

# INSPECTION REPORT

**RIBBY WITH WREA ENDOWED C OF E  
PRIMARY SCHOOL**

Preston

LEA area: Lancashire

Unique reference number: 119559

Headteacher: Mrs Yvonne Hazelwood

Reporting inspector: Jean-Pierre Kirkland  
4483

Dates of inspection: 7<sup>th</sup> – 9<sup>th</sup> October 2002

Inspection number: 250635

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Dubsidge  
Wrea Green  
Preston

Postcode: PR4 2WQ

Telephone number: 01772 685221

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Peter Outhwaite

Date of previous inspection: June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
4483	J. P. Kirkland	Registered inspector	Mathematics Information and communication technology Music Provision for pupils with special educational needs	Information about the school The school's results and achievements How well are pupils taught? How well the school is led and managed? What should the school do to improve further?
9921	P. Blackshaw	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30691	K. Coupland	Team inspector	Areas of learning for children in the Foundation Stage Science Geography History	
10611	M. James	Team inspector	English Art and design Design and technology Physical education Educational inclusion	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is located in the centre of Wrea Green village some four to five miles from the Lancashire coast and the nearby resort of Blackpool. The school is smaller than average with just under 150 pupils on roll. There is a reception class taught separately; other classes are mixed ages throughout the school. Located in an area of owner occupied housing with a significant proportion of parents having professional backgrounds, the school has very few pupils entitled to free school meals. It is a Church of England Voluntary Aided school and in addition to its board of governors, the school also has a board of Trustees who make a significant contribution to its running costs annually. There are no pupils for whom English is an additional language, with most pupils having white heritage backgrounds. About five per cent of pupils have learning difficulties, of whom a slightly above average number have statements of special educational need. These include pupils with more severe learning difficulties and medical problems. Attainment on entry to the reception class school is above the levels normally expected from children of this age. The school has a significant number of pupils who leave or arrive at times other than the normal starting and leaving points. This is as high as 40 per cent some years. Often, those arriving have lower ability levels than those who leave. Religious education and the acts of collective worship are being inspected by the Diocese, and reported on separately in this inspection.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school where pupils' progress is consistently good or better. Teaching is good with some very good features. A rich and broad curriculum, rooted firmly in a caring Christian ethos, provides a very good backcloth for learning. There is very good leadership from the headteacher, senior staff and governors. Management is also of a high standard. Overall, the school provides very good value for money.

#### **What the school does well**

- Enables all pupils to achieve well, with some instances of very good achievement and high standards, such as in mathematics currently;
- Provides pupils with very good opportunities for learning through a rich and stimulating curriculum and good teaching;
- Provides a very good, caring and Christian framework at the heart of the local community within which pupils develop their personalities and become sensible, mature and responsible
- Has established a productive learning environment in which parents play a very effective part;
- Ensures that the leadership focuses on raising standards in a very well-managed setting, with good support from governors.

#### **What could be improved**

- The accommodation and some aspects of provision for reception children.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

There has been good overall improvement in the school since the previous inspection in 1998. Standards for seven-year-olds have improved in English, mathematics and science. There has been some variation in the standards for eleven-year-olds over the past five years. Much of this has been due to pupil movement in and out of the school between the ages of seven and eleven. The current Year 6 pupils are reaching standards that are well above average in English, very high in mathematics and above average in science. Overall, this represents improvement since 1998. All the key issues from the previous report have been successfully addressed. There have been other improvements in a number of significant

areas including the well above average standards now being reached by eleven-year-olds in art and design and music; progress of children in the reception class has improved; there is now more good and very good teaching in the school; leadership and management remain very good. The school, as a result, is in a favourable position to continue to make further improvements.

## 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
	1999	2000	2001	2001
English	A*	B	D	E
mathematics	A	C	E	E
science	A	C	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards overall in the year 2001 national tests were well below national averages. English standards were somewhat better, but still below the national picture. The most recent results (2002), for which there are no national comparisons, show some improvement in mathematics and science. This is largely due to the fact that the school has suffered from losing some of its better performing pupils before the end of Year 6 over the years. These pupils have usually been replaced by ones who are of lower capabilities. Importantly, however, for those pupils who have remained at the school since taking the tests four years ago in Year 2, achievement overall was good. The current Year 6 pupils are performing at a consistently higher standard than those last year. Pupils' work in Year 6 shows that standards in English are well above average; standards are above the national average in science and very high in mathematics and in the top five per cent nationally. Much of this is due to the large proportion of pupils, around half, who are currently working at higher than expected levels. Year 6 pupils achieve well above average standards in music and in art and design and above average standards in all other subjects.

Standards for pupils in Year 2 are well above average in English and in science and very high, in the top five per cent nationally, in mathematics. Previous results from 2001 in the national tests for seven-year-olds showed the school to be in the top five per cent nationally for reading and mathematics, and well above average in science. There has been a slight decline in writing standards but overall, standards are well above average. Even given the above average starting points when children leave the reception class, achievement is good. As in the juniors, inspectors found current standards in art and design to be well above average in all other subjects by the end of Year 2.

Progress during the reception year is generally good, with most children ready to begin the National Curriculum by Year 1. Children who have learning difficulties are quickly identified and effectively supported in their early years and throughout the school. The progress they make towards their targets is good, especially in English and mathematics. The school sets realistic and challenging targets based on thorough knowledge and understanding of what its pupils might achieve. The school is successful in achieving these targets.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent and having a significant positive effect on learning
Behaviour, in and out of classrooms	Very good. Pupils behave very well. There have been no recent exclusions.
Personal development and relationships	Very good. The school makes effective provision to ensure that all pupils show and receive mutual respect, including to those pupils from a different racial heritage.
Attendance	Very high and well above the national average. Punctuality is excellent.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.*

Teaching is a strength, being of a consistently good standard throughout the school. This is supplemented by instances of very good teaching which enable pupils to learn very well. Overall, the proportion of good and very good teaching has improved since the previous inspection. Teaching of basic skills of numeracy and literacy begins effectively in the reception class. Children are managed very well and benefit from a good range of activities. There is some disadvantage currently in the learning of physical skills due to a lack of appropriate space. The school is currently seeking to redress this problem.

Elsewhere in the school, good teaching of literacy and numeracy continues. Teachers follow the national strategies in both subjects, but with modifications to suit the needs of the pupils. Overall, teachers are well prepared and plan effectively for their mixed age classes. They manage pupils very well allowing them to learn in a supportive and productive environment. Higher attainers are generally given appropriately challenging work and lower attainers are always effectively supported by good teaching assistants and work that is matched to their needs. Those few pupils who have specific medical problems or other learning difficulties benefit greatly from the support they receive. As a result, they make good progress in learning basic skills in English and mathematics, as well as in other subjects. There is particularly good teaching in art and design and in music. The most effective teaching incorporates a brisk pace, giving pupils very high challenges and good opportunities to make links and connections with other subjects. The amount of homework set is satisfactory in enabling pupils to extend their learning beyond the classroom.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good and fully meeting statutory requirements. There is a wide range of extra-curricular activities, visits to places of educational interest and visitors to the school.
Provision for pupils with special educational needs	Very good. All planning is of a high standard, including the specific learning programmes designed for each pupil. These contain small steps to learning, enabling pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and forming a secure framework for learning. As a result, pupils have a very good Christian setting within which to develop in every respect.
How well the school cares for its pupils	Very good, with effective health and safety and child protection procedures. The school keeps good records of pupils' progress and sets realistic targets for them.
How well the school works in partnership with parents	Very good. Parents are fully involved in their children's learning and support the school in a very positive manner.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is clear direction for the work of the school from the senior staff with very good overall management by the headteacher. As a result, all staff are fully involved in making decisions which are designed to improve standards or sustain those that are already high.
How well the governors fulfil their responsibilities	Good overall support from governors who appreciate the strengths and areas for improvement in the school. Governors fulfil their statutory responsibilities.
The school's evaluation of its performance	The school undertakes a full and effective review of its performance. Areas for improvement are quickly identified and plans put into operation to put things right. The best value for money is sought in all spending decisions.
The strategic use of resources	The school is well resourced with equipment, computers, visual-aids and staff. These resources are used effectively. Accommodation is unsatisfactory for the reception class as the room is cramped.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>Parents are pleased with all aspects of school life. In particular the way the school is led and managed and the progress their children make</li></ul>	<ul style="list-style-type: none"><li>Parents feel that homework is sometimes inconsistent</li></ul>

