harassment such as bullying, sexism and racism, are closely linked with its Christian values and respect for others. Pupils respond very well to these values which play a significant role in school life.

45. Parents are asked to inform school promptly if their children are absent from school and attendance registers generally reflect these reasons. The school has satisfactory procedures for monitoring attendance. However, procedures for checking on unauthorised absences quickly have not been formalised.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents perceive the school to be very good. This view is shared by former pupils and parents whose letters to the school demonstrate their affection for the school and its work.

47. At the meeting with parents, before the inspection, parents voiced their high regard for the school and their appreciation of what it does for their children and the quality of education it provides. In almost all areas of the school, parents expressed positive views: the good progress children make, their children's behaviour, the quality of teaching, the approachability and high expectations of staff and the strengths of the leadership and management. Some parents voiced reservations about the mixed-age classes, the information they receive about their children's progress, the extent to which the school works with them to support this learning, the amount of homework their children are expected to do and the range of activities outside lessons.

48. The inspectors agree with the positive views of parents and have looked into their concerns. The school has worked hard to ensure that the mixed-age teaching is effective and there is no evidence that pupils are disadvantaged by this system. The information parents receive through newsletters, the school prospectus and the governing body's annual report is good. Newsletters are friendly in tone and are effective diaries of school events, whilst the prospectus and governing body's annual report tell parents all they need to know about the school. However, there is an inconsistency in the quality of the information to parents about the work their children will be doing in school, and what pupils need to learn to make optimum progress. The school does publish the attainment levels of pupils who have taken the standardised tests in Years 2 and 6.

49. Homework is used well to support and improve the learning of the youngest pupils and it is used very well for older pupils. For example, pupils in Year 4 use the computer to learn and extend their spelling homework. However, homework diaries are used inconsistently by teachers to set the learning targets that pupils need to achieve to progress well.

50. Some parents question the range of activities offered to pupils outside lessons. The inspection judgement is that these activities are good for younger pupils and very good for older ones. Activities for pupils with musical interests are particularly strong.

51. The school has very good links with its parents and school governors. Parents are able to introduce their pre-school children to story sacks provided by school to enable parents to read and play games with their children in preparation for what the children will do when they start school. Parents are involved in the work of the youngest children and some come into school regularly to help in the classrooms. A home-school agreement has been reached in consultation with parents to support and educate their children. The school ensures that parents of pupils who have special educational needs are fully involved in any discussions about targets and reviews of pupils' progress. They sign their children's individual education plans and are aware of the targets. They discuss ways in which they can help their children.

52. Parental involvement is well established in school. The Parents, Teachers and Friends Association has been established for many years. It raises funds to supplement and improve the educational resources in school and to promote the social life of the school and parish community.

53. Parents make a very good contribution to their children's learning at home and at school to supplement the work of the school. They spend time in the classroom and support their children on special occasions. Some grandparents also return to school when they retire from business life and work alongside parents and teachers in the classrooms. Parents take an interest in school events, both educational and recreational. They work in partnership with the teachers to encourage their children to do work on reading, spellings, mathematics and research at home to improve their learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. Excellent leadership and management by the headteacher ensure that the senior management team and all other staff work together well. They produce high academic standards in an atmosphere that is also committed to the development of both academic and personal aspects of the pupils. The headteacher's leadership provides a clear and unambiguous educational direction. A very strong commitment to Christian values underpins the school's aims, which are extremely well reflected in the life and work of the school. Expectations are high in all aspects of school life; for example, the very good quality of display is the result of the skills and commitment of all staff – each teacher is responsible for an area near his or her classroom. The consistency with which displays reflect stimulating teaching and learning provides a model for the pupils as well as an exciting resource to support their learning. Pupils are expected to behave responsibly and with respect for others. Achievements are to be celebrated with generosity. Very high standards of presentation are expected in pupils' work.

55. Such an approach is fully supported by the very effective governing body, which shares the school's values and plays an appropriate part in shaping the school's direction. Individual governors are active and very effective in fulfilling their roles in being linked to a subject or aspect of school life. The special needs governor, for example, is well informed and monitors the progress of pupils very effectively. Where governors have expertise, as with the governor linked to design and technology, for example, they are able to play an active part in classrooms and make a significant contribution to pupils' learning. The governors who are linked with literacy and numeracy meet the co-ordinators regularly and, because of their involvement, know the school very well. Subject co-ordinators report to the governors' curriculum committee or to the full governing body to make a case for funding for

developments in their subjects. Frequent and regular meetings between the headteacher and the energetic chair of governors ensure that the governors are speedily informed about issues, developments and problems. The governing body knows the school's strengths and weaknesses very well. Governors conscientiously fulfil their responsibilities in approving the school development and improvement plans and the regularly reviewed policies.

56. Members of the senior management team meet regularly and are allocated appropriate responsibilities. The fairly recently appointed deputy headteacher, for example, is already developing the existing assessment systems and ensuring that staff benefit from opportunities for their professional development. Staff with responsibility for subjects work hard to improve them; many co-ordinators are very effective. All produce an annual review of what developments have taken place and what actions are necessary to maintain high standards in the subject. The school's budget is informed by the list of requirements that all co-ordinators draw up. Co-ordinators check samples of pupils' work and examine teachers' planning but have too few opportunities to observe colleagues teach their subjects or to work alongside them. The special needs co-ordinator manages the provision very well and is ably supported by the special needs teacher

57. The school rightly sees itself as a self-evaluating organisation. It thoroughly analyses pupils' performance and monitors the quality of its provision very well. This enables sensible priorities to be identified and challenging but realistic targets to be set and fully informs the very effective actions taken to meet those targets. The headteacher monitors the quality of teaching effectively and ensures that arrangements for performance management work well. There are very good arrangements to make sure that teachers new to the school settle in quickly and receive the support they need.

58. Financial planning is very good. A series of alternative budgets is presented to the governors' finance committee; these take account of the co-ordinators' requirements and relate to the priorities in the school development plan. The school's excellent administrator ensures that the committee has up to date financial information. Careful consideration is given to ensure that the best possible value is obtained and likely future priorities are also taken account of before a decision is made. For example, an unexpected surplus that arose near the end of the financial year was carried forward so that it could be spent on carefully considered projects in the following year. The school is adept at finding alternative sources of funding for particular projects; the chair of governors in particular works very hard at this. Specific grants are used very effectively. For example, additional funding for special needs is spent very prudently to ensure that support and resources enhance pupils' learning.

