

INSPECTION REPORT

ST PAUL'S CE PRIMARY SCHOOL

Adlington, Chorley

LEA area: Lancashire

Unique reference number: 119460

Headteacher: Mrs A France

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 2 – 5 December 2002

Inspection number: 248022

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Voluntary Aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Railway Road
Adlington
Chorley
Lancs

Postcode: PR6 9QZ

Telephone number: 01257 480276

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Appropriate authority: The Governing Body

Name of chair of governors: Rev D F C Morgan

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16413	Mrs D Bell	Registered inspector	Art and design Music Special Educational Needs Foundation Stage Educational inclusion	What kind of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
19431	Mr J Holmes	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27677	Mrs D Davenport	Team inspector	Mathematics Science Information and communication technology Geography Physical Education	How good are the curricular and other opportunities offered to pupils?
32346	Mrs L Wylam	Team inspector	English Design and technology History	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's Church of England voluntary aided school serves the village of Adlington in Lancashire. It is smaller than most primary schools. Its 179 boys and girls are taught in seven single age classes and come from socially mixed backgrounds, mostly from the village itself. Their attainment on entry to the school is average for their age. There are no pupils from ethnic minority backgrounds and the movement of pupils in and out of the school is similar to that found in most schools. The proportion known to be eligible for free school meals is below the national average as is the proportion of pupils with special educational needs. However, a greater number of pupils have statements of special educational need than is usually found in schools of this size. Their difficulties range from moderate learning difficulties to specific and physical needs. Since the previous inspection, considerable staff changes have caused instability and disruption for some year groups. The school has an acting deputy headteacher and a new senior management structure to help it meet its aims. Current priorities are: to maintain the Christian ethos of the school; to create a vibrant and effective learning environment for all pupils; to raise standards and improve pupils' progress throughout the school.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good quality of education for its pupils. It celebrates its strengths and works hard to address its weaknesses. The headteacher's very good leadership ensures that the school's aims are met and that a very effective learning environment is created for the pupils. Because they are taught well and the range of activities prepared for them is good, pupils are eager to come to school and work hard when they are there. Standards are above average overall, although they are not always as high as they could be in some Year 6 work and lessons. All pupils are fully included in all that the school has to offer and the majority of pupils make good progress throughout the school. It provides good value for money.

What the school does well

- The National Curriculum test results in 2002 were well above the national average in English and very high in mathematics.
- Children are given a very good start to their education in the reception class.
- The school promotes good behaviour well and helps the pupils to take increasing responsibility for themselves and for their learning as they grow older.
- The school provides very well for the pupils' spiritual, moral and social development.
- Attractive displays create a very stimulating environment in which pupils can see that they and their work are valued and celebrated.

What could be improved

- The inconsistencies in the quality of teaching in Year 6.
- The under-developed role of subject co-ordinators with regard to sampling pupils' work and checking on the quality of teaching in the classroom.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. It has worked hard since that time and, despite significant changes in staffing, it has addressed well the key issues from that inspection. Standards are rising rapidly in information and communication technology (ICT) as a result of improved resources and staff training. The senior management team is now strong, curricular provision is much improved, and resources are satisfactory in all subjects. The quality of teaching is much better and is having a positive impact on pupils' learning. The provision for children in the reception class is very good. The staff work together very effectively as a team and are highly committed to providing the best quality of education they can for the pupils. The school is well placed to continue its good improvement.

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	B	A	A	A
Mathematics	B	B	A*	A
Science	A	D	B	C

Key

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

* 'Similar schools' means schools with the same proportion of pupils on free school meals.

Children make very good progress in the reception class and the majority are well on the way to reaching the nationally expected standards for their age by the end of their reception year. Pupils in Year 2 reach good standards in English and science and satisfactory standards in mathematics. In all three subjects, they make good progress in Years 1 and 2. The national test and assessment results for pupils in Year 2 in 2002 were below the national average for reading and writing. They matched the national average for mathematics but were well below it in science. This represents a decline in standards over previous years, largely due to the fact that one fifth of the pupils in that year group, including several higher attainers, changed schools between the end of their reception year and Year 2. Standards in English and mathematics are satisfactory in Year 6, and pupils reach good standards in science. The well documented tracking of the pupils' progress through the school shows that this year group is not representative of the school as a whole. In relation to their prior attainment when they were in Year 2, these pupils have made good progress. Nevertheless, standards are not always as high as they could be in Year 6 due to the inconsistencies in teaching that occur in a small number of lessons in that year group. The school sets challenging but realistic targets that are securely based on its very thorough analysis of the pupils' prior learning and rates of progress. The national test results for pupils in Year 6 in 2002 were well above the national average for English. In mathematics they were very high, placing the school in the top five per cent of all schools. In both subjects, they were well above the results found in similar schools. In recent years, the school's results have improved faster than the national results in these two subjects. In science, and across all three subjects, the trend has matched the national trend. The science results were above the national average and matched those of similar schools. Boys and girls attain equally well throughout the school and pupils with special educational needs make good progress towards their targets. All pupils make good progress in ICT and standards, which are currently satisfactory in that subject, are rising rapidly as a result of effective staff training and the purchase of new equipment. Standards and progress are good in history and satisfactory in all other subjects. Overall, achievement is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils really enjoy school. They are interested in their work and most concentrate well on what they have to do.
Behaviour, in and out of classrooms	Good: most pupils behave well at all times. They are very polite and courteous, and respect each other and their environment.
Personal development and relationships	Very good: most pupils willingly accept responsibility, respect the views of others, and form very good relationships with adults and with each other.
Attendance	Very good: it is well above the national average; pupils arrive on time for school and all sessions start promptly.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and much improved since the last inspection. Teaching is very good in the reception class. The staff have a very good understanding of how children of this age learn and make progress and provide a very good range of stimulating and well-organised activities that enable them to achieve very well. English and mathematics are taught well and good attention is given to ensuring that pupils use their literacy and numeracy skills in other subjects. In the majority of lessons, work is well matched to the pupils' different levels of ability. It builds well on what has gone before and enables the pupils to use what they already know to help them learn something new. The teachers use their good subject knowledge well to plan a good range of stimulating activities that challenge pupils to think for themselves and take some responsibility for their own learning. As a result, pupils work hard and concentrate well on what they have to do. Constant reference to clear learning objectives, and the effective use of targets contribute to this and to enabling pupils to assess how well they are doing. In the majority of lessons, teachers use the support staff well to help pupils learn better. Teaching is occasionally less than satisfactory in the Year 6 class because pupils are not given appropriately demanding work to do, and their behaviour is not well managed. This results in their not making enough progress and working at standards lower than those of which they are capable. Very good behaviour management is a major strength in almost all other lessons and contributes in great measure to the pupils' learning and progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: it is carefully planned to ensure good breadth and balance and covers statutory requirements well. Stimulating learning experiences contribute in great measure to the pupils' good progress.
Provision for pupils with special educational needs	Good: statutory requirements are met and the pupils are fully included in all that the school has to offer. The targets in pupils' individual education plans are precise and measurable and teachers use them well in their planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' spiritual, moral and social development and good opportunities are provided for personal development. Cultural development is satisfactory but the school could do more to prepare pupils for life in a multicultural British society.
How well the school cares for its pupils	The school provides a good level of care for its pupils. It keeps a close check on their personal and academic development, assesses both well and uses the information effectively to plan the next stages of their learning and personal development.

The school has a good partnership with parents, the majority of whom speak positively about how well the school helps their children to learn and make progress. The majority of parents help their children at home and contribute effectively to their work in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher leads and manages the school very well and is ably assisted by a very competent acting deputy headteacher. Subject co-ordinators need to have a more active part in evaluating teaching and learning.
How well the governors fulfil their responsibilities	Satisfactorily. Governors fulfil all of their statutory duties but are not yet fully involved in evaluating the work of the school.
The school's evaluation of its performance	Good. The headteacher monitors teaching and learning effectively. All test and assessment results are rigorously analysed and the information is used well to improve the quality of education the school provides.
The strategic use of resources	Good. Spending follows the school's clearly stated priorities, and all funding made available to the school is appropriately accounted for. The school

	ensures that it gains best value from all of its spending.
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Staffing, accommodation and resources for learning are satisfactory overall. All staff are used well and contribute effectively to pupils’ learning. The school makes the best use it can of its accommodation. However, the junior library is currently unsatisfactory, and the lack of a hall in the junior department means that valuable curriculum time is lost as pupils travel to the infant hall for physical education lessons and assemblies.

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 expects their children to work hard and achieve their best • Children enjoy school, behave well and make good progress • Teaching is good and the school is helping their children to become more mature • The school is approachable and works closely with parents • Children get the right amount of work to do at home 	<ul style="list-style-type: none"> • The information they get about how well their children are doing • The range of activities outside of lessons

The inspection team agrees with the parents’ positive views and overall, the school provides good information for parents, including about their children’s progress. However, the pupils’ annual reports do not report individual progress consistently well in all subjects, and rarely include guidance as to how pupils might improve. There is a good range of activities outside of lessons. The school has responded to the parents’ concerns about the lack of activities for younger pupils by starting a board games club for them, and by arranging for cricket coaching for pupils in Year 4.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The majority of children start school with average levels of attainment for their age. Recent improvements in provision and teaching have led to those currently in the reception class making very good progress since September. The majority are well on the way to reaching, and a significant minority to exceeding, the nationally expected standards for children at the end of their reception year in all six areas of learning.
2. In speaking and listening, reading, writing and science, standards are above the national expectation for pupils in Year 2. In mathematics, they match the national expectation. In relation to their prior attainment, all pupils, including those with special educational needs, make good progress in Years 1 and 2. The results of the national tests and assessments in 2002 were below the national average in reading and writing. They matched the national average for mathematics, but were well below it in science. The results were well below those of similar schools in all four areas. After rising faster than the national trend to 2001, they declined in 2002, largely because of the considerable proportion of pupils (one fifth of the year group) who changed schools after their reception year. Those pupils who remained with the school made good progress and met the targets predicted for them based on their attainment on entry.
3. In Year 6, standards are as expected nationally for pupils' ages in English and mathematics and reflect this year group's lower attainment throughout school. Standards are above the national expectation in science. This reflects the pupils' good responses to and involvement in practical activities. Standards in Year 6 are not representative of the standards reached by pupils in Years 3, 4 and 5, the majority of whom are working at levels above those expected for their age. In relation to their prior attainment in Year 2, all pupils, not least those with special educational needs, make good progress in Years 3 to 6. In 2002, the national test results for pupils in Year 6 were well above the national average in English and above the national average in science. In mathematics, the results were very high, placing the school in the top five per cent of all schools. The English and mathematics results were well above and the science results in line with those of similar schools. The upward trend in the school's results has matched the national trend overall since the last inspection. However, in English and mathematics it has risen faster than the national trend in the last three years.
4. In English, pupils throughout the school listen attentively. They speak with increasing confidence and a good range of vocabulary until, by Year 6, they offer well-considered opinions on a wide range of matters including works by many different authors, and styles of writing and their purposes. By Year 6 the pupils' own writing is generally well informed, well constructed using sentences and paragraphs, and shows the correct use of an appropriate range of punctuation. Work is usually neat and well presented, with legible handwriting, accurate spelling and where this is not the case, good attempts at spelling words the way they sound. In most classes, pupils make good use of their literacy skills in all subjects because their teachers encourage them to make the links between these and subject-specific skills. Occasionally, however, there is too much copying and all pupils end up with exactly the same notes in their books despite their having the opportunity to undertake research and investigation for themselves, for example in science and in history.