Inspectors agree with the many positive points made by parents. Inspectors judged homework as satisfactory. Sufficient amounts of an acceptable standard are set to ensure that learning in classrooms is supported by work taken home. No inconsistencies were noted during the inspection.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Current standards of work in Year 6 are a strength. They are very high in mathematics, well above average in English and above average in science. This is a significant improvement on the previous three years and better than the standards reported at the time of the previous inspection. Standards overall in the year 2001 national tests for Year 6 were well below national averages. English standards were somewhat better, but still below the national picture. The most recent results (2002), for which there are no national comparisons, show some improvements in mathematics and science, with broadly similar results in English. The school's principal strengths are:

- High standards for seven-year-olds and very much improved standards for eleven-year-olds, now well above average.
- Good achievement for all pupils.
- Well above average standards in art and design throughout the school and in music by Year 6.
- Setting realistic and achievable targets.

2. Year 6 pupils' results in national tests have shown significant decline in recent years. This is largely due to the fact that the school has suffered from losing some of its better performing pupils before the end of Year 6 over the years. Often potentially higher attaining pupils, who leave the school mid-way through Years 3 to 6, are replaced by pupils with lower capabilities. Sometimes this occurs towards the end of Year 5 or early into Year 6, giving the school little time to work on improving their standards. Numbers in each year group are usually small, in the high teens or low twenties, and this gives an element of unreliability to the statistics. What is certain, however, is that those pupils who have been in the school for the national tests in Year 2 and who continue through to Year 6 make good progress. Standards are well above average in music and in art and design for the oldest pupils in the school, with very good achievement overall. Standards in all other subjects are currently above average in Year 6.

3. Inspectors found that standards for pupils in Year 2 are currently well above average in English and in science. Standards in mathematics are very high. Pupils achieve well.. Inspectors found standards in art and design to be well above average. Standards are above average in all other subjects for pupils in Year 2.

4. Standards in national tests for pupils at the end of Year 2 have been consistently good over recent years, and were in the top five per cent of schools nationally in 2001 in reading and mathematics. In writing, standards were well above average in that year. Teacher assessment in science showed that standards were also very high and in the top five per cent of schools nationally. The 2002 results show that the high standards in reading and mathematics have been sustained. There has been a slight fall in the quality of writing, but standards still remain well above the national average. There is a similar picture in science, where the proportion of pupils gaining the higher levels has fallen. Standards in science, however, still remain well above average.

5. Children enter the reception class with standards that are generally above those expected for their age. Teaching is good and children achieve well. Most reach expected standards by the end of the reception year, with approximately up to 20 per cent, achieving above this level in some years. However, this is balanced by a small group of about 15 per cent who, despite making good progress, do not reach the expected level before Year 1.

Generally, achievement is good in all the areas of learning for young children. They acquire basic skills of communication, reading and numeracy well. In other areas, such as creative work or personal development, progress is also good.

6. Achievement is good for all pupils throughout the school, given that children enter the school with above average levels when they start the reception class. Children who have learning difficulties are quickly identified and effectively supported in their early years and later on in school. The progress they make towards their targets is good, especially in English and mathematics. Equally, potentially higher attaining pupils are and given adequately challenging work so they too make good progress. This is currently reflected by the large proportion of pupils in Year 6, over half, who are currently working at levels higher than those expected for their age in English and mathematics. Pupils acquire basic skills very well. They learn to communicate effectively in writing and speaking. Music plays a significant part in encouraging good listening skills. Skills in mathematics are learnt well and are reinforced in many other subjects such as design and technology, history and science. Skills in using computers, robotic toys and sensing devices in information and communication technology (ICT) develop well as pupils get older.

7. The school sets realistic and challenging targets based on thorough knowledge and understanding of what its pupils might achieve. The school has been successful in achieving these targets in recent years. Parents are very happy with the targets set and with the standards and achievement of their children.

### **Pupils' attitudes, values and personal development**

8. Pupils' attitudes, values and personal development are a strength and have a very positive influence on learning. The positive attitudes, shared values and very good behaviour go a long way towards building the effective climate for productive working that is a strong feature of the school. The high standards in this area have been maintained since the previous inspection. The principal strengths in this area are:

- Excellent attitudes to school and work.
- Pupils' very good behaviour in the classroom and around school.
- Very good supportive relationships throughout the school.
- Pupils' very high levels of attendance and punctuality.

9. Pupils' excellent attitudes to their work have continued as reported in the previous inspection. Pupils are enthusiastic about school, and enjoy being there. This means they are highly motivated and keen to learn. They have a strong commitment to work hard and achieve the best they can. Pupils enjoy the challenging work that they are given and are actively involved in learning. For example in a Year 2 and Year 3 science lesson, pupils were given first hand experience of the effect on chocolate of changing conditions such as melting and responded enthusiastically. Pupils, particularly the older ones, respond confidently to questions, are eager to talk about their work and co-operate well, sharing and exchanging ideas. Similarly lots of pupils are keen to join the activities and clubs offered after school.

10. Pupils behave very well; often the behaviour is excellent. For example, in a Year 5 and Year 6 mathematics lesson, excellent levels of concentration enabled pupils to learn challenging ideas and make good progress. In other classes, pupils' very good behaviour and responsible and mature attitudes enables teachers to work with individuals and small groups while the rest of the class works independently and purposefully. In the playground, pupils play well together, and no evidence of bullying, oppressive or racist behaviour was seen. In discussion, older pupils clearly understand and share the values of the school, taking very seriously their position of role-models for younger pupils and their responsibilities for looking after them.

11. The strong focus on community and the importance of the Christian foundation has built very good and tolerant relationships. As a result, pupils develop self-confidence in a very effective learning environment. They listen carefully to each other, understand and respect the importance of others' views and show appreciation of the efforts of their classmates. They like their teachers and are very sure and confident of teachers' support if they have a problem. Even the very youngest children are developing a sense of awareness of their own and others' needs, forming good relationships, taking turns and sharing fairly. Pupils help and care for each other daily in many small ways, for example, by chatting to those who sit on the 'buddy bench' at playtime and by encouraging them to join in with their play.

12. Pupils are punctual and rarely absent from school, other than for medical reasons. Consequently, attendance is very high compared to other schools. This has a very positive effect on learning.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

13. Teaching and learning are good throughout the school. There has been an improvement in the overall quality of teaching since the previous inspection, with 87 per cent of teaching being at least good. There is no unsatisfactory teaching. Parents are very happy with the quality of teaching in the school.

The main strengths are:

- Providing children with a good start to their education with good teaching in the reception class.
- Very good implementation of the National Strategies for Literacy and Numeracy, with very good teaching of basic skills in these areas, and in ICT.
- Managing pupils very well so that they learn effectively and progressively.
- Using resources very well to stimulate pupils' interests and enthusiasm, and thereby promote more effective learning.