59. The school's accommodation is very good, is kept in an immaculate state and is used very efficiently; it seemed at times as though every nook and cranny was being used for small group or individual teaching and learning. All subjects are at least well resourced and most have a very good level of learning resources. There is a good level of staffing.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. There are no significant issues for action.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	17	21	6	0	0	0
Percentage	12	34	42	12	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 two percentage points

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	263
Number of full-time pupils known to be eligible for free school meals	n/a	14

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	22

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	5
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	26	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	15
	Girls	25	24	26
	Total	39	37	41
Percentage of pupils at NC level 2 or above	School	95 (89)	90 (94)	100 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	25	25	25
	Total	39	40	39
Percentage of pupils at NC level 2 or above	School	95 (91)	98 (97)	95 (94)
	National	85 (85)	89 (89)	89 (89)

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
	2002	18	18	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	16	16	18
	Total	34	34	36
Percentage of pupils at NC level 4 or above	School	94 (80)	94 (86)	100 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	18	18
	Girls	16	16	17
	Total	34	34	35
Percentage of pupils at NC level 4 or above	School	94 (83)	94 (83)	97 (86)
	National	73 (72)	74 (74)	82 (82)

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
221	4	0
0	0	0
0	0	0
1	0	0
0	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

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)	11.5
Number of pupils per qualified teacher	22.9
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	145

Financial information

Financial year	2001 - 2002
	£
Total income	515,364
Total expenditure	486,625
Expenditure per pupil	1,871
Balance brought forward from previous year	37,308
Balance carried forward to next year	66,047

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	263
Number of questionnaires returned	141

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	1	1	0
My child is making good progress in school.	56	40	3	1	0
Behaviour in the school is good.	70	28	1	0	2
My child gets the right amount of work to do at home.	42	50	7	0	0
The teaching is good.	68	30	1	0	0
I am kept well informed about how my child is getting on.	46	43	10	1	0
I would feel comfortable about approaching the school with questions or a problem.	72	24	3	1	0
The school expects my child to work hard and achieve his or her best.	79	19	1	0	0
The school works closely with parents.	52	39	7	1	1
The school is well led and managed.	72	27	1	0	1
The school is helping my child become mature and responsible.	65	33	1	0	1
The school provides an interesting range of activities outside lessons.	45	41	9	0	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. There were 40 children in reception at the time of the inspection, 30 of the youngest children in one class and 10 older children in a mixed reception and Year 1 class. Children are admitted in the September after their fourth birthday. There are very well presented displays in the classrooms and children are provided with a caring, supportive and motivating start to their school life. When children enter the reception class, their attainment is broadly typical of children of this age, though it varies from year to year. Children, including those with special educational needs, make at least satisfactory progress across all the areas of learning. By the end of their time in reception, the majority of children make good progress and attain above the expected levels in personal and social skills, reading, writing, numeracy and knowledge and understanding of the world. Their attainment in creative and physical development is typical of pupils of their age.

62. The provision for children in the Foundation Stage has improved since the last inspection and is now good. Teachers are confident in their planning for the six areas of learning and teaching is good in them all. Teaching assistants and parent helpers support teachers well. This enables children to make important gains in their learning and prepares them well for Year 1. Teachers' planning, which includes valuable daily opportunities for imaginative play in and out of the classroom, takes good account of children's needs and identifies very clear links with the National Curriculum. All staff have a good understanding of the needs of the children. There is a suitable outdoor area and good range of wheeled toys and vehicles to encourage physical development and imaginative play with others. Resources are good but there is no suitable storage area for the large toys that are kept in the hall. Assessment is used very effectively to identify children's needs and for tracking progress from the time they enter the school. Induction into the school is managed well and parents are kept well informed through informal discussions and parents' meetings.

Personal, social and emotional development

63. Children enter reception with personal and social skills that are typical of children of this age and they make good progress. Most are on target to exceed the expected levels by the time they leave reception. Children's concentration and awareness improve so that most are able to sit and participate in literacy and numeracy time because of the teacher's skilful presentation of the material. Most children share and co-operate well, but there are a few children who need additional adult support to cope with a group situation and to take turns. The clear rules and routines help pupils to settle and follow instructions and as they mature they are able to make sensible choices and organise themselves in games and activities. Some higher attaining children work or play together independently, completing their tasks competently and without needing adult help.

Communication, language and literacy

64. The majority of children make good progress in this area and achieve above the expected levels by the end of their time in reception. They begin to recognise words, letters and sounds from the alphabet consistently. Most identify the correct initial sound for pictures they hold and learn the first words from the books they read. Through skilful questioning from the teacher, they extend their answers and thinking about aspects of a house and garden. Children enjoy stories and have a clear understanding that traditional tales are stories from a long, long time ago. They know the names of many of these and perform the story of 'The three little pigs' with confidence and enthusiasm. The delightful masks they use make everyone keen to take part. Children rush out of the room to collect their 'Story sacks' on a Wednesday morning and learn the titles and story of these quickly. This gives them a very wide knowledge and experience of young children's literature. Children attempt to write their name and simple sentences, some under a teacher's model and other higher attaining children independently. Children work hard to build three-letter words and match words to pictures. Staff plan activities that encourage reading and writing. Teachers make

good use of the time at the end of the lesson for the development of speaking and listening skills. This is a valuable sharing time for everyone.

Mathematical development

65. The majority of children make good progress in this area and achieve above the expected levels by the end of reception. "That's funny," commented one child when he saw the mixed up numbers on the number line. Children have no difficulty in reorganising the number line and counting to ten. They count to 20, trying hard to match fingers correctly as they count. Most see patterns on a dice and match them with a number quickly. They understand words such as longer, shorter, above and below. Stimulating sessions in the computer suite help children to reinforce their understanding of positional language in a very enjoyable and purposeful way. Children use the computers very confidently and reorganise pictures of rooms very efficiently, needing very little help with the manipulation of the pictures on the computer. Staff work very thoughtfully to plan and run well-organised numeracy lessons that have an emphasis on practical activities, games and ICT skills. They phrase questions carefully to assess children's understanding and keep good records in order to assess progress.