5. In mathematics, pupils develop a good understanding of number throughout the school. They use addition, subtraction, multiplication and division well to solve a range of numerical problems. By Year 6, they work comfortably with decimals, fractions and percentages, converting from one to the other accurately. They also have a good understanding of shape, space and measure. Pupils use their numeracy skills effectively in other subjects. In history, for example, they use time lines; in geography and science, they make and interpret graphs; they measure accurately in science, and in design and technology. Pupils make good use of information and communication technology in mathematics to enhance their number work, and to learn how to use and interpret graphs, diagrams and charts to handle information and record data.
6. In science, pupils develop good investigative skills by Year 6. They have a good understanding of how to carry out a fair test and realise the importance of conducting an experiment step by step to ensure that they do so. They acquire a good understanding of scientific topics such as life processes, light and sound, electricity, forces and materials as they move through the school.
7. The school sets challenging but realistic targets for the end of Year 6 that are firmly based on the rigorous analysis of test results and the outcomes of its comprehensive tracking of pupils' progress throughout the school. In 2002, it reached the English targets and exceeded the targets for mathematics because a small number of pupils reached higher standards than their work suggested throughout the year. The targets are understandably lower but no less challenging for pupils currently in Year 6. The outcomes of the analysis of pupils' achievements are used effectively to set targets for classes, groups of pupils and individuals. As a result, the school has addressed well the previously emerging issue of the differences in attainment between boys and girls. No significant differences were noted during the inspection.
8. This school works hard to ensure that all pupils, whatever their background or ability, have equal opportunity to do well, and to reach the highest standards of which they are capable. Pupils with special educational needs receive good levels of support, enabling them to make good progress towards the clear, measurable targets set in their individual education plans. They are well integrated into all lessons and where necessary benefit from the specialist input of support staff and the use of modified equipment to help them make as much progress as they can. Higher attaining pupils usually make good progress because the work they are given to do is suitably challenging for them. However, there were occasionally examples where this was not the case, mainly in Year 6. The school has begun to identify pupils considered to be gifted or talented and, although they are currently few, to make appropriate provision for them.
9. All pupils make good progress in information and communication technology and standards, which are currently satisfactory in that subject, are rising rapidly as a result of effective staff training and the purchase of new equipment. Information and communication technology skills are used well to enhance learning in other subjects including for example, research and word processing, and to create multimedia presentations in geography in Year 6. Attainment and progress are good in history and satisfactory in all other subjects.

Pupils' attitudes, values and personal development

10. Pupils' positive attitudes, their good behaviour and high levels of attendance are real strengths of the school. They have been maintained since the last inspection and contribute in great measure to the pupils' good progress. Almost all parents reported that they are very pleased

with the attitudes and values that the school promotes, and the way in which the school helps their children to become mature young citizens.

11. All pupils are enthusiastic about school. They enjoy learning, talk about their achievements with a sense of pride and readily acknowledge how much they like school. Attendance is very good and has been maintained at above the national average for the past three years. Lessons start promptly and pupils quickly settle to the tasks that are ready waiting for them. For example, in one class, they were challenged to use four given numbers to find as many calculations as they could in the time it took to mark the register. They rose very well to this challenge, which kept them constructively occupied and learning from the moment they sat down.
12. Behaviour is good throughout the school. Pupils behave well in class, during breaks and at lunchtimes, which are pleasant, sociable and well organised occasions. Pupils are orderly and polite. They consistently show respect for their teachers, other adults, each other and their environment. Throughout the school they form very good relationships with their teachers, other adults and each other. Pupils of all ages work very well together, and are supportive and sensitive to each other's needs. For example, during a mathematics lesson, one pupil was observed supporting another pupil with special educational needs, ensuring that they knew exactly what to do. From an early age, pupils are quick to recognise achievements, praise each other's efforts, and help each other to do as well as they can. No evidence of oppressive behaviour was seen during the inspection and pupils are confident that their teachers would sort out any problems quickly should they arise. There have been no exclusions in recent years. Pupils of all abilities and backgrounds are well integrated into the life of the school. They participate wholeheartedly in all that it has to offer because they are well supported to do so.
13. From the time they start school in the reception class, pupils learn a very good range of social skills that help them to develop into well-rounded individuals. They readily engage in the wide range of experiences and opportunities offered to them to develop as responsible members of a team. In Years 1 and 2, they take turns to be 'table captains', who ensure that their tables are tidy at the ends of lessons. The pupils elect their house captains, considering carefully about who will do a good job, and what qualities are needed for the job. A head girl and a head boy, elected by the staff, take their duties very seriously and work hard to help others in the school. Such is the positive climate in the school that pupils confidently express their feelings and concerns. For example, during the weekly assembly held in church, individuals confidently offered prayers for each other, and for problems they were facing in their own lives. It was obvious that this was without rehearsal, that the pupils were used to doing it, that they felt safe and secure in the knowledge that they would be treated with sensitivity by all who were present, and would receive support from them. They readily support a range of charities, caring for those less fortunate than themselves, and demonstrating a mature attitude towards the needs of others. They are equally confident to offer ideas and suggestions, one of which resulted in the formation of a friendship group for those pupils who might feel left out, or devoid of friends.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is good overall and much improved since the last inspection. Teaching is consistently very good and occasionally excellent in the Foundation Stage. Throughout the school, good teaching results in interesting lessons that move at a fast pace, keeping pupils highly motivated, keen to learn, and eager to do well. All staff, teaching and non-teaching, work hard to build pupils' confidence and self esteem and to ensure that all have the same chance to

achieve as well as they can, whatever their background or level of ability. Occasionally this does not happen. For example, in the Year 6 mathematics and history lessons observed, and in a Year 5 literacy lesson, higher attainers were not given sufficiently demanding work to do. In Year 6, this resulted in some less than satisfactory teaching, because it was combined with the teacher's inability to manage the behaviour of the small minority of pupils who have not yet developed good levels of self-discipline. The teachers' very good management of pupils is a strength in all other lessons that contributes in great measure to the pupils' good progress throughout the school.

15. The teacher and nursery nurse working with children in the reception class have a very good understanding of how children of this age learn. The teacher's very good understanding of the areas of learning for children of this age results in very detailed planning that ensures that all children engage in tasks that are very well suited to their different ages and stages of learning. Individual children's progress is meticulously recorded and the information is used very well to plan the next stages of their learning. The staff successfully encourage the children to take responsibility for their own learning and there is a very good balance between teacher directed and pupil initiated activities. The classroom and outdoor environment is very well organised and provides a very stimulating and attractive atmosphere within which children can work and achieve well. The children are very well prepared for their work in the National Curriculum.
16. The teaching of English and mathematics is good overall. Well planned, well structured lessons that are securely based on the national strategies successfully promote the pupils' acquisition of new knowledge, skills and understanding in both subjects. In almost all lessons, teachers ensure that learning is well matched to the pupils' different levels of prior attainment. Some excellent modelling of reading and writing was observed in a Year 3 lesson that greatly enhanced the pupils' understanding of how to read with fluency and expression, and how to write shape poems. Good attention is given to developing pupils' literacy and numeracy skills in other subjects. Throughout the school, teachers provide a very effective classroom environment that promotes these skills well. High quality displays give pupils good examples of a wide range of reading, writing and mathematical information. They show pupils how much their work is valued and how they may learn from each other and from a wide range of other resources. This contributes in great measure to their good progress in these two subjects.
17. Throughout the school, the teachers' good subject knowledge is evident in well focused planning and well targeted questioning that enables pupils to use what they already know to help make sense of new learning. The good questioning also ensures that all pupils are involved in whole class sessions, for example, by asking different questions of different pupils to give all a chance to contribute to discussions. The very good relationships that exist between teachers and pupils give pupils the confidence to ask questions to clarify their learning, and to become more effectively involved in it. Teachers listen carefully to their pupils and as they circulate during group or individual work, they intervene effectively to avoid misconceptions, to assess pupils' learning, and to move it on by, for example, challenging them to think for themselves and take some responsibility for their own learning. This was particularly noticeable in a Year 6 science lesson where the teacher, having talked to each group or individual in turn, called the class back together at several points during their investigative work. She checked that all pupils understood what they were doing and addressed common misconceptions. She then further motivated the pupils to apply their scientific knowledge and understanding to the additional challenge of finding a common method of measurement so that when each group shared their findings, the results would be directly comparable.

18. The similar good use of whole class, group and individual teaching is a common thread throughout the school. It demonstrates how well, in the majority of lessons, teachers use their ongoing assessment of pupils' learning to give those who can cope with it more demanding work to do, while supporting those who find learning difficult. Teachers use their assessments of pupils' work well when planning subsequent work, and they discuss these assessments with the pupils. As a result, pupils are clear about what they are doing, and what they need to do to improve. They understand the targets set for them and are eager to show how they are working towards them. In most classes, the use of 'toolbox targets' keeps pupils highly motivated because they complement the pupils' individual targets by requiring them to focus on specific learning issues related to the learning objectives and outcomes for each lesson. Thus again, pupils are clear about what is expected of them and are given the opportunity to contribute to their own learning. All teachers mark pupils' work regularly and in most cases, provide comments that show pupils how to improve. However, this is not the case throughout the school or in all subjects. This weakness is reflected in the school's timely decision to review its marking policy and check that it is being implemented consistently in all classes and all work.
19. In almost all lessons, teachers make good use of teaching assistants and other support staff. These adults are well briefed and contribute effectively to the good progress that pupils with special educational needs make towards the targets in their individual education plans. The support staff also help those with lower levels of attainment reach the targets set for them. There were several examples of the assistants helping these pupils to answer questions in introductory sessions and to contribute to the final sessions of each lesson where pupils are brought back together to evaluate what they have learned.
20. Homework provision is good. English and mathematics homework is set regularly and from time to time, homework is also set for other subjects. Parents are pleased with the amount of homework set and the inspection team found that it contributes positively to the pupils' learning in class. On some occasions it consolidates what has been done in class, on other occasions it sets the scene for new learning, or enhances the pupils' knowledge and understanding of a particular topic.