The main area for improvement:

- Ensure that the work in English is more varied and meets the needs of all pupils in a more challenging way.

14. Good teaching and learning starts in the reception class where children learn basic skills of communication and numeracy very well. They are organised effectively and managed very well by the teacher. Children are arranged in small groups and given frequent opportunities to discuss their work and share with each other. They learn to identify and pronounce contrasting sounds, such as the different noises heard in the town to those in the country. Children learn how to use the robotic toy and make it move to specific commands. They begin to count and learn to remember numbers by singing songs such as 'One elephant went out to play'. The teacher organises plenty of practical activities in sand and water, and with support from good assistants, children soon learn the way materials feel. There is a good balance between teacher led activities, and those that the children do for themselves. This is effective in starting children on the road to developing ways of how to learn on their own.

15. The National Literacy and Numeracy Strategies have been fully and effectively implemented throughout the school. This has been successful in increasing the rate of learning in all areas of numeracy and literacy and accounts for the much improved standards of work. The basic skills of good communication are taught effectively. This was done very effectively in a lesson for Year 2 and 3 pupils, where they learnt how to construct words starting with two letters. Pupils learn to write clearly, including using an appropriate range of descriptive vocabulary. In mathematics, there are effective stimulating sessions at the start of lessons, which enliven the pupils and 'fire them up' for the remainder of the lesson. Basic

number skills are learnt well, including mental addition, subtraction, and times tables. Teachers have modified the national strategies effectively to meet the needs of the wide range of abilities in the school, and this works well generally. However, in some English books and lessons, inspectors found that a lot of the work was very similar, and this did not always stretch the higher attainers as much as it could. The pupils with learning difficulties are, on the other hand, given very clear targets for which to aim, with small steps to success. This enables them to make consistently good progress towards their literacy goals.

16. Teaching and learning of basic computer and keyboard skills, as well as other essential ICT skills, are good overall. Lessons are well planned so that all pupils have their own computer on which to practise and refine their learning. The setting of tasks that can be tackled in different ways and have different outcomes such as in Year 4 and 5 where pupils designed tropical fish, allows higher attainers to move on at their own pace and acquire more understanding. Equally, in the same lesson, those who learn less quickly were not left behind as they were well supervised and helped by a very knowledgeable and effective learning support assistant. Overall, challenges throughout the school are good and ensure that good quality learning is a regular and effective occurrence.

17. Pupils are very well managed. Teachers ensure that pupils listen effectively. Support assistants play a full and effective part in ensuring that all pupils concentrate and follow instructions. Class rules are clearly displayed and pupils respect and follow these. This means no time is lost and there are no behaviour issues. Consequently, the rate of learning is good. In mental mathematics sessions, the rapid direction of questions aimed at different individual pupils ensures that all 'have their thinking caps on', and as a result, all are fully involved and learning effectively.

18. All teachers know their subject areas well and they use this knowledge effectively to stimulate learning. Resources, which are of good quality and in good supply, are also used effectively to promote good learning. The use of artefacts in Year 1 and 2 history lessons was especially good in helping pupils learn how to recognise things that are old. In art and design in Years 4 and 5, pupils' interest was quickly caught when the teacher showed art work and pottery in the style of Clarice Cliff. Having appreciated the vivid colours and striking designs, pupils were eager to reproduce their own work in this style. Many of these were on display from a previous lesson, and were of a very high standard. The work completed in that lesson was also of an equally high standard. Particularly effective is the management of large groups of pupils when performing with musical instruments. Over thirty pupils in the hall in Years 5 and 6 were able, with specific instructions from the specialist teacher and good 'conducting' support from the class teacher, to produce a high quality performance from a very wide range of instruments. Work in classrooms is effectively supported by an adequate amount of homework.

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

19. The curriculum for children in the reception class is rich and interesting and it meets statutory requirements. The curriculum for pupils in Years 1 to 6 is very good and all statutory requirements are met. Parents expressed no serious concerns.

The strengths in the curriculum are:

- Effective provision for pupils' spiritual, moral, social and cultural development.
- The effective delivery of the literacy and numeracy strategies.
- The school's provision for including pupils in a full range of activities and learning experiences, including the provision of extra-curricular activities.
- The contribution made by the community, and the links that are forged with other schools.

The area for development in the curriculum is:

- To improve the overall provision for children in the reception class.

20. Pupils benefit greatly from learning in a supportive and caring environment. Very good provision is made in a Christian ethos to support and nurture spiritual development. Assemblies provide a very focus for this, with frequent opportunities for reflection. There are further good opportunities for debate and research in lessons. There is a very strong moral code and staff have high expectations of good behaviour. This includes the teaching of right from wrong, which is strongly supported by parents. Pupils' social development is very good with frequent opportunities to take responsibility, gain a sense of citizenship through community based work, and to learn to co-operate and share in lessons. The school council is a new initiative, which is successfully providing pupils with a good learning opportunity about realistic decision making. Cultural provision is also very good and has improved since the last inspection. In particular, many subjects contribute to an understanding of different cultures with work on India in geography, using a range of instruments from across the world in music, and by studying some of the major world religions in religious education. The curriculum encourages pupils to make good links and connections between various areas and subjects.

21. The school makes very good provision for the equality of pupils' access to the whole curriculum, with the staff making sure that pupils are involved, as far as possible, in a full range of activities. In particular the school ensures that pupils of all abilities, as well as boys and girls, are equally and fully involved. This allows all pupils to achieve well. The new requirements relating to pupils who have medical problems or learning difficulties are in place, ensuring that pupils are adequately catered for through a very good modification of the curriculum, which fully meets their needs.

22. The school's very good range of extra-curricular activities is particularly well supported by teachers and pupils. The school welcomes many visitors, including the clergy, the police, fire-officers, members of the medical profession, local residents, and the local mayor, as well as drama and music groups. A wide range of educational visits is arranged to places such as Turton Tower, Martin Mere, the Jewish Museum and Blackburn Cathedral. A residential trip is arranged for older pupils to Boreatton Park. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.

23. The school has excellent links with the local community. In particular, regular use is made of the area around the school to support learning in subjects such as history, geography and physical education. The school has very close links with local businesses and supermarkets, as well as neighbouring sports clubs. This has benefited pupils' work in ICT and in various sporting activities. Local residents are regularly invited to events in the school, and also use the school when organising events of their own. Particularly close ties exist with the local Church.

24. Very good links have also been established with other schools. The school has close sporting and musical ties with other local primary schools, as well as cordial relationships with nearby playgroups and nurseries. Links with a nearby special school are especially close. Ties with neighbouring secondary schools are also well developed, with, for instance, curriculum areas regularly being discussed by staff, and visits being made by pupils to use some of their facilities, such as science laboratories. These arrangements greatly help pupils when they transfer to the secondary school.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**



25. The school continues to place a high value on providing a caring and supportive environment, as reported at the previous inspection. Provision overall in this area is good with several very good features. The staff know pupils well and recognise individual emotional and intellectual needs creating a strong community where pupils develop in confidence and self worth. There is a strong emphasis placed on maintaining a safe and healthy community, with effective arrangements to support these aims and procedures to ensure pupils are free from oppressive behaviour such as bullying.

The principal strengths in this area are:

- Very good systems ensure the health and safety of pupils and promote good behaviour and attendance.
- Very good support and guidance that helps pupils work and learn effectively.

The main area for development is:

- Pupils' target booklets.

26. The very good range of policies and procedures provide a systematic and structured way for the school to operate successfully. Pupils appreciate the care and support provided, which builds confidence and a sense of belonging to the larger community. Checking and recording of attendance is very efficiently carried out and supports the very good standards in this aspect. This leads to high levels of attendance and greater progress by pupils.