Knowledge and understanding of the world

66. Children make good progress in this area and achieve above the expected levels by the end of their time in reception. Teachers extend children's understanding through very carefully planned experiences. Children build with construction kits and learn what makes buildings different from each other. They look at the clear glass in a window of a house and think hard about where they might see coloured glass. Pupils recall seeing stained glass windows in a church and that they are of different shapes. Work on buildings is reinforced when children look at the area around the school. Children understand the need for washing and cleaning clothes and have some awareness of how methods of washing have changed over time. This was reinforced well in a game in the literacy lesson. They know that babies grow into adults and match animal babies to the adult animals accurately. When using the interactive white board in the computer suite, children gasped as the picture of the rooms appeared on the screen. They were delighted when they operated the computers and controlled the pictures on the screen, working out how to make the bears lie on beds or sit on chairs. Children develop confidence in using ICT and work hard when they are in the suite.

Creative development

67. Children attain the expected level by the end of their time in reception because of the variety of opportunities to develop skills. They have a good understanding of the range of colours seen in a sunset because the teacher uses a very good selection of pictures to stimulate their awareness of the effect of light on colours. They paint with deliberation and care. The quality of children's observational drawings improves as they are encouraged to look carefully at pictures and objects. Children enjoy listening to music and move in time to a range of tunes in dance lessons. They use their hands expressively as they listen carefully to the sounds of clocks. Children join in the singing in assembly enthusiastically and sing number songs thoughtfully, matching actions to words well. There are many opportunities for imaginative play in the shared area, which changes from, for example, a baby clinic to the three bears' cottage. However, it still retains a clear purpose to develop children's language, thinking and co-operative play. Children benefit greatly from these opportunities and this aspect of the curriculum has improved significantly since the last inspection.

Physical development

68. Children attain the expected levels by the end of their time in reception and move with confidence on wheeled toys as they cycle around the small hall when it is raining. They try to run in a controlled manner, skip, hop and jump in dance lessons and are beginning to develop an awareness of space. When they move quickly, they find it more difficult to think of spaces, but have

time to think about this more when moving slowly. Teachers provide a good variety of learning resources so that children learn to use tools and materials to make models and enjoy rolling and cutting out shapes from play dough. Most manage to cut out a recognisable house shape. Children use scissors competently and show good manipulative skills when fixing construction toys together. Colouring and pencil skills improve with daily practice.

ENGLISH

69. The well above average standards reached by the end of Year 6 in national tests in 2002 are reflected in the standards seen in the present Year 6. This shows good improvement since the last inspection. The attainment of pupils by the end of Year 2 is above average and again shows an improvement since the last inspection. Much of this improvement is due to the very good teaching and the well-planned curriculum, coupled with the careful use of assessment to track pupils' progress and very effective leadership of the subject. The very effective implementation of the National Literacy Strategy has also had a positive impact on standards.

70. Most pupils learn at a very good rate. Pupils with special educational needs and low attaining pupils also make very good progress. Where they have individual education plans, targets are clear and are known by the pupils. Teachers plan tasks in lessons to enable pupils to meet their targets. Many of these pupils benefit particularly from the opportunity to work in small groups, either with their teachers, additional teachers, or with the skilled learning support assistants.

71. The quality of pupils' speaking and listening skills is good throughout the school and very good for the older pupils. Teachers expect pupils to listen and concentrate at every stage of the lesson in order that they focus on the task in hand and understand what is required of them to achieve well. Pupils also listen attentively to other pupils so that they can share and add to each other's learning. They have many opportunities to develop their speaking skills, both formally and informally. Teachers speak clearly with precise enunciation and expect pupils to do the same. Younger pupils speak in sentences and express their views and opinions well. By the end of Year 6, pupils' speaking skills have continued to improve at a fast rate. They are confident, articulate speakers, able to develop ideas logically and express opinions succinctly and in some detail.

72. Reading skills develop well in Years 1 and 2 and standards are good. Pupils have a good start in the reception class and, in Year 1, build effectively on what they already know. Even the youngest pupils know about authors and illustrators. They read and follow simple instructions. Pupils in Year 2 read fluently and accurately with considerable expression. In well-planned literacy lessons, they are becoming increasingly aware of how authors create characters, scenes and drama that result in interesting and exciting stories. Pupils identify their favourite author and enthusiastically recount stories they have enjoyed. Pupils know the difference between fiction and non-fiction books and use the contents and index pages of books with increasing confidence.

73. Older pupils continue to develop and improve their reading skills rapidly and reach very good standards. Year 6 pupils use their voices in a variety of ways to convey meaning to the listener. They are aware of how the author's intended use of punctuation can set the scene. For example, one boy described using the punctuation of the passage he was reading as 'creating an atmosphere'. Pupils are very familiar with how to use a library to find the book or information they need quickly and efficiently. They are also adept at finding information from the Internet.

74. In Years 1 and 2, pupils make good progress and reach good standards in their written work. Pupils experience a variety of writing styles such as writing a story or reporting an event. They use full stops and capital letters correctly and spell common words accurately. Higher attaining pupils attempt to use more adventurous vocabulary. For example, one pupil, when describing the feeling of being lost, wrote, 'I was really panicky when I saw the reflection of my feet in the mirror'. Pupils in Year 2 know that groups of words such as verbs have names and are used differently in writing. However, they do not, as yet, always use them correctly. Pupils' use of tenses

is not always consistent.

75. From the age of seven pupils make very good progress and, by the end of Year 6, achieve very good standards in their written work. As with the younger pupils, however, their reading skills remain slightly better. Pupils have experience of a wide range of writing styles throughout the school. For example, pupils in Year 3 appreciate different styles in poetry and write their own poems in the style of Thomas Hood. By the time pupils reach Year 6, they produce pieces of writing in many different forms. They use lively, imaginative vocabulary and develop and sustain ideas. Words are deliberately chosen for effect. For instance, pupils describing fog wrote, 'His fingers reach for the moon, reaching, reaching for his final destination' and 'Through the haunting world of grey'.

76. Literacy is used very effectively to enhance learning in other subjects. Specialist vocabulary is used consistently and pupils are able to practise their writing skills when recording their work. The well-stocked library is easily accessible. Books are available covering all areas of the curriculum and pupils are able to identify the books they need to aid their learning.