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

21. A well planned, well organised curriculum for the children in the Foundation Stage is a major contributory factor to their good progress. The curriculum follows the national guidance for children of this age and ensures that their learning is focused effectively on at least meeting the national expectations for the end of the reception year. It is kept under constant review to ensure that it is broad, balanced and relevant to the needs of the children. The curriculum provided for pupils from Year 1 to Year 6 is good. It complies with all statutory requirements and is well planned to take account of what pupils need to learn and to do to achieve well throughout the school. The school places good emphasis on the teaching of literacy and numeracy. It has successfully implemented the national strategies for these two areas and this has had a positive impact on pupils' attainment. All other subjects have appropriate policies and schemes of work that are securely based on national or local guidance and which ensure that pupils' learning is continuous as they move through the school. This is an improvement since the previous inspection.
22. The provision for pupils' personal, social, health and citizenship education is good. An effective policy and programme of work promote good personal behaviour, effective learning and good

citizenship. As part of their work in science the school helps pupils to develop good attitudes towards healthy eating and how to adopt a healthy lifestyle. This aspect of work is supported by visits from the school nurse who also enhances the school's own provision for sex education, particularly for the older pupils. Good emphasis is placed on making the pupils aware of the dangers of misusing drugs and other substances as part of the school's teaching on citizenship. The curriculum is further enhanced by the school's participation in initiatives such as inter-schools sporting activities, dance workshops, theatre group visits and art competitions, all of which effectively contribute to the pupils' achievement and attainment in sport and the arts as well as their personal development.

23. The good provision for pupils with special educational needs enables these pupils to make good progress in their learning. The most recent code of practice is fully in place and the school does its best to provide additional support to that provided from external sources for pupils with learning difficulties. Where necessary, the curriculum is modified or specialist equipment is introduced to meet the needs of pupils with severe learning difficulties. Governors have ensured that additional specialist support is provided wherever possible to help pupils with moderate and other learning difficulties, often over and above that provided by the local education authority. The school works hard to ensure that all pupils have equal opportunity to be fully involved in all that it has to offer both in and out of the normal school day. Provision in this area of its work is good.
24. A good range of extra curricular activities, including sporting clubs such as football and skittle ball enables pupils to work as a team and develop attitudes of fair play. A Wildlife Club enhances pupils' understanding of nature and the environment, and the Everlasting Club makes a positive contribution to pupils' spiritual, moral and social development. There are opportunities for pupils to take part in more creative activities such as choir and drama club. In response to parents' complaints about the lack of such activities for younger pupils, the school has recently started a board games club for pupils in Year 2 and cricket coaching in the summer for pupils in Year 4.
25. The school's good links with the community successfully enhance pupils' learning and personal development. A good number of visitors into school and visits out of school to places of interest enrich the curriculum and further enhance the pupils' personal and social skills. The vicar is a regular visitor to the school and takes assemblies and services in church, which have a positive impact on pupils' spiritual development. Members of the church, the local community and the business community provide the pupils with first hand information and experiences that benefit their learning in, for example, history, geography and food technology. Visits from the fire, police, road safety and railway police services enhance pupils' personal development and raise awareness of issues such as vandalism and "Stranger Danger". Pupils in Year 6 benefit from the residential visit to the Manor Outdoor Adventure Centre, which further develops their personal and social skills. Satisfactory opportunities are provided for pupils to entertain senior citizens and to support local as well as national charities.
26. Effective links have been developed with nurseries and playgroups to ensure a smooth transition for the children into full time education. Good arrangements are in place to help pupils move from Year 2 to Year 3 which in this school means a move to a different building. The school's good relationships with the local high schools means that Year 6 pupils receive extra curricular support in, for example, mathematics, science, information and communication technology and art and design. They also benefit from visits and talks from Year 7 teachers and, closer to the time of transfer, 'taster days' when pupils spend time in the high school of their choice. Thus pupils are well prepared for their transfer. The school provides good support

for students on initial teacher training courses and has good relationships with the higher education institutions in the area.

27. Overall, the provision for pupils' personal development and for their spiritual, moral and social development is very good. It is embedded in all aspects of the school's work and is a major contributory factor to the pupils' good behaviour and effective learning. Since the previous inspection, there has been further improvement in the pupils' moral development. Cultural development is satisfactory.
28. Spiritual development is very effectively fostered in assemblies and in many areas of the school's life and work. The pupils are encouraged to think and reflect on a wide range of issues that affect themselves and others around the world. For example, they wrote prayers in remembrance of the September 11th attacks and for people who are lonely and afraid. Assemblies are very spiritual occasions, as seen when pupils reflected on the meaning of Advent. This was followed up in a good Year 3 class assembly when pupils were successfully encouraged to discuss and act out sensitively how they could be a shining light in the school and village community. The school's Christian ethos is very effectively promoted through the many high quality, stimulating displays around the school. Further opportunities for spiritual development are provided through science and geography lessons, where pupils are encouraged to reflect on the wonders of nature and the wider world, to think of others and to consider their own place in the world.
29. Moral development is very strongly promoted throughout the school. Teachers are very skilful in making pupils aware of how their actions affect others, thereby developing their sense of responsibility. In one assembly, for example, a pupil was required to apologise to another for talking while he was explaining his good news. In this way, the onus is placed on the pupils to behave and take responsibility for their actions. Pupils are very successfully taught the difference between right and wrong. The school expects all those involved with it to follow its very clear code of conduct and the staff provide very good role models for the pupils. The school very effectively promotes an ethos that fosters good behaviour, good citizenship and very good relationships between staff and pupils and amongst the pupils themselves. Care and respect for property and for people's different beliefs and values are embedded in the school's way of life and ensure that a harmonious community exists at all times. This helps to promote a very effective learning environment in which pupils feel safe and secure. It also has a very positive effect on the pupils' behaviour in lessons, reflected in the teachers' high expectations of the pupils and the pupils' very positive responses to these.
30. Provision for pupils' social development is very good. Many opportunities are provided for pupils to consider their own thoughts and feelings and those of others, to be caring and to behave well both in and out of school. Pupils are successfully encouraged to take an active part in the life of the school and to become confident and independent by taking on responsibilities, for example, as school officers, form captains, librarians, class monitors and church officers. The comprehensive programme for personal, social, health and citizenship education is particularly effective in promoting this area of the school's work. Pupils have many good opportunities during lessons to work together, to be independent and to take on an increasing range of responsibilities within and outside of the normal school day.
31. Provision for pupils' cultural development is satisfactory. Visitors to the school and visits out of school introduce the pupils to their British heritage and extend their learning across a range of subjects, for example, history, geography, religious education, science, music and art and design. The effective links established with a school in South Africa and an orphanage in Israel

enhance pupils' knowledge of wider cultures. The study of major world faiths and visits, for example, to a synagogue and a mosque, enhance pupils' knowledge and understanding of other cultures and beliefs. However, the school does not prepare pupils as well as it could for life in today's multicultural British society. For example, it does not yet take their knowledge and understanding of different religions and cultural traditions beyond the teaching of facts to include explicitly teaching how these affect the way people conduct their daily lives.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school's aims and mission statement set the caring ethos evident throughout the school. The staff know the pupils and their backgrounds very well. They use this knowledge to ensure that the personal development is appropriate for each pupil. Lessons are frequently used effectively to discuss with pupils relevant issues in a context that the pupils can understand and accept. The staff give high priority to the pupils' pastoral support and development. The working environment is safe and secure and pupils of all ages are well supervised at work and play. The pupils are well looked after at lunchtime by friendly supportive staff. The midday supervisors have already had some training on the management of pupils at play and have implemented this training well in their work.
33. Child protection procedures are good. There are two named and formally trained members of staff, one in the infant building and one in the junior building, and all other staff have received appropriate training. The school has a comprehensive Health and Safety Policy with the duties and responsibilities of the governors and staff clearly laid down. Regular risk assessments are carried out and all statutory checks are made on fire, electrical and physical education equipment. Regular fire drills ensure pupils can evacuate the buildings quickly and safely. The school is well maintained with a good level of cleanliness. The caretaker carries out routine maintenance and contributes effectively to the good learning environment seen in the school.
34. There are effective policies to promote good behaviour and very good procedures to eliminate all forms of oppressive behaviour including bullying and racism. This is evident throughout the school and almost all parents and pupils praise the school's work in these areas. Classroom rules, formulated by the pupils, are prominently displayed and attention is drawn to them when any breach occurs, however small. There is a good attendance policy and parents quickly notify the school of reasons for absence. The policy makes no provision for formal first day contact if pupils are absent, but the school does contact parents if absences occur that seem unusual. The school has a good relationship with its Educational Welfare Officer, who deals with any problems on absence when parents are unresponsive to the school.
35. Assessment procedures are good and the information gained from them is used effectively to address weaknesses in learning and to adapt the curriculum to ensure that it meets pupils' needs. In English, mathematics and science, all test and assessment results are rigorously analysed. Very good records are maintained of pupils' progress throughout the school. These are used to set targets for pupils in all years and to set the school's targets for pupils in Year 6. Individual target setting is used well to motivate pupils to apply themselves well to their learning and is effective in doing so. End of year progress reports in all other subjects are based on the information collated in the pupils' personal files. The school is working hard to enhance these procedures in all subjects by collating levelled samples of work to provide even more guidance for teachers in their assessments, and more information for parents. The progress of pupils with special educational need is recorded well. The targets in their individual education plans are reviewed regularly and effective action is taken to help the pupils make as much progress as possible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The school's partnership with parents is good. At the previous inspection, it was considered to be very good. However, the school has had a period of turbulence in its history during which it lost some parental support. This trend has now been reversed and positive relationships have been restored. The vast majority of parents who responded to the questionnaire or attended the meeting prior to the inspection showed a very high level of satisfaction with the work of the school. They particularly acknowledged that the school expected their children to work hard, behave well and make good progress; that children enjoyed school, teaching was good, that the school was approachable, open to their comments and suggestions, and helped their children to become more mature. The inspection team agreed with these positive views.
37. The responses also indicated that a few parents felt that the school did not provide an interesting range of activities outside lessons and that they were not well enough informed about how their children were getting on. The inspection team disagreed with parents on both of these points, although it felt that the pupils' annual reports could be more consistent in the way they report progress and indicate what pupils needed to do to improve. The extra curricular provision, although mainly aimed at the older pupils, is good and the school has responded appropriately to the parents' concerns that there was little for younger pupils. The parents have the opportunity in the autumn and spring terms to meet the teachers formally to discuss progress and, following the issue of the pupils' annual reports, parents are invited to meet staff again if they so wish. In addition, teachers are available to parents at the beginning and the end of each day to discuss any matters of concern. Those present at the parents' meeting with inspectors praised this as a good opportunity for teachers and parents to engage in immediate dialogue should there be a cause for concern. The parents of pupils with special educational needs are effectively involved at the earliest stage of concern and contribute well to the progress their children make.
38. The school provides a good range of information for parents to help them to help their children at home. The majority of parents respond well and make an effective contribution to their children's learning. The school runs consultation evenings and workshops for parents, and each year it sends out a questionnaire to gather the view of parents. However, the response to these is not good. A good number of parents attend the productions in school, family assemblies and church services. The school is working hard to develop further links with parents and is organising a wider range of courses for parents to help them become more skilled in helping their children to learn. The parents attending the meeting welcomed this initiative. The school has an informative school brochure that gives parents a good range of information about the school and meets statutory requirements, as does the governors' annual report to parents. Both documents are written in a friendly and informative style. A good induction programme with home visits prior to pupils starting school ensures that parents are well informed, and regular newsletters keep parents informed of day-to-day events in the school, including the expectations about homework. An active parent and friends association, raises money for the school and supports its work effectively.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The leadership and management of the school are good overall and have improved since the last inspection. The headteacher leads from the front. She has managed very effectively the significant changes in staffing and finances that have occurred since the last inspection. She has gained the trust of the staff, many of whom are new to the school, and has built an

effective team that is fully committed to further improvement and has good capacity to achieve it. The senior management team is much improved. The headteacher is now very effectively supported by a recently appointed and very competent acting deputy headteacher. They complement each other well and this is having a very positive impact on the work of the school and the standards that the pupils achieve. Both are very effectively involved in the classroom. The headteacher teaches for the equivalent of two days each week. The deputy has a full time class, but with a small amount of non-contact time to carry out managerial responsibilities. Written evidence from the monitoring of teaching shows that good emphasis is given to the impact of teaching on pupils' learning. Good advice is given to staff as to how they might improve their teaching, and this is followed up in a subsequent visit. Due to changes in staffing, most subject co-ordinators are relatively new to their roles. However, they understand their responsibilities. They have produced action plans, know how these fit into the school improvement plan, and have begun to check teachers' planning. However, they have not yet had the opportunity to monitor teaching and learning first hand in their subjects. This is a clearly stated priority in the current school improvement plan.