27. From an early age, pupils are taught very clear expectations and parameters of behaviour, self-discipline and respect for others. Well thought-out and considered behaviour and anti-bullying procedures have been shared with pupils and their parents. The school's system of praise and rewards and the consequences of unsatisfactory behaviour are made clear. They are usefully included in the school prospectus and backed up by a helpful anti-bullying leaflet to provide advice for parents. There are very good policies to ensure that all pupils are treated equally and fairly, including clear procedures should there be any racial issues. In addition, a comprehensive package to promote good behaviour, along with shared commitment, successful and consistent implementation results in a school which is calm, purposeful and effective in promoting good learning.

28. Health and safety arrangements are very thorough with frequent and comprehensive analysis of risk assessment and regular reporting procedures recording the prompt action taken. Child protection procedures are satisfactory with agreed local procedures in place.

29. This school is a supportive and friendly environment within an ethos that places emphasis on encouraging high achievement along with good pastoral care to develop individual self-esteem and confidence. Pupils are rewarded for good work and non-academic achievements through individual and class awards, presented weekly in assembly. The high level of positive support from staff and, in discussion with the class teacher, the encouragement to develop a critical eye for their own strengths and areas for improvement helps produce the mature and confident pupils that move on to secondary school. Pupils eagerly accept and enjoy taking on responsibilities. For example, the school council involves pupils in decision making. Pupils also spontaneously support each other when needed.

30. The school is working very hard to ensure the very specific needs of a number of pupils with learning or medical difficulties are met successfully, to ensure full integration into the life of the school. Staff training and building adaptations have been carried out so far. The school ensures that all pupils receive equal treatment and that those with specific medical problems or learning needs are well looked after and supported. This enables them to make as similarly good progress as the rest of the class.

31. Inspection findings show that the procedures for collecting and using information on pupils' progress and attainment are now good in all subjects. This is an improvement since

the previous inspection. Adequate records are kept and regularly updated in all subjects, with progress being tracked in detail in English, mathematics and science. These improvements are helping to ensure that pupils' learning is better and teachers have a very clear understanding of how each pupil is progressing in each subject. Work is set for groups of pupils that is entirely appropriate to their needs, giving them the right amount of challenge to ensure that they are learning at a rate that is ideal for them. Pupils on the school's register of learning difficulties and medical problems are assessed regularly, their progress noted and appropriate action taken. Targets for which to aim are of very good quality and promote successful learning. All pupils are effectively involved in this assessment in literacy and numeracy. This is encouraging learning and is successful in promoting higher standards. Teachers regularly check pupils' understanding and if necessary adjust their planning to ensure that the learning is more effective. The assessment procedures are having a very positive effect on the pupils' learning across all subjects. Target booklets have been devised which act as an addition to pupils' reports. This is a good initiative. These booklets are still at an early stage of development. Currently, they contain some difficult language; the school is in the process of reviewing these to make them more accessible to parents and pupils.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

32. The school continues to maintain a very strong and productive relationship with parents as reported by the previous inspection. The principal strengths in this area are:

- Parents' high level of satisfaction with the care, support and academic provision.
- The commitment of the school to parent/school partnership.
- The range of ways the school encourages parental involvement in their children's education.

33. Parents' views of the school are very positive. Although only around a fifth of parents replied to the pre inspection questionnaire, the results show they are very happy with the schools work and feel they are doing a good job in educating their children. They are comfortable about approaching the school if they have a problem and almost all parents feel that the school is well managed and helps their children to become mature and responsible. Parents, at the pre-inspection meeting talked very positively about the school culture of helping each other and about the tolerance pupils showed to others. There were some comments about inconsistency in homework but inspectors found homework provision to be satisfactory.

34. An excellent home/school agreement forms the basis for the three-way partnership of parent, child and school. This demonstrates the shared commitment to each child's education and personal development. Parents are kept well informed about school issues through regular newsletters and events to help them understand and support the work their children are doing in school. Examples are the well-attended workshops for literacy, numeracy and ICT and the activity days where parents share a day in the classrooms. At the beginning of the autumn term, parents are invited into the classroom to get a useful overview of the work for the year. All these initiatives reflect the high value the staff place on the partnership with parents. Parents value twice-yearly opportunities to meet their child's teacher to discuss their progress and their annual report. While these are informative, they do not always provide improvement targets or information to help parents understand where their child is at in relation to national expectations. The newly introduced 'after school club', funded by the lottery is an excellent example of the very successful and active parent-school partnership.

35. From the first introduction to the school, parents are involved in their child's education with a mutually helpful home visit and very good induction at the start of children's school life. Staff are very enthusiastic about encouraging parent helpers to come into school,

recognising the valuable contribution they make. Reading and homework diaries and target setting booklets are sent home regularly to enable parents to reinforce and support their child's learning. They confirm pupils and parents as equal partners with the school in the learning process. The 'Friends of the School' are very active and involved in the life of the school, making an important contribution to the success of the educational and social provision, not only with very impressive fund-raising but also as a valuable link to the community.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

36. This is a very well led and managed school. The very good quality in both the leadership and the overall management has been successful in raising standards since the previous inspection, and for maintaining the good achievement of all pupils.

The main strengths are:

- Very effective leadership from the headteacher, supported by very good teamwork from staff.
- A strong focus on improvement.
- Good systems of internal organisation and management.

The area for improvement is:

- Improve the accommodation for reception children.

37. The very good leadership stems from a competent, well-organised and effective headteacher. She knows and understands the school very well. Her vision of making this a school very good has been fully realised. In this, she has been effectively supported by a strong group of teachers who have worked consistently hard as a team to achieve that end. The school development plan is very good. Through its clear and appropriate priorities, it guides the work of all staff effectively. The governors' role in leadership is also effective. They know and understand the strengths of the school, and have adequate appreciation of what needs doing to improve further. They support the work of the school in many constructive ways, not least by ensuring that they are up to speed with all the latest educational developments.

38. There is a strong focus on success in a caring and Christian setting. Pupils are encouraged to give their best against a backdrop of very good opportunities for their personal, spiritual, moral, social and cultural development. Individual needs are recognised and appropriately catered for. Pupils with learning difficulties are managed in a very effective way, with the school fully meeting the most recent government requirements. Equally, pupils who learn quickly and need to move on are encouraged systematically to do that, with work that stimulates and challenges them. The subject leaders are very effective in ensuring this. Subject leaders know their areas of responsibility very well. They are continually seeking ways of improving provision through professional development and sharing with colleagues in a corporate manner. New initiatives are carefully reviewed. For instance, not satisfied with the original provision for ICT training, the subject leader successfully negotiated a better and more realistic arrangement to meet the needs of staff. As a result, staff are confident and competent and standards are above average. New staff are supported well.

39. Systems of organisation and management are also very good. The headteacher plays a full role in releasing staff to look at their own subject areas in more detail, for example, by looking at pupils' work and watching colleagues teach. Feedback is used to improve teaching strategies and links effectively to the national scheme for improving the way teachers perform. The budget is used very effectively to resource the school for the benefit of improving learning. Good systems link spending priorities to those subjects that are being prioritised each year. Value for money is examined carefully, with the finance committee of the governing body keeping a watchful eye on proceedings. Inspectors judged that the

decisions to spend the Trustees additional funding on extra support assistants, and to employ a part-time music specialist have both been very successful in raising standards.