77. The overall quality of teaching is good for the younger pupils and very good for older pupils. Teachers have a very good grasp of the requirements of the literacy hour and lessons are planned very well, with appropriate work for pupils of differing attainment. Teachers' effective organisational skills ensure that the needs of all pupils are met. They have very high expectations of pupils' behaviour and expect them to concentrate and work hard. The enthusiasm teachers show for literacy has a positive effect on pupils' desire to learn and there is a purposeful working atmosphere in all classrooms. Teachers choose interesting texts which stimulate pupils' interest and refer to specific features such as spelling and grammar, which contribute effectively to pupils' learning. Teachers set individual targets for pupils, who are told what they are expected to learn in each lesson.

78. The best teaching is characterised by the high quality of questioning and the brisk pace throughout the lesson. Detailed assessments of pupils' progress and attainment are undertaken regularly and the information is used by the teachers when planning lessons. Teachers mark pupils' work regularly and include a mixture of praise and constructive comments. Homework is set on a regular basis and contributes well to pupils' learning. The independent projects set for homework in Years 3 to 6 provide very rich opportunities for pupils to develop their literacy and presentational skills. Classroom assistants, under the guidance of the class teacher, contribute significantly to pupils' learning. They engage well with pupils, listen attentively to them and consistently reinforce what is being learned. Teachers use the very good English resources well. They also make good use of visitors to the school, such as drama groups, writers and poets, to enhance the curriculum and bring relevance to pupils' learning.

79. Leadership and management of the subject are very good. The co-ordinator has a thorough understanding of the subject and how pupils acquire the skills of speaking, listening, reading and writing. She monitors teachers' planning and pupils' work and advises and supports colleagues but does not directly observe any teaching. The co-ordinator has identified as a priority the further improvement of pupils' writing skills and the provision of more opportunities and more time to produce longer creative pieces of writing is the next area for development throughout the school.

MATHEMATICS

80. The standards achieved by pupils in Year 2 are well above average and standards in Year 6 are very high. This matches the National Curriculum test results in 2002. The tests show that pupils in Year 6 had made exceptionally rapid progress from the time they were tested in Year 2. This marks very good improvement since the last inspection. This is due to very good advances in the quality of teaching throughout the school and to strong leadership and management in the subject. A striking feature is the exceptional quality of the presentation of pupils' written work.

81. Pupils of all abilities achieve very well because suitable work is planned to meet their

different needs, and well-established and effective assessment procedures help, at an early stage, to identify pupils experiencing difficulty or showing exceptional ability. Lower attaining pupils, including those with special educational needs, receive good support from the class teachers and through well-targeted use of additional teachers and learning support assistants. The school's decision to employ additional teachers in Years 1 and 2 to enable pupils in mixed age classes to be taught mathematics in their own age groups in smaller groups is having a positive effect on pupils' progress, particularly that of lower attaining pupils, who benefit from being taught in small groups. Teachers' very high expectations ensure that higher attaining pupils are consistently challenged and this has resulted in many more pupils than average attaining the higher levels in national tests at the end of Year 2 and Year 6; indeed, almost twice the average percentage of pupils achieved the higher level 5.

82. By the end of Year 2, most pupils have a very good understanding of numbers up to a hundred and about half the pupils are confident with numbers beyond. The very good emphasis on the teaching of basic skills means that pupils' arithmetic skills are well developed, and so, at this early stage in Year 2, many pupils already have good recall of number facts to 20 and of the twos, fives and ten times tables. Lower attaining pupils are confident in adding and subtracting numbers to ten. Great importance is placed on pupils' understanding, by, for example, building up tables by counting lots of two, and this gives all pupils the means of working things out. Pupils' organise their work well and can explain their thinking, though their interpretation of mathematical problems and puzzles is less secure.

83. By the end of Year 6, most pupils' understanding of the number system is well advanced. They can solve long multiplication sums using a variety of methods and understand the decimal, fraction and percentage equivalents. They recognise number patterns such as square and triangular numbers, and higher attaining pupils use the advanced "Sieve of Eurosthenes", with their good understanding of multiples, to find prime numbers to a hundred. Lower attaining pupils work hard to reinforce their knowledge and become confident in adding and subtracting numbers in the hundreds. Pupils are constantly required to practise, to remember facts and to explain their thinking, which they do with confidence and enthusiasm. They can use their knowledge to solve word problems, and enjoy the opportunities given them at times to solve more open-ended investigational puzzles.

84. By the end of Year 6, pupils' knowledge of different units of measurement has advanced well and they can use time differences to work out the time in different cities worldwide. They have a good understanding of different shapes, identifying differences in quadrilaterals, and have a good command of technical language such as 'bisect'. They can work out the perimeters of rectangles using the formula. Pupils are confident in using graphs and show a good understanding of the conventions of labelling. They use this well to display information and to work out problems such as finding the mode of goals scored.

85. The quality of teaching and learning is very good overall, showing great improvement since the last inspection when a small proportion of unsatisfactory teaching was observed. It is good in Years 1 and 2. It is very good in Years 3 to 6, where sixty per cent of the lessons observed were judged to be very good or excellent. Teaching is very strong in all classes involved in the statutory tests in Years 2 and 6 and this is a considerable factor in the very good results achieved. A great strength of the teaching throughout the school is the systematic and methodical teaching of the basic skills. Very clear explanations and regular practice enable pupils to develop their arithmetic skills well, and the requirement to explain how they have worked things out helps them to develop a good understanding of what they are doing. This was seen in Year 4 when pupils explained the different methods they had used, including vertical sums and counting on a number line, to work out subtraction sums in the hundreds and thousands. Some elements of every day teaching are inspirational and capture pupils' interest and enthusiasm; for example, the high standard of the singing in Year 3 in the tables' song showed pupils' enjoyment in learning.