40. The leadership and management of special educational needs are good. The co-ordinator supports the staff effectively through his good vision, clear priorities and effective guidance. Having taken on the role in September this year, he is already considering ways of improving provision to enable pupils to become more effectively involved in the reviews of their targets. The effective inclusion of all pupils in everything that the school has to offer is a high priority in special educational needs provision and in the school overall, and one which is achieved well. The funding made available to the school is used effectively to support pupils. Governors have added to the basic amount of money to provide additional hours for support staff to ensure that pupils with special educational needs are given the best chance possible of succeeding. Governors are very committed to full inclusion and equality of opportunity and keep a close eye on this area of the school's work. The special educational needs governor is very knowledgeable. She is fully aware of what goes on in the school, meets regularly with the co-ordinator and reports to the full governing body.
41. The school is very much a self evaluating school that constantly challenges itself to do better. The school improvement plan shows clarity of thought as to what needs to be done and how the school would know that it has achieved its priorities and fulfilled its aims. The plan effectively helps the school to be forward thinking. The governing body is very supportive of the headteacher and of the school and through its various committees is appropriately involved in the school improvement planning process. Governors fulfil their responsibilities satisfactorily and ensure that all statutory requirements are met. They share the headteacher's vision for the school and are pleased with the progress it has made since the last inspection and especially since the appointment of new teaching staff and additional support staff. However, they still rely heavily on the headteacher for information and are not directly enough involved in the monitoring of the school's work.
42. The process of monitoring teaching and learning, and the considerable turnover of staff since the last inspection, have enabled the school's management to stand back and make clear decisions about staff deployment. All staff are well deployed to maximise their strengths and minimise their weaknesses while providing stability for pupils to redress the instability that many faced in the recent past. The outcomes of the school's good performance management procedures have been used well in this context and to determine the staff development programme. Performance management targets feed effectively into the school improvement plan and are securely aimed at improving teaching, learning, the management of subjects, and the personal development of the staff. Very good induction procedures are in place for newly

qualified teachers and staff new to the school. All speak highly of how well they have been helped to settle into the school's routines, and to become part of a team, and of the overall ethos of the school. High quality displays throughout the school enhance the learning environment and celebrate pupils' work very well. They provide very positive messages about the life of the school and the high expectations it has of all with whom it comes into contact.

43. Despite the age of the buildings, they are kept clean, tidy, warm and welcoming, further enhancing the learning atmosphere. Two weaknesses are the currently unsatisfactory junior library and the lack of a hall for physical education in the junior building. The library refurbishment is imminent. At present, although books are housed on moveable shelving, they are not easily accessible to the pupils and the area in which they are cited is not conducive to using them effectively for reading for pleasure or for research purposes. The movement of pupils in Years 3 to 6 to the hall in the infant building for each lesson reduces the learning time available, despite the fact that staff ensure pupils change as quickly as possible. Resources are satisfactory overall. Most are easily accessible to those who need them. However, in music and in design and technology, many resources are stored in the infant building and are not easily accessible to teachers in the junior building. This inhibits spontaneous access to, for example, musical instruments to accompany singing.
44. Administrative procedures are very efficient and effective and contribute well to the smooth running of the school. Financial management and administration are also very efficient and effective. The chair of finance is very well informed and keeps a close check on spending. The school worked hard to come out of the deficit budget it had at the last inspection. Spending follows school improvement priorities and is managed well to meet curricular demands. The school ensures that it obtains best value from all its spending and is working hard to maintain its current small surplus to keep the current level of staffing in the face of the fluctuating numbers of pupils in each year group.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

45. In order to raise standards further, the governors and headteacher should take steps to:
- (i) Eliminate the inconsistencies in the quality of teaching in Year 6 to ensure that pupils have appropriately demanding work to do in all lessons, and that their behaviour is managed well enough to keep them working hard at all times.
(Paragraphs: 8, 14, 58, 63, 68, 81, 83, 85, 97)
 - (ii) Strengthen and extend the role of subject co-ordinators with regard to sampling pupils' work and checking on the quality of teaching and learning in the classroom.
(Paragraphs: 39, 59, 70, 73, 77, 82, 86, 90, 94, 99)

Both of the above issues are already being dealt with within the school improvement plan.

In addition to the above issues, the governors should consider including the following minor issues in their action plan:

- Extending multicultural awareness beyond teaching simply the facts in the major world faiths;
(Paragraph: 31)
- Bringing about greater consistency in marking and presentation across the school;
(Paragraphs: 18, 58, 65, 81, 82)
- Strengthening the governing body's role in checking on the school's work and the standards it achieves.
(Paragraph: 41)

Again, the school has already identified these issues as in need of improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	22	12	1	1	0
Percentage	2	20	48	26	2	2	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 more than 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	179
Number of full-time pupils known to be eligible for free school meals	n/a	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	10

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	14
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.2

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	14	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	14	14	14
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	84 (94)	84 (97)	88 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	14
	Girls	14	14	13
	Total	27	30	27
Percentage of pupils at NC level 2 or above	School	84 (94)	94 (97)	84 (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	13	17	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	16	16	16
	Total	28	29	29
Percentage of pupils at NC level 4 or above	School	93 (89)	97 (78)	97 (94)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	12
	Girls	15	15	16
	Total	26	25	28
Percentage of pupils at NC level 4 or above	School	87 (89)	83 (89)	93 (94)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7.8
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6.4
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

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001/2002
	£
Total income	430774
Total expenditure	428949
Expenditure per pupil	2189
Balance brought forward from previous year	13816
Balance carried forward to next year	15641

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 34.6%

Number of questionnaires sent out	179
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	65	32	2	0	2
Behaviour in the school is good.	60	31	5	0	5
My child gets the right amount of work to do at home.	44	48	6	2	0
The teaching is good.	66	31	0	0	3
I am kept well informed about how my child is getting on.	53	35	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	68	27	0	2	3
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	42	52	3	2	2
The school is well led and managed.	60	31	2	2	6
The school is helping my child become mature and responsible.	60	37	2	0	2
The school provides an interesting range of activities outside lessons.	42	40	6	3	8

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

46. Children start school with average levels of attainment for their age. The recent appointment of a new reception teacher has greatly enhanced the quality of provision for pupils in the reception class. All children have made very good progress in all six areas of learning since starting school in September and are already well on the way to reaching the nationally expected standards for children at the end of their reception year. The teacher's clear vision is fully shared by the nursery nurse and together they form a very effective team that has a very positive effect on the children's learning. Most children have pre-school experience before coming to St Paul's. Sound induction procedures ensure that parents understand how to help their children, and that the children settle quickly into their new surroundings. The new reception teacher has good plans to improve these procedures. She has already taken a number of steps to welcome parents into school at any time to discuss their children's progress or share their concerns. The curriculum is very well planned. It takes account of national guidance for the Foundation Stage and prepares the children very well for their work in Year 1. Good links have been made with the National Literacy and Numeracy Strategies to support learning. This is having a very positive effect on the children's progress in communication, language and literacy, and in mathematical development. Since September 2002, the very good improvement in the provision for pupils of this age has contributed greatly to their very good achievement.
47. The quality of teaching is very good and occasionally excellent, and demonstrates the staff's very good understanding of how children of this age learn. Individual children's progress is meticulously recorded and the information is used very well to plan the next stages of their learning. The classroom environment is very well organised and provides a very stimulating and attractive setting within which children can work and achieve well. There is a very good balance between teacher directed and pupil initiated activities. The outdoor accommodation is used very effectively to enhance learning across all subjects as well as to provide access to large play equipment and other toys.

Personal, social and emotional development

48. The provision for children's personal, social and emotional development permeates all areas of learning in the reception class. All children are well on course to exceed the nationally expected standards at the end of their reception year. High quality teaching ensures that the children develop very good levels of independence. The very effective organisation of the classroom and of the resources for learning means that the children gain confidence beyond their years. When told to do so, they select activities, remain on task for some time and concentrate very well on what they are doing. Although a small number still find difficulty sharing, the majority work together amicably, help each other, listen attentively and behave very well. Children have good personal skills. They quickly get changed for physical education sessions, undressing and dressing themselves again with minimal help from the staff. They explore feeling in highly motivating ways, for example, through saying their letters in sad, happy, concerned, voices accompanied by appropriate facial expressions. Good levels of responsibility are fostered from an early age. The children proudly explain the meaning of 'My Special Day' badge, which they wear on the day that they are responsible for certain duties around the classroom. They know that each child will have a turn and eagerly await their own.

The children also learn to check their own and each other's work for accuracy. This develops their good learning habits and helps the children to become involved in their own learning and assessment. When working together at the computer, they share their learning very effectively as a more competent child shows a less competent one what to do. The teacher's careful organisation of pairs and groups of pupils ensures that all pupils have equal access to all activities and that she or the nursery nurse is available to intervene effectively to move their learning on.

Communication, language and literacy

49. All children have made very good progress in this area of learning since they started school. Very good teaching takes them step by step through interesting and highly motivating activities that are very well matched to their stages of learning. Their communication, language and literacy skills are very effectively reinforced in all other areas of learning. As a result, almost all children are well on course at least to meet the national expectations for their age at the end of their reception year. Most children express themselves clearly and confidently with a good range of vocabulary. The majority recognise their own first names and some also recognise their last names. They have a good understanding of the initial and final letters of words and use picture clues, sounds and word recognition effectively as they learn to read. Reading is taught very well. Through well targeted questioning, the teacher skilfully draws from the children which words change in a text and why. Explaining that they are going to become authors and use the same techniques generates a sense of excitement as the children realise that this means they are going to write their own books. Children who find learning more difficult receive very good support from the nursery nurse, which helps them to contribute effectively to whole class work. Group and individual work is appropriate to their stage of learning, as it is for the more able children, who are already writing in sentences, with secure letter formation. A small number of children make good attempts at independent writing and all children are developing appropriate handwriting skills. They already form letters in a way that leads easily to joined up writing, preparing them well for their work in later years. The teacher's marking is very good. Notes from previous lessons are used very effectively to correct errors and take learning forward. In addition, the teacher annotates the children's work to show what was done independently and what was done with help from a member of staff. Samples of work are collated in the children's files and provide further evidence of their very good progress since September.