40. The school is fully aware through its own internal auditing of the need specified by inspectors to improve the accommodation for the children in the reception class. Here, the classroom space is insufficient for all the children to learn as effectively as they might. While learning and progress are good overall, there is not sufficient room space currently for the full and sustained physical activities that children of this age need.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

41. In order to continue to sustain the very good overall educational provision, the school should now:

- (1) Improve the accommodation for children in the reception class and provide more large toys and equipment to aid physical development.  
(Paragraphs: 40, 42, 50 )

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	31
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	21	4	0	0	0
Percentage	0	19	68	13	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	148
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	8

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	8
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	3.4

#### Unauthorised absence

	%
School data	0.1

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (95)	100 (90)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (90)	100 (95)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

Where the number of boys or girls in the year group are ten or fewer the individual results are not reported

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	18	15	21
Percentage of pupils at NC level 4 or above	School	82 (76)	68 (71)	95 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	19	20	20
Percentage of pupils at NC level 4 or above	School	86 (82)	91 (82)	91 (82)
	National	72 (70)	74 (72)	82 (79)

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

*Where the number of boys or girls in the year group are ten or fewer the individual results are not reported*



**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	146	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	24.3
Average class size	29.6

#### **Education support staff: YR – Y6**

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

*FTE means full-time equivalent*

### **Financial information**

Financial year	2001/2002
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	£
Total income	352 825
Total expenditure	359 444
Expenditure per pupil	2 445
Balance brought forward from previous year	27 117
Balance carried forward to next year	20 498

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	147
Number of questionnaires returned	30

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	23	7	0	0
My child is making good progress in school.	57	37	3	3	0
Behaviour in the school is good.	63	37	0	0	0
My child gets the right amount of work to do at home.	47	30	13	10	0
The teaching is good.	67	23	0	3	7
I am kept well informed about how my child is getting on.	30	57	13	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	30	3	0	0
The school expects my child to work hard and achieve his or her best.	63	30	3	0	3
The school works closely with parents.	50	43	3	0	3
The school is well led and managed.	67	30	0	0	3
The school is helping my child become mature and responsible.	63	37	0	0	0
The school provides an interesting range of activities outside lessons.	50	33	7	3	7

### Other issues raised by parents

- Are children safe when they leave the school? (1 parent)
- HT very dedicated (3 parents)
- Extra-curricular heavily focused on sports (2 parents)

## **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**

42. The overall provision for children in the reception class is good.

Strengths are:

- Good teaching, which promotes children's independent skills effectively through an interesting range of rich learning opportunities.
- Good progress in all areas of learning.
- Good overall management of children who behave well as a result.

The areas for development are:

- To provide adequate large toys to enable children to further develop physical skills.
- To provide a classroom and playground area which offer sufficient space for children to participate in a wide variety of activities all year round.

43. The children have a very good start to their education in the reception year, where they are taught as a single age group class. They are provided with many rich and stimulating activities, which are well managed. The majority enter the reception class with standards that are above average those expected for their age, although there is a wide range of ability. By the time they are ready to start in Year 1, it is likely that most children will achieve standards that are above the expected levels in all six areas of learning. Pupils with learning difficulties are well supported. Achievement is good overall.

44. There is consistently good teaching in the reception class in all areas of learning. The staff have a good knowledge and understanding of the curriculum for young children and teach basic skills very effectively. There are high expectations for what the children can achieve. Support staff are deployed well and make a positive impact on the children's learning. Children work effectively through the good variety of enriching and well-presented activities. Procedures for recording how well children are doing are good and information gained from assessment is used well to plan for further learning. The management of the children and their behaviour is good and resources are used well.

45. Although the outdoor area has been improved and children now have direct access to an enclosed playground, the area is too small for large toys, such as bicycles and slides. The classroom is cramped and restricts the number of activities that can take place inside at any one time. The school is aware of this deficit and has deliberately delayed the purchase of large play equipment until alternative accommodation and sufficient outdoor space is made available.

### **Personal, social and emotional development**

46. The children are confident, self-assured and keen to share their ideas and experiences. They have very good attitudes, behave well and get on well with each other and the adults who teach them. Children with physical and learning difficulties are cared for very well by their friends and by adults who encourage them to take an active role in all activities. All children are enthusiastic, interested, motivated and keen to be involved in the range of interesting activities provided. Personal independence is encouraged in all areas, for example, when they choose from a selection of activities and resources. The children are very proud of their achievements. House points support positive behaviour and good achievement. The children are learning that they are part of a community and, through the strong links with the local church, they experience various festivals throughout the year, for example, they are aware of the ceremony for harvest festival and the joy of giving to others.

## **Communication, language and literacy**

47. Children's skills are being well promoted and progress is good. Their ability to express themselves and to share ideas develops quickly. They speak very well and are confident to volunteer suggestions when asked to predict what might happen next in a story. The children enjoy stories, songs and rhymes and participate enthusiastically. They have good opportunities to develop their ideas in imaginative play, for example, when enacting the story of the lost bear 'at the rubbish tip'. Some children are learning to use their knowledge of letter sounds to help them read. They handle books correctly and a few can recognise simple words. The children use the writing areas to make marks and symbols and are developing skill and control when using pencils and crayons.

## **Mathematical development**

48. Mathematical skills are developing well. The staff plan this area of learning well and provide a good range of experiences, including play, which enhance the children's learning about numbers. Children are beginning to distinguish between two and three-dimensional shapes, and to identify them accurately, for example they know that a cuboid is a solid shape and that a triangle is a flat shape. This links very well to their creative work where they make sponge prints of circles in their study of wheels. The staff are skilled in reinforcing mathematical language with the children, which enhances their learning.

## **Knowledge and understanding of the world**

49. The children's knowledge and understanding of the world are progressing well. They respond in a variety of ways to what they see, hear, smell and touch. The children have good opportunities to explore sound; for instance, they listen to a tape and identify the city sounds of traffic, and compare these to the country sounds of birds, running water and the noises of young animals. They are encouraged to be inquisitive and to explore, for example, the inside of a conker shell, which they describe as 'white, soft and furry'. The children use ICT effectively to support and reinforce what they have learned. They are becoming familiar with the environment; for example, of different types of transport and their use on the roads.

## **Physical development**

50. Children make good progress and can move about with due regard to space, obstacles and other children in lessons in the hall. They develop skills in balancing and jumping. When following the theme of 'beans', they grow in confidence and demonstrate, imaginatively, the wide shape of a broad bean and the floppy shape of a jellybean. Hand control is developing well. Children have a good range of experiences to develop strength in the small muscles in their hands; for example, using malleable materials, sand and water. They have regular opportunities to use the outdoor area, where considerable improvement has been made since the last inspection. However, the space is still not sufficient for children to have the opportunity to enjoy large toys or climbing equipment and this hampers their overall development.

## **Creative development**

51. This is well promoted and the children's skills are developing effectively. There is a good range of materials provided for the children to explore in their creative work. They recognise the differences in colours as well as making wheels for the clown's car. The children's imaginative play is developing well. In pretend play activities in the class photographer's, they take turns in booking appointments, being the photographer and then

posing for the camera. Attractive displays encourage the children to think creatively and make sense of their learning. They enjoy singing and do so enthusiastically. Progress in this area is good.

## ENGLISH

52. Standards at the end of both Year 2 and Year 6 are well above average in all aspects of the subject. Pupils' achievement is good. Standards have improved since the time of the school's previous inspection.

The strengths in English are:

- The standard of pupils' work in reading and writing.
- Good quality teaching.
- Pupils' very good attitudes to work.
- The very effective role being played by the teacher in charge of English.

Bearing in mind the high standards being achieved, the very minor areas for development are:

- The provision of more writing activities that suit the individual needs of pupils.
- Increased opportunities for pupils to develop further their speaking skills.