86. Pupils' respond very well to the high expectations of their teachers in the exemplary presentation of their work and in the concentration they show throughout the school in their efforts

to complete their tasks. This means that time in lessons is used effectively. The conscientious completion of regular homework by pupils in Years 3 to 6 makes a good contribution to their learning. In the excellent lesson seen in Year 6, the pace of the lesson and the quick fire questions kept pupils on their toes throughout, and the perceptive and careful targeting of questions to suit pupils of all abilities gave everyone the confidence to answer. Good emphasis is placed on the patterns in number to help pupils' understanding. This was seen in Year 2, when the well-organised recording of pupils' answers on the board helped them to see that all multiples of five end in zero or five. In the two less successful lessons, which were still satisfactory, work was not so well matched to pupils' understanding. In one case, there was a heavy reliance on the examples in the textbook with insufficient practical resources to help in the conversion of centimetres to millimetres. The session at the end of each lesson is used well for pupils to reflect on what they have learned and for the teacher to assess any areas of difficulty.

87. Pupils are given very good opportunities to develop their mathematical skills in other areas of the curriculum; for example, they compare the relative size of populations in countries across the world in geography. Year 6 demonstrated their understanding in winning the Moorhead High School Mathematics Challenge. Pupils are now using ICT skills in the new facility, though this is not yet sufficiently integrated into lessons to support learning on a regular basis.

88. The subject is very well managed. Teachers' planning and pupils' work are monitored regularly to assess progress and the headteacher monitors the quality of teaching and learning in lessons. Very good support is available to teachers when a need is identified, for example, by providing support in lessons or through suggesting appropriate courses. This has been a significant factor in improving teaching and so raising standards. There are very good assessment procedures to track pupils' progress through school, and to identify those pupils who need additional help through booster lessons. The school now plans to analyse pupils' answers in the statutory tests to identify any general areas for improvement in the curriculum. The work of the school is very well supported by the governing body, through the awareness of the numeracy governor. Resources are plentiful and very well organised to support learning in class.

SCIENCE

89. The very high standards shown in the national tests for 11-year-olds in 2002 are reflected in the attainment of the present Year 6 pupils, who are on target to achieve very high scores by the end of their time in the school. This shows good improvement since the last inspection and is the result of consistently very good and sometimes excellent teaching throughout the school. Pupils of all levels of ability achieve very well because of the very high expectations teachers have of the quality of their work and of their concentration and behaviour. Higher attainers are challenged by the open-ended nature of the practical tasks they are set. Pupils who have special educational needs benefit from the help they receive from classroom assistants and from the way that teachers target questions to enable them to develop their thinking.

90. Pupils in Years 1 and 2 show a very clear understanding of the basic principles of light through a series of interesting investigations. They were thrilled to see what happened when they spun the colour wheels they have made and enjoyed making use of their knowledge of symmetry and reflection in producing artwork. Pupils use scientific language confidently in writing up their enquiries and their understanding is helped considerably by the very good level of presentation shown in their writing and the diagrams they produce to, for example, show how the positions of the sun, earth and moon affect daytime and night time. Pupils in Year 2 showed very good understanding of electrical circuits as a result of being able to experiment in making their own circuits to light up a lighthouse that they had made; many were able to produce their own switches. Their understanding was reinforced by the teacher's insistence that they used correct terminology and that they sorted problems out themselves. The teacher's very high expectations resulted in pupils' determination to find their own explanations for what was happening. The opportunities to make practical use of the very good range of resources that were available also ensured that pupils who had special educational needs found the activities stimulating and achievable.

91. By the time they reach Year 6, pupils have an impressive breadth and depth of knowledge and understanding across the science curriculum. Rich opportunities to investigate interesting phenomena continue to be presented throughout Years 3 to 6. These are often related to learning in other subjects, as when, for example, pupils in Year 3 explored how the volume of sound could be altered in a variety of musical instruments; some pupils who played musical instruments proceeded to investigate changes in pitch. Pupils are increasingly required to test their own predictions in ways that they can demonstrate are fair and their scientific vocabulary grows as they are expected to write up their experiments in appropriate language. So, for example, higher attainers in Year 3 were expected to check through their record of an investigation into waterproof materials in order to develop their own conclusions. In Year 6, pupils are able to respond with confidence and very good levels of knowledge to the teacher's quick-fire check of their knowledge about solids, liquids and gases; one response was that water runs because of its loose molecules. The teacher's extremely skilful targeting of questions ensured that lower attainers gained in knowledge and understanding and higher attainers were challenged to take their already very good learning even further.

92. The quality of teaching is consistently very good and in Year 6 it is excellent. There is a systematic and thorough approach that is constant throughout the school so that pupils' learning builds on what has gone before in an atmosphere of high expectation. Teachers are very confident in teaching the subject and are careful to ensure that pupils understand and record their knowledge accurately and clearly. They use scientific language themselves and insist that pupils do as well. They have very high expectations of the way in which pupils record their work so that it becomes easy for pupils to look back in their science books to revise what they have learned. The very strong emphasis on practical work and investigation is a significant feature of the teaching because of the way that tasks stimulate and challenge pupils of all abilities. Pupils thoroughly enjoy science and consequently work all the harder. Because much of the work involves working with a partner or in a small group, pupils develop the skills of co-operative working very well. By the time they are in Year 6, for example, they are able to set themselves up for an investigation into the solubility of a variety of solids very efficiently, sharing resources freely and checking each other's work to ensure that the investigation develops correctly. Such activities make an important contribution to pupils' social and moral development.

93. The subject is very effectively led by a knowledgeable co-ordinator who has a clear view of the subject and its role in developing the whole person. The strategic plan for the subject is based on thorough monitoring of teaching, classrooms and pupils' work. The scheme of work has been adapted to take account of the need to cater for next year's mixed-aged classes in Years 3 and 4. Effective assessment systems are used to track progress. The curriculum is enhanced by a number of visits and, for Year 6 pupils, by a useful link with a high school.

ART AND DESIGN

94. Standards are above average by the end of Years 2 and 6, a similar situation to that seen at the last inspection. Pupils of all abilities achieve well. Pupils' skills across the art and design curriculum develop systematically because the very detailed scheme of work ensures that good attention is paid to painting, drawing, sculpture and other aspects in every class. Each class is expected to focus on a particular artist, thus ensuring that pupils learn to appreciate a good range of artists during their time in school, most of them from the Western tradition. Some of the work that develops from the study of artists is of a very good quality. For example, Year 6 pupils produced very pleasing clay sculptures in the style of Barbara Hepworth; the most successful of these caught the style of the artist very sensitively. The skills displayed showed good development from the clay faces and animals made by pupils in Year 2, which were also good for their age. Pupils in Year 4 make good use of the computer in creating pictures in the style of Mondrian that show a good insight into the way the artist worked.