Mathematical development

50. Progress is again very good in this area of learning and almost all children are well on the way to reaching the national expectation for the end of the reception year. Excellent teaching was seen during the inspection, in which the children were very well motivated by a highly stimulating counting activity that introduced them very effectively to mental mathematics. Very carefully targeted questions showed that the teacher knew the children well and provided the right level of challenge for all ability levels. She gave the pupils time to count in their heads and to estimate numbers, spurring them on by pretending to forget the next number in a sequence that required them to count on and back from a given number. The children rose to the challenge of explaining how they arrived at their answers and were encouraged to try to count with their eyes instead of one by one out loud, or using their fingers. The majority of children have good recognition of numerals up to nine, and a significant minority to 15. Children quickly learn to use the terms 'full', 'empty', 'half full' and 'half empty' as they are taken step by step through describing how much water, sand or rice is in a container. Their thinking is very effectively challenged through questions such as 'This pot is empty, how can I make it full?' or

'How do you know when it is full?' or 'How does (the child filling it) know when to stop?' When the teacher stopped a child in the process of filling a pot, the children quickly noted that the pot was not full. Asked how it could be made full, they responded readily with 'put more in', showing a good understanding of the mathematical vocabulary associated with capacity. The teacher's planning and work in the pupils' books show that they also have a sound knowledge of simple two-dimensional shapes and are provided with opportunities to learn how to measure accurately. The outdoor area is used effectively to develop the mathematical skills of data handling. A group of children working with the nursery nurse produced a tally chart to show how many bean bags were thrown into a hoop. Information and communication technology is also used well to reinforce mathematical learning, especially number work.

Knowledge and understanding of the world

51. Children also make very good progress in this area of learning because of the very good teaching they receive. A wide range of activities is provided, including small world, construction, role play, modelling, sand and simple investigations of changes in materials. The teacher and nursery nurse intervene very effectively to ensure that the children maximise their experiences. The children's high levels of independence are made possible by the very good classroom organisation, management and planning. They develop a growing awareness of the passage of time through looking at themselves and their families at different stages in their lives, and by looking at what they did in the holidays. A sense of place is evident in their recording of different places in their house and around school. Their work with construction kits and games introduces them effectively to modelling and making structures. They know the names of a good range of well known animals and accurately pair up adult animals with their young. They discuss and record their likes and dislikes in food, showing a developing knowledge and understanding of healthy eating. Children are provided with very good opportunities to use information and communication technology skills in all areas of learning. Through all of these activities, they are well prepared for their work in science, design and technology, geography, history and information and communication technology. The statutory requirement to teach religious education to children at this age is very well met. Almost all children are well on course to reach the nationally expected standards for the end of the reception year.

Physical development

52. Very good teaching ensures that the children make very good progress in this area of learning. Time is used to the full. For example, as children change and become ready for their physical education session in the hall, they join in a singing activity that further enhances their creative development while they wait for others to catch up. Good use is made of stickers to reward those children who change quickly. The children need little help changing, though some require support from the nursery nurse to put their footwear on the correct feet. Once in the hall, children use space well. They know the importance of warming up because this is reinforced by the teacher. Good attention is paid to moving along benches safely in different ways and the children demonstrate good levels of control when doing so. They carry benches correctly under supervision and overall demonstrate good levels of physical ability. The outdoor area is used very well to promote progress in other areas of learning alongside physical development. For example, children learned to control their throwing to ensure that bean bags landed in the correct place to be counted as a 'hit', thereby reinforcing mathematical development. Poor weather during the inspection restricted opportunities for pupils to engage in outdoor play activities. However, good provision is made for this when the weather is suitable. Children also demonstrate good fine motor skills. They cut and paste, use scissors correctly and have good

control of tools such as pencils, paints and crayons. All are well on the way to reaching the nationally expected standards at the end of their reception year.

Creative development

53. Children make very good progress in this area of learning and all are on course to reaching the nationally expected standards for their age at the end of their reception year. They show good levels of imagination as they draw and paint, or create pictures of skeletons using cut and stick techniques to good effect. They recognise colours accurately and make very good attempts at drawing themselves and their friends, showing developing observational skills. They make good use of a computer program to create imaginative, colourful images and patterns. Children know a good range of songs, hymns and nursery rhymes, many of which are used to reinforce their learning in other areas, for example counting rhymes in mathematics. They sing enthusiastically and with a sense of enjoyment. They are beginning to sing in tune, and when asked to do so in an infant hymn practice, played instruments in time to their singing. Good opportunities are provided for role play. The children readily take part in this and their learning is very effectively enhanced by the good intervention of the teacher and nursery nurse.

ENGLISH

54. Standards are at the national expectation for pupils currently in Year 6 and above the national expectation for those currently in Year 2. Good teaching, firmly based on the National Literacy Strategy, ensures that pupils of all abilities achieve well and make good progress from the time they start school. Pupils with special educational needs make good progress in all aspects of English. They are well supported in the majority of lessons through the good use of non-teaching staff and activities that are well matched to the targets in their individual education plans. The school has begun to identify pupils that are gifted in English, and to provide suitably demanding work for them. Standards are similar to those seen at the last inspection, but in the last three years they have risen faster than the national trend. The average standards in Year 6 reflect the lower attainment in that year group, evident in the records of their progress throughout the school. However, some weaknesses in teaching in this age group impede their progress. These are related to managing the group's responses to avoid pupils calling out, especially in question and answer sessions with the whole class. Good use is made of information communication technology in many lessons, as pupils access the Internet and use CD-ROMs as sources of further information for their topics.
55. Almost all pupils have good speaking and listening skills. They listen attentively to their teachers and to each other and offer well-considered responses to what they have heard. In lessons, they confidently ask relevant questions to help increase their understanding. Teachers use their own good subject knowledge well in skilful questioning that promotes the pupils' thinking, and encourages them to explain their answers fully. Throughout the school, the majority of pupils have a good range of vocabulary which they use well. They speak clearly, confidently and with good articulation to different audiences, for example, as they spontaneously offered prayers during a church service. By Year 6, pupils confidently talk about a range of topics across many areas of the curriculum. They respond well to the many good and varied opportunities for them to enter into discussions and debates, for example, during whole class sessions and when expressing an opinion about what they have read or heard about local and national events.
56. Progress in reading is good throughout the school. Reading materials are carefully matched to pupils' levels of attainment, and throughout the school, pupils enjoy talking about books. Almost

all pupils in Year 2 and Year 6 read fluently and accurately from a suitably wide range and style of texts, both fiction and non-fiction, as well as poetry. Pupils in Years 1 and 2 make good use of their developing knowledge of letter sounds and combinations, and what they have learned previously in the text and from pictures, to help them work out how to read unfamiliar words. Pupils in Years 3 to 6 build on these early skills, using the text well to predict what might happen next in a story. They express clearly their opinions about books and their authors. For example, pupils in Year 6 commented that they enjoyed reading books written by Roald Dahl because 'it's as if he's talking to you'. By Year 6, pupils have a good understanding of a wide range of texts and how authors use them to inform, persuade, instruct and describe. They also use books well as sources of information in other subjects. The school makes good use of the nearby local library, especially for pupils in Years 3 to 6, while its own junior library awaits refurbishment. Pupils have satisfactory library skills and use them well to research information across a wide range of subjects. Teachers ensure that pupils have access to a wide range of reading materials in the classroom to assist their learning in other subjects, for example, history, geography, science and information communication technology. Good quality displays celebrate pupils' achievements well and play a vital role in enhancing reading skills throughout the school.

57. The quality of pupils' writing shows that they make good progress by Year 2. Less able pupils in Year 1 spell simple words correctly, and make good attempts at spelling more complicated words. The majority of pupils form their letters accurately, and more able pupils use and spell an increasing range of words that are more difficult to sound out. Pupils in Year 2 make logical attempts at spelling more complex words. Sentences are meaningful, and are correctly punctuated using capital letters and full stops. Most pupils show a good understanding of a range of punctuation as they point out when the teacher (deliberately) omits full stops and commas from her work on the whiteboard. They quickly and accurately recognise the different shapes of some letters in printed texts, and are beginning to join their own letters to produce a neat, legible, fluid style of writing, though they do not always continue this when writing in other subjects. Higher attaining pupils in Year 4 demonstrate an increasing awareness of organisational features such as the use of paragraphs. As they write longer stories, they extend their punctuation to include, for example, brackets and apostrophes, which they use accurately. Throughout the school, pupils use dictionaries well to check spellings and meanings of words. In Years 5 and 6 they know how to use a thesaurus to find more exciting words to add interest to their writing. Pupils in Year 6 use adjectives to good effect in complex sentences. All pupils in this year group make good attempts at writing imaginative stories that engage the reader. Higher attainers add further interest for the reader by including greater variety in their choice of vocabulary.
58. Throughout the school, pupils are offered a wide range of opportunities to use their writing skills in other subjects. For example, they report the results of surveys, interpret graphs, or record scientific investigations. Additional time is set aside on the timetable for pupils to write at length, developing their own stories or producing an extended piece of informative writing that helps to develop more advanced skills. Pupils take pride in presenting their work neatly and enjoy talking about what they have done. Their work is assessed well and the information is used effectively to plan further work. The use of pupils' individual targets and 'tool boxes' that have targets for specific learning in lessons, helps pupils to understand what they need to do to improve their work. Targets for a unit of work are clearly displayed in classrooms and pupils' individual targets are inserted into their work books. This allows pupils to refer to them at all times, and to take some responsibility for their own learning. Marking is not always as effective as it could be. Although work is marked regularly, with positive comments for individuals' efforts, there is little indication of ways in which the work could be improved. Grammatical errors are not always picked up. For example, errors such as 'the earthquake what happened',

and 'she weared lots of make-up' were left uncorrected in the work of pupils in Year 6. This impedes pupils' progress as often the mistakes are repeated in subsequent pieces of work. There are errors too in the teachers' comments in the Year 6 class, such as 'you should have wrote a sentence', and 'similies' instead of 'similes'. In general, however, teachers have a good knowledge of English and use it well to plan and prepare lessons that take account of the pupils' different learning needs. The majority model writing well in guided writing sessions. This shows pupils how to improve their work and leads to better all-round performance.

59. Leadership and management are satisfactory. The headteacher evaluates well the quality of teaching and learning in the classroom, provides pointers for improvement and checks that teachers act on the advice given to improve pupils' learning. However, the co-ordinator is not sufficiently well involved in checking on the standards, teaching and learning. This issue is being dealt with satisfactorily within the current school improvement plan. The detailed analysis of pupils' performance is used effectively to identify key areas for development. Programmes such as 'additional literacy support', 'early literacy support' and 'booster' classes to improve the performance of Year 6 pupils have all been successful in helping pupils to improve their literacy skills. The good guidelines in place for English ensure a consistent approach to teaching the subject throughout the school. Through the good opportunities for discussion, and the study of different texts, opportunities for writing, composing, for example, prayers and poetry, English makes a good contribution to pupils' personal, spiritual, moral, social and cultural development.