53. At the end of Year 2, most pupils read fluently and accurately, with clear understanding. The majority introduces suitable expression into their reading. In discussing books, many pupils refer to the text, express clear opinions about the contents. Most also show a secure understanding of sounds, as well as recognising many common words instantly. Most pupils are confident when looking for and locating information, readily using a book's contents page and index to help them. At the end of Year 6, most read with fluency, accuracy and evident enjoyment. They talk about what they read confidently, making reference to characters and events in the stories. They identify key events and themes, and use relevant information to support their views. Pupils regularly use reference books to find information. Most pupils summarise the information that they find effectively.

54. At the end of Year 2, pupils write good factual accounts, sometimes in the form of news, and imaginative writing, such as stories and poems. Many produce extended pieces, which have a clear and logical sequence. Good use is made of vocabulary to bring writing alive. Capital letters, full stops and other forms of punctuation are generally used correctly, and pupils' spelling is usually accurate. Where there are inaccuracies, it is clear that pupils have used their knowledge of letter sounds to make likely approximations. The handwriting of many pupils is neat, legible and of a consistent size, with most being able to join letters appropriately. At the end of Year 6, pupils successfully write for a variety of purposes and audiences. They use adverbs and adjectives to add detail to their writing and use an increased range of punctuation, including inverted commas. On occasions, pupils draft their work, to help improve its quality. Pupils' work is often sustained into longer pieces of writing, and most effective imagination, interest and depth is introduced, through the use of lively and thoughtful vocabulary. Paragraphs are used effectively to sequence ideas. Most pupils join letters in a clear and neat handwriting style. Pupils' spelling is usually very good and they confidently use dictionaries and a thesaurus to help improve this aspect of their work still further.

55. The quality of teaching and learning is good. Teachers have good subject knowledge. Lessons are well planned and organised, with teachers successfully following the pattern of the national literacy strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction. They make good use of intonation in their voices, as well as humour, to help maintain pupils' interest. Teachers are careful to ensure that reading books are well matched to pupils' needs. Careful records are kept of the books read, and pupils are regularly provided with new ones. Teachers provide an appropriate range of writing

activities in English lessons and other subjects, such as geography, history, science and design and technology. This helps ensure better and more consistent progress for all.

56. Pupils respond very appropriately to the opportunities provided. Pupils like lessons and all pupils, including those with learning difficulties, make good gains in their knowledge and skills. They behave very well and set about their various tasks with considerable interest and good concentration. They work well on their own, and in groups. They generally know what to do, but turn to adults if necessary. Pupils are keen to produce a neat and careful standard of presentation in their books, and they are proud of what their efforts.

57. The teacher in charge of the subject is hardworking and well informed. In studying pupils' test results, she is able to identify possible weaknesses and implement strategies for improvement. This has helped to raise standards, especially at the end of Year 6. The teacher in charge has opportunities to observe the work in the classrooms, to see for herself the standards being achieved. She provides help and advice to her colleagues, thereby helping to raise standards.

58. While standards in English are high, teachers do not always fully challenge higher attaining pupils when they provide the same writing activity for the whole class. Further, during lessons, although teachers ask a wide range of questions, the answers required are often in the form of a single word or a short phrase. Fewer opportunities are given to pupils to provide more extensive and detailed answers.

## **MATHEMATICS**

59. Standards in mathematics are very high throughout the school. This is a significant improvement since the school was previously inspected.

The main strengths include:

- Overall very good achievement throughout the school due to consistently good teaching.
- Very good use of resources to enhance learning.
- Very good leadership in the subject with good methods of helping pupils to improve.

Standards in mathematics are very high. However, there are significant variations from year to year. This is due to the movement of pupils in and out of the school between the ages of seven and eleven. However, when standards have fallen as they did in the year 2001, for example, pupils' achievements remained good for those who were present four years earlier when they took the national tests in 1997. The same is true when comparing the performance of the same pupils between 1998 and 2000. Achievement over the four years is good. Currently, achievement is very good in all classes.

60. Teachers know and understand how to teach mathematics effectively. They begin with lively and interesting warm-up mental sessions which challenge pupils. Most teachers have high expectations. They ask questions at the start of lessons that make pupils think but do not overpower them. This selective questioning is very effective in mixed-age classes, where pupils are sometimes learning at different levels. It ensures that all are fully included in the opening activities, and are then 'fired up' for subsequent work. Teachers have got the balance right – sufficient time devoted to group-work to promote independent learning, as well as opportunities to summarise learning points towards the end. Teachers are also careful to ensure that everyone has understood a new idea before moving on to something else. Pupils in Years 1 and 2 were challenged very effectively in an opening session, designed to help them recognise coins. Very good questioning and lively debate went a long way to increasing the rate of learning by all pupils. Resources are plentiful and are used to very good effect. For instance, by using number fans containing pictures of different coins, the teacher asked pupils to hold up those that totalled different amounts. Calculations became more complex as the lesson progressed, but the teacher ensured that all pupils took part and were achieving

successfully. In the second part of the lesson, pupils were very alert and on task when it came to using pretend coins, this aspect involved good, challenging, problem-solving and consolidated previous learning.

61. In Year 2 and 3, pupils' use of mathematical language was extremely effective. They described 'triangular-based pyramids', or 'hexagonal prisms' and were clear about how to classify these shapes according to whether they were two- or three-dimensional. Older pupils in Years 4 to 6 are taught the skills of converting fractions to decimals very effectively. They also learn to interpret statistics knowing and understanding terms such as median, average and range. They apply their learning in mathematics to a range of other subjects, such as counting accurately in music, using charts and graphs in science, or when measuring in design and technology. High attaining pupils are given challenging work. Their work is modified to ensure that they do not merely do more of the same thing, but move on to new material. This involves, for instance, working with more complex calculations. One pupil was able to add 12 figures in his head and reach an answer in record time. Lower attaining pupils are very well supported. Planning ensures that this support focuses on these pupils learning and consolidating basic skills through small steps. Their progress is never less than good and is often very good. Pupils enjoy lessons and have very good attitudes to work.

62. The subject benefits from very good leadership. The subject leader has identified where to improve and how to help pupils learn more effectively. Such issues are shared with all staff. Teaching is looked at regularly with a view to making improvements. Pupils' work is scrutinised to ensure that teachers are setting homework consistently and covering the appropriate ground. Good records are kept of the progress pupils are making and targets are set to enable them to make sustained progress in line with what is known of their potential. There is a clear focus on raising standards.

## **SCIENCE**

63. Standards in science are above average throughout the school. This is a similar finding to that of the previous inspection report.

The strengths of the subject are:

- Good teaching, which captures pupils' interest and enthusiasm.
- Good links with other subjects
- Pupil's good investigative skills.
- A good curriculum and effective assessment.
- Good behaviour and attitudes to science.

64. Pupils achieve well throughout the school and progress is good overall. Year 1 pupils are learning about the five senses and know that all of them are important to us to enable us to find out about our world. In their study of changing materials Year 2 pupils discover that some changes are 'reversible' as in the freezing of water. Teaching in the field of investigation in science is very good and has a significantly positive impact on learning through investigation. Pupils in Year 4 investigate which materials are most effective in preventing vibrations from sound sources reaching the ear. In all lessons pupils readily discuss their theories and findings both with their friends and adults. They are used to working independently as in planning and selecting materials, predicting outcomes, and providing explanations after testing.

65. The quality of teaching and learning is good. Teachers have good subject knowledge. Teachers in Years 1 and 2 have very good subject knowledge and lessons motivate pupils very well. Introductions are particularly well presented throughout the school and immediately engage pupils' attention. Lessons proceed at a brisk pace with a high level of interaction between staff and pupils. Resources are good, well organised and used effectively in



lessons. As a result, little time is wasted, the rate of learning increases and good progress is sustained.