95. The frequent use of the subject to support learning in other subjects does not prevent art and design skills from being developed to a good level. The drawings of Edwardian vehicles produced by Year 6 pupils as part of their study of the Edwardians show how well their drawing skills have developed; the best were very carefully observed and used shading very effectively. Work of very good quality arises from the annual art days held for pupils in Years 3 to 6; these focus on particular issues such as nurturing the environment. The very impressive display of mathematical shapes in the hall shows how well pupils' work benefits from the very high quality of display in the school. This shows the work at its best and provides a model for the pupils to aim at.

96. The quality of teaching and learning is good throughout the school. Teachers generally have appropriately high expectations and are confident in teaching the basic skills of the subject. Pupils respond well and enjoy their work in art and design. Year 6 pupils, for example, talked animatedly about their Barbara Hepworth clay models, one pupil speaking ruefully of the fact that his model had disintegrated because he had not squeezed enough air out of the clay. Pupils' cultural development is effectively promoted by such projects as the Year 2 work on Chinese New Year, when they produced striking Chinese dragons. Pupils' drawings of 'helping hands' helped to symbolise the concept of helping others during a personal and social education lesson.

97. The subject co-ordinator has recently taken over the role and is already having a positive effect on provision by including recent guidance into the scheme of work.

DESIGN AND TECHNOLOGY

98. Standards in design and technology are above national expectations at the end of Year 2 and Year 6. This represents a good improvement since the last inspection, when standards were judged to be average. All pupils, including those who have special educational needs, achieve well, and this is a result of good teaching and the good quality of the curriculum. Pupils have very positive attitudes to the subject and behave well; even the youngest pupils show high levels of concentration in lessons. The subject makes a good contribution to pupils' personal development, co-operation in pairs, learning about the safe use of tools and acquiring life skills through food technology, which is much appreciated by parents.

99. By the end of Year 2, pupils have learned to use simple tools, such as scissors, accurately and safely, and to join and combine materials in a variety of ways, such as by sticking or using split pins. Pupils in Year 1 learn about the design process as they look at pictures of houses, paint their own and translate their pictures into three-dimensional models using bricks. They learn the importance of following instructions accurately as they follow the sequence to cut out the Goldilocks characters and make a moving picture using slits, tabs and rods. In Year 2, pupils combine their understanding of simple electrical circuits gained in science to make a lighthouse that lights up. Pupils routinely evaluate their work to see if improvements can be made. They show a good understanding of design as they make hand puppets which are based closely on their original drawings, though modified to make improvements. The finished product demonstrates good stitching skills.

100. By the end of Year 6, pupils have made good progress in acquiring and using their skills. They use good lever mechanisms to design and make cards which have moving parts and design and make motorised vehicles connected to their history topic. Pupils have good opportunities to work with a wide range of materials, designing paper bags, making wooden boxes, making felt slippers and baking biscuits. In all cases, pupils show a good level of basic skills in sewing, sawing and cooking. Older pupils talk enthusiastically about their work and can describe improvements they made to their original designs, as, for example, when describing making Mexican eyes, "God's all seeing eyes!" The use of a computer to support the design process is at a very early stage of development.

101. The teaching is good overall throughout the school. Very good attention is paid to the direct teaching of basic skills before they are needed in designs; for example, pupils in Year 1 learn to sew

in binca ready for when they make puppets the following year. Pupils are taught how to use tools safely; for instance, they learn to secure their wood tightly before using a hacksaw to cut it. Work is planned well to incorporate all elements in the process from designing to evaluating the final product. Teachers produced a good design booklet for pupils in Year 3 so that they could record the steps in their learning from disassembling a package to designing, making and evaluating their own box, and this helped to clarify the importance of each element of the process. Teachers use the opportunities well to develop pupils' literacy skills in following instructions and labelling their work and their numeracy skills through accurate measurements. The topics chosen are interesting, varied and relevant and this motivates pupils well and improves the quality of their work.

102. The subject is well managed by a knowledgeable co-ordinator, who monitors lesson plans and the finished products. Work is assessed informally though effectively by the teachers through observing pupils working and reading their written evaluations. Learning is enhanced by the good contribution from the link governor who uses her expertise to assist teachers in class on a regular basis. Resources are good and this is a significant factor in the standards achieved.

GEOGRAPHY

103. Standards in geography are above the national average by the end of Year 2 and well above average by the end of Year 6. This represents good and very good improvement respectively, since the last inspection. This is a result of strong leadership and management of the subject and evidence pointing to an overall high quality of teaching in the school.

104. No direct teaching was seen during the inspection but other evidence shows good teaching of pupils in Years 1 and 2 and very good teaching of older pupils. Pupils of all abilities have equal access to the curriculum and progress at a similar rate.

105. A strength of the teaching in Years 1 and 2 is the effective use of the local area to ensure that pupils gain first-hand experience to develop their geographical skills. For example, pupils in Year 1 take frequent walks to look at the style of houses and the type of shops in the neighbourhood and have a growing knowledge of the features and characteristics of their local area. Teachers plan opportunities to reinforce learning in other areas of the curriculum. For instance, pupils in Year 1 practise their skills in design and technology when they make models of different types of houses. In Year 2, pupils record in block graph form how many pupils in the class live in which style of house and begin to develop their mapping skills by drawing a plan of their own bedroom.

106. Teachers systematically revisit previous learning, thus reinforcing such learning and ensuring a firm foundation for new learning. For instance, following their work on the local area in earlier years, pupils in Year 3 described their route from home to school and traced it on a map. By the end of Year 6, pupils have a wide knowledge of the world at large and how it is divided into hemispheres, continents and countries. Teachers are skilled at relating significant world issues to pupils' knowledge of their own world. This was evident when one pupil in Year 6 was eager to explain that 'a piece of land the size of a football pitch was destroyed every second in the rainforests of Brazil'.

107. As in other areas of the curriculum, teachers expect pupils to find information about the topics they study from a wide range of sources and they expect them to record their work in different ways. For example, pupils in Year 5 used a video camera to record their findings. Older pupils have topics to research and work on at home. However, opportunities for writing longer sustained pieces of work are limited. Assessment of pupils' progress and standards reached are on going and pupils complete an assessment paper at the end of each topic.