MATHEMATICS

60. The attainment of pupils currently in Year 2 and Year 6 matches that expected nationally for their age. For Year 6 pupils, this reflects the lower attainment of this group of pupils and is not representative of the standards being achieved by pupils in Years 3, 4 and 5. These pupils are working at levels above those expected for their age and are making good progress. Similarly, in relation to their prior attainment, pupils make good progress in Years 1 and 2. Pupils with special educational needs are working at levels below those expected for their age. However, they too make good progress because of the good support they receive, and because they are given work that is well matched to the targets in their individual education plans. Overall achievement is good, including in Year 6.
61. The National Numeracy Strategy is implemented well. It is used as the basis for teachers' planning and ensures a consistent approach to teaching and learning throughout the school. The strategy has had a positive impact on developing teachers' subject knowledge and their ability to teach numeracy skills. This in turn has had a positive impact on standards achieved throughout the school. The trend in the school's results has been above the national trend over the past three years. Teachers' planning is detailed and lessons have clear learning objectives that are explained fully to the pupils. The objectives are constantly revisited during a lesson. This involves the pupils well in their learning, motivates them to work hard and helps them to understand how well they are doing and what they need to do to improve further. Teachers' questioning skills are good and pupils are successfully encouraged to explain their strategies for solving problems. They listen attentively to their teachers and to each other, behave well and have good attitudes to learning. This is because they are managed well. The good, clear explanations given as teachers work through examples with the whole class, enable pupils to build successfully on their prior learning. For example, in the Year 1 class, the pupils made good use of the measuring skills they had learned earlier to find solutions to simple problems involving different units of length. The majority of pupils show good enthusiasm for the mental mathematics session. They are keen to contribute to this part of the lesson, and they offer clear explanations as to how they have arrived at their answers.

62. By Year 2 pupils have a good knowledge of number. They count forwards and backwards accurately from one and two digit numbers. They have a good understanding of pattern in numbers counting accurately in 2's, 5's and 10's, and of place value in two digit numbers. They recognise, describe and explain accurately simple fractions and the properties of two-dimensional shapes. Teachers plan appropriately for the different abilities of pupils within their class and higher attaining pupils are suitably challenged. Pupils develop their knowledge of number well in Years 3 to 6. By Year 6 they know their tables well and understand factors and multiples. They accurately recognise place values in whole numbers and understand how to convert decimals into fractions and vice versa. Most pupils successfully apply their knowledge of number to a wide range of problem solving activities. They have a good knowledge and understanding of the properties of two and three-dimensional shapes, and a sound understanding of how to calculate the perimeter and area of simple shapes. Most Year 6 pupils quickly and accurately find simple percentages of whole number quantities. However, a significant minority struggle with these concepts
63. The quality of teaching is good overall. Most teachers use their good subject knowledge effectively to plan a range of activities that meet the needs of all pupils. Lower attainers and pupils with special educational needs receive good support from non teaching assistants. This enables them to make good progress in this subject. The good planning and preparation of most teachers ensures that little time is lost when pupils move between whole class, group and individual activities. This results in good pace and productivity in learning. In the good teaching observed in the Years 2, 4 and 5 classes, pupils particularly enjoyed the stimulating mental calculations at the beginning of the lesson. Information and communication technology is used effectively to improve pupils' knowledge of number and data handling. In a Year 3 lesson, the teacher made particularly good use of the knowledge gained from marking and assessing pupils' work to clear up their misunderstanding of how to count on and back in 10's with two and three digit numbers. In an unsatisfactory lesson with pupils in Year 6, the teacher, new to this year group, showed insecure knowledge that led to a lack of challenge for the pupils and resulted in their working at levels below those of which they were capable. As a result, a significant minority of pupils became restless, lost interest and displayed some inappropriate behaviour that impeded their learning and that of other pupils. However in all lessons teachers give clear explanations and instructions so that pupils know exactly what they are to learn. Relationships are very good and the good use of praise and encouragement has a positive impact on pupils' learning. The majority of teachers have high expectations of pupils' behaviour and pupils respond well to this. An appropriate range and amount of homework is set that enhances pupils' numeracy skills, for example, requiring them to learn their tables, to become more familiar with basic number facts and patterns and to consolidate work being done in class.
64. Teachers create suitable opportunities for pupils to use their number skills in other subjects. For example, in history pupils learn about and construct time lines; in geography they make graphs to record traffic information, and in science, they research information on the body. The subject also makes a good contribution to pupils' personal, moral and social development as they are encouraged to share ideas and resources, listen sensitively to others and to collaborate in group activities.
65. Leadership and management of the subject are good. The co-ordinator has begun to monitor and evaluate teaching and learning and provide constructive feedback to teachers. The headteacher supplements this work through her own evaluations and is carefully monitoring the quality of teaching in Year 6. Assessment procedures are good. Teachers regularly assess

pupils' work and adapt their planning to address identified areas of weakness. The co-ordinator thoroughly analyses all statutory tests and assessments and uses the information effectively to tackle weaknesses by setting targets for the whole school. All pupils have individual targets which are regularly reviewed with their teachers. However written marking is not as consistently helpful to help the pupils as it could be because it gives little information as to how pupils might improve the quality of their work or raise their attainment. Resources are satisfactory and are used appropriately in all classes. Overall there has been good progress since the last inspection.

SCIENCE

66. The attainment of the majority of pupils currently in Year 2 and Year 6 is above national expectations. The quality of teaching is good throughout the school and enables pupils of all abilities to make good progress and achieve well. Standards for Year 2 pupils have been maintained since the previous inspection and there has been good improvement in standards and achievement for Year 6 pupils.
67. All teachers use their good subject knowledge to plan a range of challenging practical activities that develop pupils' knowledge and understanding well. As a result, the majority of pupils have sound scientific knowledge, use appropriate technical language and develop good skills of making predictions and carrying out a fair test. Because teachers explain the learning objectives well, pupils are very clear about what they are to learn. In most lessons teachers constantly link pupils' observations back to the identified learning objectives so that pupils know if they have made progress in their learning. Teachers use questioning effectively to help pupils use what they already know and to extend their thinking skills. This was seen in the Year 2 class when pupils used their prior knowledge of simple circuits to explain why a bulb would not light up. All teachers have high expectations of pupils' behaviour to which pupils respond well by listening attentively, concentrating on their tasks and behaving well. Lessons move at a brisk pace. As a result, pupils are well motivated and produce good levels of work. This has a positive impact on their learning. Relationships are very good in all classes. Pupils enjoy their science work and demonstrate good levels of curiosity. They work well together, use resources appropriately and record their findings in a range of appropriate ways. The good support given to lower attaining pupils and to pupils with special educational needs ensures that these pupils are fully included in all scientific activities and make good progress.
68. All pupils in Year 6 have good investigative skills. In the lesson observed, they worked well in groups to develop an experiment to investigate ways of varying the current in a circuit to make light bulbs brighter or dimmer. This work built effectively on what they had already learned about circuits and led to a good understanding of the use of components. Carefully planned, step by step activities, challenging questioning, and the timely intervention of the teacher and teaching assistant in the pupils' work, enabled the pupils to explain their results well and to use their good understanding of how to carry out a fair test. The teacher called the pupils together as a class at relevant points in the lesson to enable them to share their learning and improve their own work. This was particularly effective in encouraging groups to find comparable ways of measuring their results. Discussions with pupils in Year 6 show that they also have a good understanding of scientific topics such as life processes, light and sounds, electricity, forces and materials. However, the work in the Year 6 pupils' books shows that they are given too few opportunities to record their findings independently. Too much work is copied resulting in a lack of challenge, particularly for the more able pupils. In addition, the teacher's marking gives pupils little information about how to improve the standard of their work.

69. Throughout the school, pupils make satisfactory use of their literacy skills as they record their findings, for example, by making notes and writing scientific reports. Scientific language is used correctly in these, but there are inconsistencies in presentation, spelling and punctuation across the school and particularly in the Year 2 and Year 6 classes. Pupils apply their mathematical knowledge satisfactorily as they make bar graphs of favourite foods and eye colours in Years 1 and 2 and measure by how much materials will stretch in Year 3. Pupils make good use of information and communication technology to record, interpret and present data in the form of graphs and charts. It is also used well to research scientific information, for example, in Year 6 as they study the body. There are good examples of art and design and design technology being used to enhance pupils' work in science, for example through portraits and the study of healthy foods in Year 1. The pupils' spiritual, moral and social development is promoted well in this subject. Pupils discuss ideas, work collaboratively together and consider the opinions of others. They are given many opportunities to reflect on the wonders of nature, and in the Year 2 class there was a real sense of awe and wonder as pupils connected a complete circuit, from many incomplete ones, to light a bulb.
70. Leadership and management of the subject are satisfactory and improvement has been satisfactory since the previous inspection. There is a clear policy and scheme of work, which teachers use well in their planning. The co-ordinator has good subject knowledge and gives appropriate support and guidance to teachers when necessary. Assessment procedures are good but there has been no checking of the quality of teaching within the classroom. Time for this is identified in the current school development plan. Test results are analysed to identify weaknesses and the information is used to address them. Pupils' progress is recorded appropriately to ensure that their learning is continuous throughout the school. However, the co-ordinator is not sufficiently involved in these assessment procedures. Developing work on life and living processes for the younger pupils, continuing to improve independent and investigative skills for all pupils and further developing the role of the subject co-ordinator are key features in the current school improvement plan. These issues provides an effective way forward but do not address the weaknesses in scientific recording referred to earlier. Resources are satisfactory and are supplemented well by resources from the local High School. Visits out of school and studies of the local environment are used well to enhance the pupils' understanding of nature. For example, visits to the Science and Industry Museum and 'The Creepy Crawly Roadshow', and attendance at the pupil-initiated Wildlife Club as an after school activity, greatly enhance pupils' understanding of nature and make a positive contribution to their scientific learning. Science makes a good contribution to pupils' personal, spiritual, moral and social development.

ART AND DESIGN

71. It was possible to see only one art and design lesson during the inspection and this was with pupils in Year 6. The evidence from this lesson, and further evidence obtained from an analysis of the pupils' sketchbooks, the work on display throughout the school and discussions with pupils, show clearly that standards are as expected nationally in Year 6. However, pupils' knowledge and understanding of the work of other artists is less well developed than their practical work. Throughout the school pupils of all abilities make satisfactory progress. Work on display in Year 1 shows that pupils make a good start in learning the importance of close observational work. For example, having studied facial features as part of their work in science, they practised drawing eyes, eyelashes, eyebrows, nose, nostrils, mouth, lips and teeth prior to completing well executed self portraits using their new-found skills.