66. All pupils in the school make good progress. Two weekly science clubs after school, which concentrate on developing investigative skills, contribute well to pupils' progress. Pupils participate well in lessons and they have good attitudes to science. The wide range of investigative work promotes their social skills.

67. Teachers plan their work to link in effectively to other subjects. This makes learning more fun and enhances its quality by making it more relevant to pupils. Stories and poems are selected to support science and these provide a valuable link with work in literacy. Numeracy skills are promoted when results of tests are converted to graphs and sound is measured in decibels. There are good links with ICT in all lessons, for example the digital camera records the various processes involved in making chocolate buttons and frequent use is made of the Internet to research information.

68. Procedures for assessing what pupils know and understand are thorough and ensure appropriate work is set for all pupils. Leadership and management of science are good. The teacher in charge has very good educational vision and motivation to lead the subject forward.

## **ART AND DESIGN**

69. Standards by the end of both Year 2 and Year 6 are well above those expected. Pupils' achievement is very good. Standards have improved since the previous inspection. The strengths in art and design are:

- The standard of observational drawing.
- Pupils' knowledge of famous artists, craftspeople and designers.
- The very good quality teaching and learning.
- Pupils' very good attitudes and behaviour.
- Leadership of the subject.

70. Pupils show skills that are well above those expected in observational drawing. They take great care to study the subjects of their work very closely, often then producing minute detail in their own work. They show great care in their use of different types of pencils, and considerable skill in producing realistic and well-proportioned images. Pupils in Years 1 and 2, for example, have produced closely detailed drawings of plants, animals and cars. Older pupils in Years 3 to 6 have drawn accurate pictures of foot-wear, fruit, musical instruments and buildings and other features in Wrea Green.

71. Pupils have very successfully produced a range of detailed and realistic work in the style of these people, both in two and three-dimensions. As with their observational drawings, pupils study this work very closely, often discussing it in detail. This results in work that is of a standard well above average. Pupils in Years 1 and 2 have produced quality work in the style of both Hundertwasser and Matisse. Those in Years 3 to 6 have produced outstanding work based on that, for example, of Clarice Cliff, Van Gogh and Susie Cooper. The work produced, in Years 4 and 5, in the style of Cliff, including plates and sugar shakers, is particularly impressive.

72. The quality of teaching and learning is very good. Teachers' subject knowledge is very secure, and their expectations of the pupils are high. Teachers provide a wide variety of activities and experiences for pupils, organise sessions well and provide them with much support and advice. A wide range of resources is available and teachers give clear and helpful demonstrations of all the techniques to be used. Teachers take pleasure in producing

displays that celebrate pupils' work and greatly enhance the learning environment. A focus on the teaching skills and helping pupils to critically evaluate their own work leads to sustained progress over time.

73. Pupils' attitudes to work are very good and this contributes significantly to the very good progress that they make. They take their art and design work very seriously, they are keen to master all the techniques and skills presented to them and they produce work of quality. They take great care with all aspects of their work, such as with the fine detail added to their pencil drawings, and the accuracy of their work when working in the style of others. They behave very well and they collaborate successfully with other pupils when required to do so. They confidently discuss work with both their teachers and with each other. This helps them identify particular features in the pictures and artefacts that they study, as well as enabling them to spot ways in which they might further improve their own work. The curriculum is very good and supports learning very well. The subject is very well led and managed. An enthusiastic and knowledgeable teacher in charge has led the team of staff into helping pupils produce work that is consistently well above average.

## **DESIGN AND TECHNOLOGY**

74. Standards by the end of both Year 2 and Year 6 are above those expected. Pupils' achievement is good. Standards have been maintained since the time of the school's previous inspection. During the current inspection no lessons were seen. Judgements are made, therefore, based on discussions with pupils and a study of their work.

The strengths in are:

- The standard and quality of the items that pupils make.
- The standard of the planning and evaluations produced by pupils.
- The very good attitudes shown by the pupils.

75. By the end of Year 2, pupils are confident in choosing from a suitable range of materials, such as food, card and fabric, and tools, such as knives and scissors, to help them make their product. They successfully make fruit salads, hats, puppets, lavender bags, wheeled vehicles and greetings cards. When making vehicles, pupils succeed in producing movement by using simple wind-up mechanisms. The items made are carefully finished and of high quality. By the end of Year 6, pupils confidently choose from an increasing range of resources and tools such as drills and saws. They accurately measure, cut and shape materials, and then join them, where appropriate, with items such as sticky tape, glue and thread. Pupils have made items such as story books with moving features, musical instruments, slippers, model bridges, and food items, such as pizzas and biscuits. The working wall clocks, produced by the Year 6 pupils are particularly carefully made and finished.

76. Throughout the school, pupils draw up detailed plans for the items they wish to make. They produce careful drawings of their product, together with thoughtfully compiled lists of the materials and tools that they will need to use. Pupils benefit from opportunities to disassemble commercially produced items, such as puppets, slippers and biscuits, to help them understand the components or ingredients they will need themselves. Year 6 pupils produce detailed step-by-step plans to help them with their work. Pupils then successfully appraise their work as they proceed and draw up extensive evaluations of their finished product. This helps them identify how they might improve their work in the future and contributes to their good progress.

77. Although no lessons were seen, discussions with pupils show that their attitudes to the subject are very good. They talk enthusiastically about the different items they have made, how they were planned and evaluated. They clearly enjoy the subject, they enjoy the opportunities to work with other pupils. They are quick to point out the care that is needed when using tools.

## **GEOGRAPHY AND HISTORY**

78. Standards in history and geography are above average throughout the school. This is a similar finding to that of the previous inspection report.

Strengths in the subjects are:

- Good levels of achievement by pupils, who are encouraged to be creative.
- Good links made to other areas of the curriculum.
- Good subject leadership focusing on raising standards.

79. Achievement in both subjects is good. Pupils acquire a good knowledge and understanding of old and new in history. They learn to appreciate the value of the past and its influence on current lifestyle. In Year 1, pupils focus on types of toys made of wood, which the Victorians used, such as a wooden rocking horse. An interesting display of 'Toys from long ago' and talks from children's grandparents about toys from their childhood make their study come alive. In Year 6, pupils have a secure understanding of aspects of chronology and use a variety of resources to research information about the Greeks, especially their forms of entertainment, gods and goddesses.

80. In a Year 2 geography lesson, pupils gained knowledge about life in other countries as they identified similarities and differences between family life in a Mexican village, Tocuaro, and their own. In geography, pupils in Year 6 learn how to draw maps effectively, adding scale and direction

81. Only three lessons were seen during the course of the inspection in the two subjects. From scrutiny of pupils' work, discussions with them, and from the lessons seen, teaching and learning are good overall. Teachers focus well on pupils learning essential skills. In both subjects there is encouragement and opportunity for investigation; ICT is used well to enhance learning. Teachers use ICT well in planning their lessons, so that pupils can research information, create their own map symbols, and enhance the text using the word processor. Websites are accessed effectively and pupils become familiar with these as a source of useful information, for example, in their work on the Victorians, or when researching life in Mexico.

82. Teachers plan their work to link in effectively to other areas of the curriculum. This makes learning more fun and enhances its quality by making it more relevant to pupils. Literacy skills are promoted effectively in both history and geography as pupils have many opportunities for extended writing and answering questions in note form as they carry out research. Numeracy skills are enhanced in geography as pupils learn about scale on maps. Older pupils in Years 5 and 6 use scale successfully to represent the depth of a cross section of a river. Younger pupils in Years 1 to Year 3 use their design skills when drawing flags of countries or laying out a passport for themselves.