108. The subject is very well led by the experienced and well-organised co-ordinator, who monitors teachers' planning and pupils' work. The curriculum is being revised in preparation for mixed-age classes next year. The range of resources has been improved since the last inspection and is now good. Visits are arranged to consolidate and extend pupils' learning.

HISTORY

109. Standards in history have improved throughout the school since the last inspection and by the end of Year 2 are now above national expectations and well above by the end of Year 6. This reflects the quality of teaching which enables all pupils, including those with special educational needs, to make good progress and also the way the school is developing pupils' independent research skills.

110. Teaching overall is good for pupils in Years 1 and 2. Teachers choose topics that are interesting to pupils. For example, pupils in Year 1 look at what their parents' and grandparents' lives were like when they were small children and compare them with their own lives today. Pupils in Year 2 discover the important events in history through studying the lives of people such as Samuel Pepys and Guy Fawkes. As a result, pupils have a sound factual knowledge of the periods they study and gain an increasing sense of chronology as they put each event into time.

111. Teaching is very good for older pupils. A strength of the teaching comes from the attention given to all areas of life at the time in question. Pupils are encouraged to try and imagine living in the period being studied and what life must have been like for the common people. For example, pupils in Year 6 discover the terrible conditions that existed for soldiers in World War 1 and try and imagine the horror of the situation. Teachers plan visits to museums where pupils see at first hand drawings and objects of the period they are working on. For example, pupils in Year 3 visited Bolton Museum to enhance their learning about Ancient Egypt and similarly pupils in Year 4 experienced the Roman museum in Ribchester. These visits contribute well to the social development of pupils.

112. Throughout the school, teachers expect pupils to find information for themselves about the topics they study, from books, photographs, objects and research on the Internet. For example, in the Year 2 class, the teacher used a short extract from a diary describing the day the Great Fire of London started to stimulate pupils' interest and as a starting point for a lesson. This worked extremely well and provided pupils with a point of view for them to discuss how the children of London must have felt at the time of the fire. Older pupils have topics to research and work on at home.

113. Teachers use work in history to develop pupils' spiritual and cultural education. As a result, pupils relate to the plight of ordinary people living during significant events in history. For example, one pupil in Year 3 shows great sympathy to slaves in Ancient Egypt when he took on the role of a slave and pleaded with Pharaoh in a letter to let him go after ten years service: 'I have cleaned up and turned over your farm and washed your feet. Please let me go'. Pupils are developing an understanding of the cultural diversity of the societies they study and the great differences that existed between the rich and the poor in the past and if and how it differs from the present. Pupils practise their literacy skills well as they record their work in different ways. However opportunities for writing longer sustained pieces of work are limited. Assessment of pupils' attainment and progress is on going and pupils complete an assessment sheet at the end of each topic.

114. The very effective co-ordinator is relatively new to the post but is building on the good practice of the previous holder of the post in respect of monitoring teachers' planning and the quality of pupils' work. The range of resources has been improved since the last inspection and is now very good. The curriculum is being revised in preparation for mixed age classes next year.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. The school's provision for learning in ICT is very good. Attainment by the end of Year 2 is

above expectations, and by the end of Year 6 it is well above expectations. Pupils, including those with special educational needs, achieve well and make very good progress because of the very good teaching and provision.

116. Pupils in Year 1 build securely on skills learned in reception. They follow detailed instructions for adding items to a room in the three bears' house. They use the mouse to click on icons, drag furniture across the screen, and move people and books around the room very confidently. Pupils in Year 2 know the names and uses of the visible parts of the computer and can change fonts and colours and use painting programmes with good understanding of the tools on the program they are using. All pupils know that the Smart board gives them a large screen from which to learn and write upon in a special way. The teacher adds comments to the work of pupils in Year 4 and extends their task to using the words in sentences, improving their ICT skills by changing fonts and presentation of their work.

117. In Years 5 and 6, pupils make extensive use of interesting programs and improve their word processing skills. Pupils produce projects, books of poems and prayers of high quality that they have written, their ICT presentation making these documents impressive. In religious education, pupils in Year 6 find information on the Internet, select items they require, transfer these to their own work, edit and amend them, using bullet points and different fonts, without having to stop to think about the processes they use. Pupils from both classes produce very good multi-media presentations, which include use of the digital camera, in the excellent Computer Club. They explain operations and functions very clearly.

118. Teaching and learning are very good. Teachers are enthusiastic and are growing in confidence. They make very good use of the computer suite and Smart board. The visual approach is very effective in sustaining pupils' concentration. This helps pupils to gain in confidence and increase their rate of learning. Teachers make very good use of ICT in all subjects. This stimulates interest and enhances pupils' learning in the subjects as well as in ICT skills. Pupils learn skills that they can use in other lessons and situations because they see ICT as an integrated subject.

119. Pupils look forward to working in the computer suite. They work together well and listen very carefully to teachers' instructions, concentrating very well on whatever is on the Smart board so that they are able to follow instructions when they move to a computer. Pupils are very proud of the quality of the work they produce and older pupils see the possibilities of ICT in business and their future lives very clearly.

120. The co-ordinator has a very clear vision about the benefits of teaching ICT skills through subjects and leads and manages the subject very well. This is reflected in the fact that all co-ordinators, including the special needs co-ordinator, plan to increase opportunities for using ICT in their subjects. The computer suite has recently been upgraded very successfully and there is a small suite where pupils from Year 2 and Year 3 also work outside the classroom. Resources are very good and training for staff is well organised. ICT makes a very good contribution to pupils' personal development through opportunities to share successes in working and planning together and learning about the wider world and the part computers play in it.

MUSIC

121. Standards are very high by the time pupils leave the school, building on the good foundation established in earlier years. This marks an improvement since the last inspection. Pupils of all abilities achieve very well, motivated, in Years 3 to 6, by inspirational teaching from the subject co-ordinator.

122. Pupils in Years 1 and 2 sing with great enjoyment and good expression both in the classroom and in assemblies, where the very high quality of singing brings them along very well.

Pupils develop the ability to identify different kinds of voices and instruments and use untuned percussion instruments to accompany their songs. They maintain a good beat and add appropriate actions to some of the songs. They are learning to listen to music with good levels of attention.