72. A secure judgement cannot be made on the overall quality of teaching in art and design on the basis of one lesson. However, teachers' planning, and the quality of pupils' work on display indicates that it is at least satisfactory. In the lesson seen, which was imaginatively planned to enable the pupils to draw on the knowledge gained from their history topic, the quality of teaching was good. The pupils, responding creatively to the stimulus of designing their own Aztec god, confidently selected the media in which they wanted to work to realise their designs. One group concentrated very hard as they manipulated clay to produce recognisable models from their designs, successfully joining different body parts and other decorative artefacts together using appropriate tools and skills. Another group worked effectively with a limited range of colours representing those available to the Aztecs and produced successful large-scale drawings and paintings, again securely based on their original designs. A third group produced large-scale collages of their designs, using a wide range of collage materials creatively in their work. All pupils received good support from the teacher and classroom assistants who intervened at appropriate times to help improve a skill, or to make pupils think more creatively about what they were doing. All pupils responded well to the opportunities presented to them to exercise independence and choice in their work because the teacher was good at challenging their thinking without taking over their work or stifling their imagination. Pupils with special educational needs were very successfully included in these activities. They were given the same degree of choice as their classmates and responded very well to the more direct and structured support afforded to them.
73. Leadership and management are satisfactory. A nationally approved scheme of work is successfully combined with other schemes to meet the needs of the school and the requirements of the National Curriculum. The co-ordinator has successfully identified strengths and weaknesses in teaching and learning from teachers' planning and pupils' work. A well-written action plan identifies accurately what needs to be done to improve standards namely: improving the teaching of artistic skills, knowledge and understanding in a progressive manner in each area of the subject, evaluating the use of resources and collating a portfolio of assessed work to help teachers assess pupils' work more accurately. Some very good marking was noted in the sketchbooks for pupils in Years 3 and 4. Here, the teachers provided written guidance as to how the pupils might improve their work. When the improvements were evident in subsequent work, the pupils were praised for their efforts. The same good practice is not evident in Years 5 and 6. The co-ordinator has not yet had the opportunity to check on teaching and learning first hand in the classroom but some non-contact time is planned later in the year to enable this to take place. There has been satisfactory improvement in art and design since the last inspection. Pupils now have greater opportunities to select and experiment with an appropriate range of resources, to reflect on what they are trying to communicate through their art work, and to look at how other artists also tried to get their message across. Thus art and design makes a good contribution to the pupils' personal, spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

74. Pupils reach the nationally expected standards for their age in Year 2 and Year 6. The quality of teaching is satisfactory. Pupils of all abilities make satisfactory progress throughout the school and are fully included in all that it has to offer.
75. Observations of and discussions with a sizeable group of pupils in Year 2 show that they are confident about their work in this subject. They describe clearly the differences between various materials and the appropriateness of them for specific tasks. For example, when involved in designing and making a vehicle out of card and wood, they explained that they could

not make a real vehicle out of card because it would not be strong enough, and that real vehicles are made out of metal because metal is strong. They listen very attentively as the teacher offers clear explanation of what they are to be doing and the teacher's careful questioning helps them to build effectively on their prior learning. This, together with good modelling and breakdown of tasks ensures that all pupils are effectively supported. For example, before making their vehicles, pupils experiment with construction kits to make axles, and Year 1 pupils respond very well to the opportunities they receive to examine how levers work, drawing and labelling parts before making moving pictures. Teachers and non-teaching staff intervene appropriately to guide and support, ensuring that pupils remain in control of what they are doing, and make decisions for themselves. For example, when one pupil stated that the wheels would not work, the teacher challenged the pupil by asking in what respect, effectively encouraging the individual to think more precisely about the problem, and to articulate it more clearly. Pupils in Years 1 and 2 are successfully taught to plan, make and evaluate their models, and to consider how they might improve them. They have a good understanding of the importance of careful planning. They record their thoughts neatly in their books, taking care and pride in their presentation.

76. Pupils in Years 3 to 6 build well on this good start. They are highly motivated by the practical activities and concentrate well as they execute their designs with good attention to the careful and safe use of tools and materials. For example, pupils in Year 4 who were designing and making money containers decided to make paper models first so that they would not waste the felt they had chosen as the material for their finished product. Pupils' ideas are committed to workbooks and this affords them a useful and supportive reference to results of their previous experiments and investigations. They recognise the importance of presenting their work neatly commenting that it is easier to read and they are proud of it. In Year 4, the good balance of support, intervention and direction by the teacher ensures that all pupils remain on task. For example, prompts about previous tasks and previously acquired skills, and questions about their designs are effective in making the pupils think for themselves by evaluating and improving their work in progress. By Year 6, pupils offer well considered explanations about the importance of designs meeting needs and have a good understanding of the appropriateness of materials for specific tasks. They confidently discuss how they have linked science and design and technology topics when they made a switched lamp that would light, putting into practice their new-found scientific knowledge about electrical circuits.
77. Leadership and management are satisfactory. The co-ordinator took over responsibility for the subject in September this year and has not had the opportunity to monitor teaching and learning. This is highlighted in the school improvement plan for later this year. Although the co-ordinator has collected samples of pupils' work, these are not yet levelled or available to teachers to guide them in their assessments. Resources are satisfactory, but additional funding is required to ensure the continued adequate supply of consumables. As classes are divided between two main buildings, the organisation of the resources needs to be improved to ensure efficient and effective use of the teachers' time when preparing for lessons.
78. Overall, improvement since the last inspection is satisfactory. Greater emphasis is placed on the planning, designing, making and evaluating process, and pupils now talk confidently about the importance of each of the stages. Teachers are better informed of the work they should be covering and, through the adoption of a nationally approved scheme of work, and the ongoing assessment of pupils' progress, learning is continuous throughout the school.

GEOGRAPHY

79. The attainment of pupils in Year 2 and Year 6 matches the national expectations and pupils of all abilities make satisfactory progress. The quality of teaching for pupils in Year 1 and Year 2 is satisfactory. Because only one lesson was seen in Years 3 to 6, it is not possible to make a secure overall judgement on the quality of teaching and learning. However, evidence from pupils' work and discussions with them indicate that it is at least satisfactory. Improvement since the previous inspection is satisfactory.
80. Pupils throughout the school study a good range of geographical topics and are introduced to basic geographical ideas through practical, relevant and enjoyable activities. Through studying photographs, answering questionnaires and being taken on walks around the area, pupils in Year 1 gain an appropriate range of knowledge of geographical features in their own school and in the local environment. They acquire sound mapping skills and learn simple map-making techniques as they draw plans of their journey to school and plot buildings on a large-scale map. These skills are effectively extended in Year 2. Here, the majority of pupils successfully name seaside resorts around Britain and identify them on maps in atlases. Their developing knowledge of natural features is shown in their descriptions of the differences between their own village and a seaside town. Pupils use their literacy skills well in this work to research information from a good range of books. The teachers' good use of carefully chosen artefacts, photographs and reference books engage pupils' interest and concentration and they remain on task for the majority of the time. Teachers' effective questioning techniques extend pupils' thinking and praise is used well to celebrate achievement. However, a small minority of pupils in Year 1 become noisy and silly because they do not listen carefully enough to what is being taught. They are generally handled well to minimise their disruptive effect on others.
81. Pupils in Years 3 to 6 build satisfactorily on their previous learning. They further develop their mapping skills and extend their knowledge of the village by looking at features of land use and development issues. This was seen in a very good lesson in Year 4 where pupils were able to suggest useful purposes to which derelict land could be put to. This work makes a positive contribution to pupils' moral development and citizenship as they think about the needs of others within the community and ways to improve their environment. The teacher's step-by-step teaching of map skills introduced the pupils very effectively to map reading in detail, helping them to realise the importance of using symbols correctly and teaching them how to use grid references to find features on a map. By Year 6, pupils show a good knowledge and understanding of the water cycle and river systems. They present their findings in a variety of ways, but although standards of presentation are mainly satisfactory, they are inconsistent. The standard of written work for a significant minority of pupils in Year 6 is unsatisfactory. This is because the teacher is not using marking techniques well enough to correct the pupils' unsatisfactory use of literacy skills as they present their work. Too much copying of work into the pupils' books, results in a lack of challenge particularly for the more able pupils. However, in all lessons seen, the majority of pupils showed good attitudes to their work, responding well to what they were expected to do. They listened attentively to their teachers and to each other, concentrated on their tasks and behaved well. This is due to the good classroom management and organisation of the majority of teachers. Visits, for example to the River Ribble, and visitors such as the Young Town Planners, are used well to support pupils' learning and enhance geographical knowledge and understanding. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
82. Leadership and management of the subject are satisfactory. Although the subject co-ordinator has only been in post for a short time, she has worked very hard and made significant improvements in order to raise standards in the subject, particularly in devising a systematic approach to teaching geography skills. Assessment procedures are satisfactory and pupils'

progress is recorded to ensure that learning is continuous throughout the school. However, written marking does not consistently identify why work is good and how it may be improved, and the co-ordinator has not yet had the opportunity to check on the quality of teaching and learning. Resources are satisfactory. They are well organised and easily accessible to those who need them.

HISTORY

83. Attainment in history is in line with national expectations for pupils in Year 2. For pupils in Year 6, it is above the national expectation. The analysis of pupils' work and discussions with them show clearly that in Years 1 and 2 pupils of all abilities make satisfactory progress. Progress is good in Years 3 to 6, as is the quality of teaching. However, one history lesson, with pupils in Year 6, was judged less than satisfactory. The teacher's insufficient planning, preparation and use of support staff led to time being wasted when technology equipment would not work. As a result, pupils learned little. No history lessons were observed in Years 1 and 2 and therefore a secure overall judgement cannot be made about teaching in that age group. Nevertheless, discussions with pupils and an analysis of their work indicate that teaching is at least satisfactory in that age group.
84. Pupils in Year 2 understand that history is about things that have happened in the past. They have a satisfactory understanding of the passing of time, gained through looking at past and present events in their own lives, and predicting what their lives might be like in the future. When examining a range of artefacts, they recognised the differences between old and new and used accurately terms such as 'now' and 'long ago'. They successfully describe features of toys and household objects that distinguish them as older or newer. For example, they pointed out that an iron they were examining could not be very old because it needed electricity to work and there was no electricity in times long ago.
85. When introduced to a new period of study, pupils in Years 3 to 5 are successfully encouraged to develop their own lines of enquiry. They devise sets of questions to research information from a variety of sources, such as, artefacts, books, diaries, the Internet, CD-ROMS and television programmes. However, analysis of the work of pupils in Year 6 shows that their research often results in merely copying texts rather than using them as sources of information. In the most effective lessons, teachers use their secure knowledge of the subject to ask probing questioning that develop pupils' skills in thinking and historical enquiry. When pupils offer answers, they are asked to explain their opinions and sources of knowledge. This challenges them effectively and promotes their language skills well. Clear explanations about what they are expected to do ensure that pupils are focused on their tasks and take some responsibility for their own learning. Pupils have a good understanding of the difference between primary and secondary sources of information. They recognise clues in the evidence they examine and, using their mathematical skills, they construct timelines that accurately chart significant events over a period of time. The majority of pupils have a well-developed sense of chronology. They clearly enjoy history. They are highly motivated by the research work they are required to undertake and are keen to share what they have learned with others. In most year groups, workbooks are neatly maintained, demonstrating the pupils' pride in their work. The good displays around the school are informative. They celebrate the achievements of individuals and are further proof of how much their work is valued. Pupils are provided with as much first-hand experience as possible. Visits to museums and places of historical interest greatly enhance the curriculum and pupils' learning. Pupils use their literacy and mathematical skills well in this subject. For example, they write diaries as evacuees in World War II, record historical events, make notes from their research and form their own opinions from that

research, sharing them in discussion, in debate and in writing. They also use their mathematical skills well, for example, when they use tokens to purchase food and clothing, as people had to do during the war period. Higher attaining pupils are effectively involved in problem solving as they are required to think of possible solutions to problems encountered by Henry VIII, which promotes their thinking and reasoning skills. History makes a good contribution to pupils' personal development and to their spiritual, moral, social and cultural development.