83. Leadership of the subjects is good. Assessment procedures are used well to identify areas for improvement. These are acted upon with supplementary evidence gathered through regular and rigorous examination of planning and teaching.

## INFORMATION AND COMMUNICATION TECHNOLOGY

84. Standards in ICT are above average throughout the school. This is a similar finding to the previous inspection report.

Strengths in the subject are:

- Good pupil achievement through good teaching and frequent and regular opportunities to use ICT in many aspects of school work.
- Very good use made of a wide range of available resources.
- The emphasis placed on pupils working and learning independently.

85. Pupils of all ages are generally confident and competent using computers and other aspects of ICT. Year 1 and 2 pupils settle quickly on their machines. They control the mouse well and create drawings quickly and accurately. They understand many of the functions of the machines - how work may be saved, the menu scrolls, the icons and what they mean. Pupils understand how to edit their work and organise and improve its presentation and layout. This is above the normal expected levels for pupils in Years 1 and 2 and represents good achievement.

86. The computer room is in regular and frequent use. Teaching is consistently good with very good management of the numbers of pupils who all get regular turns on computers in the suite. Lesson planning is undertaken jointly by the class teacher and teaching assistant. Teachers have benefited from recent training and their subject knowledge and understanding is good. They place very good emphasis on pupils learning basic skills. The classroom assistant works very effectively with smaller groups in the computer room, ensuring that all pupils follow instructions and produce work of a high standard. By Year 6, pupils can explain how to produce graphs to enhance their work in science or geography. They are familiar with the use of spreadsheets and organise information effectively. They explain how sensing devices work, which they have used in science experiments on light. Pupils are enthusiastic and keen, and this greatly enhances their learning potential. Work in several subjects, including art and design, design and technology, mathematics and science has been enhanced through computer generated programs using ICT. Pupils often use specific programs to undertake further research in subjects such as geography or history.

87. Pupils' learning is enhanced by the many opportunities they are given to be creative and to work independently but under guidance. Having been shown how to draw a fish, for example, pupils in Years 4 and 5 are then free to create their own types, colours and sizes, changing their shapes and modifying their positions on the page. This is done with a minimum of fuss, with the support assistant on hand to sort out any problems. Pupils are particularly good at enlarging their shapes in preparation for editing, which they do with speed and accuracy. Learning is accelerated by these opportunities to be creative and to learn through controlled experimentation. End products seen in the pupils' work is of a consistently high standard. Older pupils in Years 4 and 5 explain enthusiastically how they have programmed robotic toys to control their movement. They are aware of the wider uses of ICT in the world and are proficient in using email and accessing the Internet. The school has an enthusiastic subject leader who has enabled colleagues to keep pace with changes that have taken place. This has ensured that pupils are also keeping up with the pace of change.

## MUSIC

88. Standards for the oldest pupils in the school in Year 6 are well above average. This is a strength of the school and an improvement to the situation found at the time of the previous inspection.

Strengths in the subject include:

- Good teaching by a specialist who helps pupils learn basic skills effectively.
- Good organisation and very good use of instruments.
- Involving all pupils in performance.
- Making a significant contribution to pupils' social and cultural development.

89. Pupils achieve very well in music. They learn a wide range of technical knowledge in lessons. This includes words such as ostinato and beat, as well as the skill of score reading. Due to good teaching, pupils soon become confident when singing. Through regular practice, their diction is clear and their voices are sweet. They learn to sing in three parts. Pupils vary the dynamic – the softness or loudness - well and have a very good sense of rhythm. The very good levels of knowledge by the specialist teacher are used effectively to ensure pupils use the correct language when describing instruments or learning to perform. Pace in lessons is generally brisk and pupils are kept busy with no time wasted. Learning is often very good as a result.

90. Lessons are well organised. A wide range of instruments is accessible and pupils learn to treat them with care and respect. There are very many opportunities for pupils to play tuned and un-tuned instruments. This leads to small groups composing and performing at an above average standard in all year groups, and well above average in Years 5 and 6. Pupils have a clear understanding of rhythm, which is evident in the way they join in appropriately on time, and count the beat so they can follow the simple scores.

91. All pupils are fully involved and included in lessons. Each pupil has an instrument to play and frequent opportunities to perform. This is done in small groups so that pupils learn the additional skill of working together to create good sounds that complement one another effectively. Older pupils show great confidence and talk about their instruments and what sounds they can make. They are proud of their performance and get real enjoyment from taking part, adding greatly to their learning.

92. Many pupils learn their own instruments after school. In Year 6, for example, this amounts to half of the pupils. There are additional classes for recorders, woodwind, brass and strings. The sounds produced are very good and performances reach a high standard. Those pupils who are not learning specific instruments are given many and frequent opportunities to perform. This they do with gusto and enthusiasm. Pupils develop very good social skills, as they learn to complement each other's performances. There are regular performances by pupils at Christmas, Easter and in the summer, helping the school to celebrate the important dates in the Christian calendar. This also gives pupils opportunities to perform in public, thereby enhancing their self-esteem well. The enthusiastic and knowledgeable teacher in charge has added greatly to the high standards and very good provision.

## PHYSICAL EDUCATION

93. Standards by the end of both Year 2 and Year 6 are above those expected, in the aspects of work seen. Pupils' achievement is good. Standards have been maintained since the school's previous inspection.

The strengths in physical education are:

- The standard of pupils' work in gymnastics, games and swimming.
- The good quality of the teaching leading to good achievement.
- The very good attitudes shown by the pupils.
- The very good provision of extra-curricular activities that enhance pupils' work in the subject.

The area for development in physical education is:

- Opportunities for pupils to evaluate their own work, and the work of others.

94. By the end of Year 2, pupils move around the hall successfully, being fully aware of space and others. They carry out a sequence of balances and movements that show good control and co-ordination. They work well with others pupils, and most carry out sequences that synchronise well with their partner. By the end of Year 6, pupils confidently undertake games activities, and, for example, show considerable accuracy and skill both in moving with a ball and in passing and shooting. They further refine their skills through taking part in small-sided football games, in which they show an increasingly good understanding of tactics. Pupils in Years 4, 5 and 6 attend swimming lessons and by the end of Year 6 virtually all can swim 25 metres unaided, with many swimming significantly further.

95. The quality of teaching and learning is good. The teachers provide good planning, clear instructions and enthusiasm, together with a good and varied range of resources, allowing all pupils, including those with learning difficulties, to make good gains in their physical skills. The teachers change appropriately for lessons, joining in and demonstrating for pupils, which helps them identify areas where they might improve. Teachers have good subject knowledge and high expectations of the pupils' performance; there is a clear focus on developing skills. Lessons are conducted at a brisk pace, with very good control and management of pupils' skills being evident. The teachers provide help and support to pupils in all aspects of their work, and in particular they emphasise the need for safety.

96. In all lessons, pupils join in appropriately, enjoying themselves, making a good physical and creative effort and taking pleasure in the quality of their performance. This helps them to achieve well. They are enthusiastic and keen to please. Pupils show very good attitudes, behave very well, work well alone and with a partner or group and carry equipment carefully and safely. This adds greatly to the learning and progress made.

97. The school provides a very good range of extra-curricular activities, including football, netball, cricket, badminton, cross-country and judo. These activities are very well supported by pupils and staff, as well as the teacher in charge of physical education. They significantly enhance pupils' overall skills and confidence in the subject.

98. During lessons, teachers always take the opportunity to allow pupils to demonstrate their work to other pupils. However, opportunities are occasionally missed to allow pupils to discuss both their own and other pupils' work, to identify possible ways in which they might improve their own performance further.