123. Throughout Years 3 to 6, the quality of pupils' singing is very high, in the classroom, in assemblies and, for many of them, in the choir. Singing in whole-school assemblies is excellent. The quality of the choir's performance can be measured by the fact that they are regularly invited to sing at local concerts and on television. Because of the teacher's extremely high expectations, pupils are keen to improve their performance; for example, in one choir practice, a group of older pupils spontaneously began adding harmony to the singing. Pupils painstakingly go back again and again to part of a song to ensure that they get the details of the song absolutely right, working very hard but enjoying the experience. Even pupils who are not in the choir are proud of the school's reputation for singing.

124. Many pupils play instruments. There are peripatetic lessons for pupils in woodwind, brass and strings. Many pupils, including some from Year 2, learn to play the recorder in lunchtime clubs. Others learn the guitar. Pupils have good opportunities to play in assemblies and concerts and instrumentalists have the chance to play in the school orchestra under the direction of the music co-ordinator. The musical knowledge of these generally higher attainers is well above average for their age and is used to very good effect in lessons for the benefit of other pupils. Those identified as being gifted musicians are given many opportunities to develop their talents.

125. The quality of musical composition is very high. Pupils in an excellent Year 6 lesson composed melodies for the Christmas lyrics that they had produced in pairs; this was work in progress but it was clear that all groups of pupils were producing at least good melodies that fitted the words well; many of the tunes were quite sophisticated and the best were memorable even before the final details had been added. Pupils' evaluations of their own and other pupils' compositions were generous but constructively critical and showed very good knowledge and understanding. Samples of previous work indicate that this quality of work in composition was not untypical.

126. Pupils listen to and appreciate a variety of music, both popular and classical, representing many cultures and traditions. They discuss their own music and the music they hear with well-developed knowledge and insight.

127. The quality of teaching is good for the younger pupils and often excellent for pupils in Years 3 to 6. Teachers' expertise in the subject is at least good and, in some cases, much better than that. The Year 6 lesson included work on all aspects of the music curriculum, with worthwhile opportunities for pupils to listen and appraise, compose and perform. Pupils' independence was promoted extremely well as they settled to their group task quickly and without fuss. The teacher's interventions were invariably productive as she asked pertinent questions, challenged easy solutions and pushed for improvements; she was very skilled at sharing her expertise without threatening the pupils' independence. The task was very carefully organised to ensure success for pupils of all levels of ability, lower attainers working with a more limited range of notes and higher attainers working with a piano or keyboard. All worked with very high levels of commitment, concentration and enjoyment.

128. Music has a very high profile in the school. There is a very rich music curriculum that adds greatly to pupils' spiritual, moral, social and cultural development. The very strong links with the neighbouring church ensure that pupils have opportunities to sing and play in church services. Joint performances with other schools, concerts at the high school and performances with an adult professional choir all provide valuable experiences for the pupils. Pupils took part in a 'Mini-Maestro' Composition event. A visit from some African drummers was very well received and benefited pupils' learning very well. Music is used in other subjects to good effect; for example, a science lesson with Year 3 pupils used pupils' knowledge of musical instruments to help them in their studies of sound.

129. The subject is very well led and managed and the co-ordinator leads very much from the front, sharing her expertise generously and setting an excellent example by her teaching and leadership in assemblies, choir and orchestra. She makes very effective use of her network of musical contacts and has a close overview of standards and provision in the subject. Assessment procedures have recently been put in place and the use of ICT is being developed.

PHYSICAL EDUCATION

130. Standards of work by the end of Year 2 are above average and by the end of year 6 they are well above average. Improvement in standards since the last inspection has been good.

131. Pupils in Years 1 and 2 receive a broad and balanced curriculum and make good progress because of the good teaching. They have opportunities to perform in dance lessons related to previous lessons about fireworks and bonfires. Qualities such as graceful hand movements and quick, darting, whole-body movements were explored in group work. The pupils responded well, were enthusiastic, busy and enjoyed this activity. They did not always use the available space to best effect, however, and, because they did not work in bare feet, did not show the quality of lightness that the topic required.

132. In Years 3 to 6, pupils make very good progress and have opportunities to participate in a wide range of activities, as well as a variety of extra-curricular clubs. Teaching and learning are very good. The pupils perform very well because of the teachers' very structured and directive style. In gymnastics, a vocabulary list related to the work enhanced the learning process. During lessons, the pupils have the opportunity to watch each other's performances and this is used to further improve and refine their own work with the help of the teacher's very good control and timely help. In two separate outdoor sessions for 10 and 11-year-olds, drills for passing skills in football and pivoting in netball were practised. Pupils worked very co-operatively in small groups for sustained periods, and consequently made rapid progress and attained high standards.

133. Pupils are willing to respond to different tasks and challenges and show a keen interest in what they and others achieve. They are particularly good at listening and responding to instructions and do not often need to ask for further explanations. They are enthusiastic and co-operative in their learning.

134. After-school activities are of an equally high standard. At a netball practice, 10 and 11-year-old girls were very effectively taught skills linked to shooting, passing, sending and receiving. They were also made aware of appropriate tactics of the game. The girls' listening skills were excellent and because of this they were able to improve their performance by adapting and refining their skills. Standards are therefore well ahead of national expectations.

135. Leadership of the subject is very good, despite recent changes of responsibility. Planning, monitoring and evaluation are very good. Skilful use of local authority and national guidelines has improved the breadth and balance of work; however, the amount of time allocated for swimming in Year 5 means that pupils do not have enough opportunities during the year to develop skills in other areas of the physical education curriculum, such as gymnastics. The involvement in the training of staff in Top Sports and Youth Sport initiatives is enriching and enables them to improve the variety and range of activities taught to pupils. The school's provision of after-school activities, which are greatly appreciated by pupils, extends the taught curriculum. Coaches from professional organisations such as Blackburn Rovers F.C. also visit the school on a regular basis. In addition, many pupils have opportunities to take part in galas, competitive matches and tournaments for netball, cross-country and football. This involvement epitomises the "team approach" ethos of the school and is rightly seen to be one of its many strengths.

136. The school has very good facilities, and the new storage areas for hall chairs and equipment have given much needed extra space in the hall. Yard and field facilities are very good but the provision for outdoor, adventurous activities is inadequate.