86. Leadership and management of the subject are good. The co-ordinator has been in post for twelve months. In that time he has involved staff effectively in discussions that have led to an amended policy and scheme of work. These have resulted in topics being studied in greater depth. Samples of pupils' work from across the school have been collected for use by the co-ordinator in order to help teachers to assess pupils' learning more accurately. The headteacher monitors teachers' planning well but the co-ordinator is not yet effectively involved in this or in checking pupils' work. Time is allocated in the school improvement plan for these activities to take place later this year.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. The attainment of pupils in Year 2 and Year 6 matches the national expectations for their ages. Pupils throughout the school, including those with special educational needs, make good progress. This is due to improvements in resources and teachers' skills which have resulted in better provision and more effective learning since the previous inspection. Overall, the level of improvement since the previous inspection has been good. The quality of teaching is now good throughout the school.
88. By Year 2, pupils have a good understanding of the various uses for computers. They use the mouse with good control and know the various uses of common key strokes on the keyboard. They use their skills well to edit a piece of text and use simple mark-making tools confidently to create imaginative pictures. Pupils in Years 3 to 6 build on these skills very well and use information and communication technology in a wide range of applications. Good word processing and graphic skills are evident in Year 6 where pupils have used graphics well to enhance the word processing of their own poems. The majority of pupils confidently use a variety of fonts and know how to change font size, underline text, make it bold and add colour. In Year 4, as part of their mathematics lesson, pupils used information to produce pictograms, bar and pie charts in order to solve problems. Year 5 pupils competently used a search engine to access information on the Internet and have used a variety of graphic packages to create plans of, for example, the classroom and their bedroom. Year 6 pupils show a good understanding of how to create a multi media presentation, which is effectively linked to their work in geography.
89. Recent staff training has been influential in improving teachers' subject knowledge and confidence, and their ability to teach the subject well. Teachers now ensure that pupils use their information and communication technology skills at least satisfactorily in almost all subjects. Additional adult support is used well and makes a positive contribution to pupils' learning. Teachers' clear explanations and precise instructions help pupils to achieve well. This was seen in a very good lesson in Year 4 when, after careful step-by-step instructions, pupils were able to create their own stamps using a repeating pattern. There was a real sense of awe at their completed designs. All pupils are well motivated because of the challenging tasks set and the brisk pace to the lessons. They show high levels of concentration and perseverance, work well in groups and respect the views of others as they evaluate their work. Teachers use

praise well to boost pupils' confidence and celebrate their achievements. Pupils respond well to this showing obvious enjoyment in their work and valuing their time on the computers.

90. Leadership and management of the subject are satisfactory. The subject co-ordinator has only had the role for a short time but is very knowledgeable and is working hard to continue development of the subject. The policy and scheme of work are up to date, and the co-ordinator is beginning to develop a file of pupils' work to assess attainment. Satisfactory assessments record pupils' progress to ensure that learning is continuous throughout the school. However, there are no opportunities to check the quality of teaching, although provision is made for this in the current school improvement plan. Resources are good. The computer suite and classroom computers allow pupils good access to information and communication technology in all subjects. A well planned curriculum supports the systematic teaching of skills and is being used effectively across the whole curriculum to support and enrich pupils' learning in almost all subjects.

MUSIC

91. Pupils of all abilities make satisfactory progress in music and reach the expected standards for their age by Year 6. However, the pupils' knowledge of famous composers and their music is less well developed than the other aspects of this subject. There was not enough evidence to make a judgement about standards in Year 2, or about teaching in Years 1 and 2, because no lessons were seen in this age group, and no work was available for analysis. The quality of teaching is satisfactory in Years 3 to 6. Some good teaching was observed in Year 5 that successfully linked the pupils' work to their history topic and set the new song they were learning firmly within its historical context. Similarly pupils in Year 4 extended their knowledge of rhythm and structure well through analysing how these elements were used in the new songs they had learned for their celebration of the Jewish festival 'Hanukah'.
92. The quality of singing is satisfactory. Pitch is usually secure and the majority of pupils sing with enthusiasm, following directions well and listening carefully to each other. They quickly learn new tunes because most teachers give them the opportunity to learn one line at a time or to join in when they feel they can. Teachers promptly spot reluctant singers and successfully encourage them to join in, while teaching all pupils how correct breathing, phrasing and posture can improve the quality of singing. Pupils with special educational needs are very successfully encouraged to join in singing and other musical activities. For example, in the songs selected, there is enough repetition in the words to enable those with reading difficulties to join in and show how well they can sing. This raises the pupils' self esteem and gives them the confidence to try hard. In the Year 6 lesson observed, a group of pupils with special educational needs were the first to volunteer to sing solo and in a small group, and did so well, when the teacher asked if anyone would like to have a go on their own. The teacher was also aware of the pupils in the class who had instrumental tuition and used their skills and knowledge well to help others to understand and interpret musical notation.
93. The medium of singing is used effectively to teach pupils about the different elements of music and how they are used to create particular effects, for example, the style of a wassailing carol or the repetitive nature of the chorus in 'Molly Malone'. Musical notation, signs and symbols are also taught satisfactorily through singing. Pupils in Years 5 and 6 have a sound understanding of note values and rests. In Year 6 they readily related the idea of having rests in music to having punctuation in literacy, offering commas and semi-colons as ways of describing the different rest values. They also recognised how by doubling the note values in the last part of a song they were learning, the composer created the illusion that the music was

slowing down when in fact the speed of the beat had not changed. The pupils' well developed creative response to music was very evident in a Year 5 dance lesson where boys, girls and pupils of all abilities created an imaginative dance sequence that followed the nuances of the music very well. Pupils recall having composed music and performed music, for example, in assembly. However, the school rightly identifies the need for pupils to have more opportunity to perform and to share their music making with a wider audience, and to learn more about different composers and styles of music. Overall, music makes a good contribution to the pupils' personal, spiritual, moral, social and cultural development.

94. Leadership and management are satisfactory. The co-ordinator took over the subject on taking up his appointment in September and has already made a significant impact on the subject, for example, by analysing how to use the school's adopted scheme of work more effectively to meet the needs of the pupils. He has not yet had the opportunity to observe or work alongside colleagues to monitor and guide their teaching but time is allocated for this later in the year in line with the school improvement plan schedule. Resources are satisfactory overall although pupils would benefit from a wider variety of sound sources to explore, for example, keyboards. Musical resources are kept in the infant hall and are readily accessible to the infant department and to those classes who have music in the infant hall. However, when music is being taught in a junior classroom, the pupils' spontaneous access to instruments for composing or performing is severely restricted, thereby limiting their creative responses.

PHYSICAL EDUCATION

95. The attainment of pupils in Year 2 and Year 6 matches that expected nationally for their ages. All pupils, including those with special educational needs, make satisfactory progress overall. Pupils in Year 2 and Year 5 make good progress in dance. The majority of lessons observed were dance lessons but discussions with the subject co-ordinator, and a scrutiny of teachers' planning and the scheme of work indicates clearly that all aspects of the physical education curriculum are taught at relevant times in the school year. The majority of pupils attain the expected requirement in swimming by the end of Year 6. Standards have been maintained since the previous inspection.
96. All lessons start with appropriate warm up activities. Teachers place good emphasis on ensuring that pupils know and understand the need to warm up their bodies before starting physical activities, and the effect that exercise has on their bodies. By Year 2 pupils have experienced a satisfactory range of physical activities including games, dance and gymnastics. They control movement well in terms of direction, speed levels and stopping and starting. This was well demonstrated in the good Year 2 dance lesson seen. However, this is not the case for pupils in the Year 1 class who need much more practice at listening carefully and responding appropriately to the teacher's instructions in order to achieve better. Ball skills are introduced at an early age when pupils are taught to pass, kick, throw and catch. These skills are built on effectively year by year and by the time they are in Year 6 the majority of pupils have successfully acquired the skills of dodging, intercepting, throwing and catching as they play football, skittleball and cricket. Very good attention is paid to ensuring that where a pupil has a physical disability, appropriate equipment is available to enable that pupil to make the best possible progress in each lesson. Thus all pupils are fully included in all activities on offer.
97. The quality of teaching is satisfactory overall. In a very good lesson with pupils in Year 5, the teacher used her good subject knowledge to plan a range of increasingly demanding activities to help pupils to create, step by step, a well structured three-part dance sequence. All pupils were very well motivated by this challenge. They worked hard during the practice sessions to

improve their techniques, and used well the opportunities provided for them to evaluate each group's performance in order to learn from each other. The very good pace set in this lesson ensured that pupils behaved well and expended considerable physical and creative effort. They performed very confidently and responded very well to the musical stimulus. In most other lessons teachers demonstrated good subject knowledge in the planning of an appropriately structured set of activities and used musical stimulus well to develop movement and expression. However, the lessons were less successful because, as in the Year 4 class, pupils had too few opportunities to evaluate and learn from each other's work. While most lessons move at a brisk pace, inefficient use of time in the Year 6 class and the lack of active teacher involvement in the lesson resulted in some inappropriate behaviour and excessive noise levels. However, the majority of pupils show interest and enjoyment in their lessons. They respond well to teachers' praise, concentrate on their tasks and behave well.

98. The overall provision for the subject is satisfactory. The hall is spacious enough for physical activities and there is an appropriate range of equipment for gymnastic activities. However, the hall is situated in the infant building and there is an inevitable loss of valuable teaching time as pupils move from one building to the other and back again. The good-sized playing field and playgrounds cater well for all team games. Resources are enhanced by participation in the national "Top Sport" initiative. The good provision of sports equipment at playtimes and lunchtimes for all pupils enhances physical development. Provision for outdoor and adventurous pursuits, for example archery, swimming and orienteering, is enhanced by the annual residential visit to an outdoor activity centre. Extra-curricular sporting clubs, such as football, skittle ball and cricket, further enhance the pupils' experiences. The school actively participates in community sporting links and competitions involving these sports and also takes part in local swimming galas and cross country running. Pupils' skills are greatly enhanced by coaching carried out by local football and cricket representatives. Physical education makes a good contribution for pupils' personal, moral, social and cultural development as, for example, they learn the importance of fair play and effective teamwork.
99. Leadership and management of the subject are currently underdeveloped because the subject co-ordinator is new to the school and has other constraints on her time. However she is enthusiastic and has good subject knowledge and expertise, due to specialist training. This is shared with teachers as they plan appropriate activities to cover all areas of physical education. There is an up to date policy and comprehensive local education authority scheme of work. However, the co-ordinator has not yet had the opportunity to check teaching and learning in this subject or to check teachers' planning or pupils' assessments.