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INSPECTION REPORT

ANSDALL PRIMARY SCHOOL

Lytham St Annes

LEA area: Lancashire

Unique reference number: 119146

Headteacher: Mr R Redcliffe

Lead inspector: Anna Dawson

Dates of inspection: 1 – 4 December 2003

Inspection number: 255353

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	256
School address:	Lansdowne Road Ansdell Lytham St Annes
Postcode:	FY8 4DR
Telephone number:	01253 736902
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J Clark
Date of previous inspection:	June 1 st 1998

CHARACTERISTICS OF THE SCHOOL

Ansdell Primary School is an average sized primary school with 256 pupils on roll. The school serves a mixed area with pupils drawn from a range of socio-economic backgrounds surrounding the school and from neighbouring areas. There are 9.3 per cent of pupils with special educational needs which is below the national average but there is an above average proportion of pupils with a statement of special educational needs which include learning and physical difficulties. The school has a stable population and is oversubscribed. Overall, attainment on entry to full-time education is above that found nationally. There are a very few pupils from minority ethnic backgrounds. There are no pupils speaking English as an additional language although a few are bilingual. The school has achieved the 'Basic Skills Quality Mark' and the 'Learning for Living' award for citizenship.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Mathematics; art and design; design and technology; religious education; Foundation Stage.
9039	Bernard Eyre	Lay inspector	
32596	Gillian Phillips	Team inspector	Science; geography; history; physical education.
32285	Lesley Hastings	Team inspector	English; information and communication technology; citizenship; music; special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good features. It provides good value for money. The school is managed well and very well led. The commitment to promote equality of opportunity for all pupils is excellent. The quality of the teaching is good overall with much that is very good and consequently most pupils achieve well by the time they reach the end of Year 6. There is very good provision for pupils with special educational needs. Pupils enjoy school and are keen to learn. Parents are very satisfied with their children's achievements and give very good support to the school.

The school's main strengths and weaknesses are:

- The school is very well led and governed. The commitment to include the pupils with a statement of special educational needs in every aspect of school life is excellent.
- The children achieve generally well by the end of Year 6. Standards are well above average in English and mathematics. Pupils with special educational needs achieve very well.
- Pupils' personal development is very good. The pupils enjoy school. They have very positive attitudes to work and behave very well.
- The quality of the curriculum is good and enriched by very good provision for extra-curricular activities and visits to the local area.
- There is a strong partnership with parents and the community and good links with the local schools and colleges.
- The resources in information and communication technology (ICT) and their use limit pupils' pace of learning and their attainment.
- The minority children of reception age in the mixed reception/Year1 class do not get enough opportunity to work and socialise with the other children in the reception class.

The school has made good improvement since the last inspection in 1998. The key issues identified in the last inspection have been resolved. High standards have been maintained in English and mathematics by Year 6 and standards have improved in science and information and communication technology by Year 2. The quality of education, particularly teaching, the quality of the curriculum and leadership has improved. The school has improved its accommodation and although resources for ICT are much better than they were, these are still too sparse.

STANDARDS ACHIEVED

Overall, pupils' achievement is good. In the Foundation Stage most children achieve well. The majority of children start with above average language, mathematical and social skills on entry to the reception year. By the time they reach the end of the reception year the majority are likely to attain and approximately half are on course to exceed the nationally expected goals for children of this age. In the 2003 National Curriculum tests and assessments for Year 2 pupils, standards were well above average in reading, writing and mathematics. This is still the case.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	B	C
Mathematics	A	A	A	A
Science	A	C	B	C

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

In 2003, results of the National Curriculum tests for Year 6 pupils show that they attained above average standards in English and science and well above average standards in mathematics. Standards for the present pupils in Year 6 are well above average in English and mathematics and above average in science. Pupils with special educational needs achieve very well. Pupils from minority ethnic backgrounds achieve as well as other pupils.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils have very good attitudes to learning; they enjoy school and are keen to learn. Pupils behave very well. Most are confident and happy and get on very well with one another and with the staff. Pupils successfully take some responsibility for their learning. There are good opportunities for them to learn about the traditions and cultures of others. Attendance is above average and pupils are very punctual.

QUALITY OF EDUCATION

The quality of education provided by the school is good. This is because the quality of teaching and learning are **good** overall. In the Foundation Stage teaching is good and children get a good start to their full-time education. It is good at the end of Year 2 and Year 6. The pupils with special educational needs are helped very well by their teachers and the teaching assistants and achieve very well on their set targets.

The quality of the curriculum is good and enriched by visits to the local area. There is a very good range of extra-curricular activities. The school takes very good care of the pupils. There is a successful partnership with parents. The school has very good links with the local community and good links with other nearby schools.

LEADERSHIP AND MANAGEMENT

There is very good leadership and good management of the school.

The leadership and governance of the school are very good and the school is **well managed**. The headteacher and the teachers work very well together. The teachers' roles are very well defined, with each of them carrying out their responsibilities conscientiously. The governors have a very good overall understanding of the strengths and weaknesses of the school and there is a clear focus for improvement in performance and provision. Statutory requirements are met. The leadership is successful in demonstrating a clear vision for high standards and overcoming barriers to learning. The commitment to equality of opportunity for all pupils is excellent.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold very positive views of the school. They are particularly appreciative of the teaching, the children's personal development and the extra-curricular opportunities offered to them. Pupils are very satisfied with the school. They say they enjoy school and like their lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve the provision for children in their reception year so that the minority of children in the mixed reception/Year1 class have opportunities to socialise and take part in activities with other children in the reception class.
- Improve the level of resources for ICT and their use to raise standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The average, the higher attaining and those from minority ethnic backgrounds **achieve well throughout the school**. The pupils with special educational needs achieve very well. Standards are well above average in reading, writing, mathematics and science by the end of Year 2. Standards are well above average in English and mathematics and above average in science by the end of Year 6.

Main strengths and weaknesses

- Standards are high in reading, writing, mathematics and science by the end of Year 2 and in English and mathematics by Year 6.
- Most pupils achieve well throughout the school. The pupils with special educational needs achieve very well.
- The resources for ICT and their use limit pupils' attainment.
- The children in the mixed reception/Year 1 class do not have sufficient time to socialise, choose their activities and mix with others of the same age.

Commentary

1. On entry to their reception year, the attainments of most children in language, mathematical and social skills are above those usually expected. Children achieve well and this was also the case at the time of the last inspection. Since then the Foundation Stage of learning has been implemented satisfactorily but there are still some improvements that can be made in the provision for the children in the mixed reception/Year 1 class and in the planning of the activities that children choose. Where there is occasionally satisfactory achievement, pupils are not always given enough direction or challenge in the activities they choose to attain good standards. In the mixed reception/Year 1 class, although there are opportunities for them to mix freely with one another, there are limited opportunities for them to choose activities and socialise with children of the same age. This limits the children's opportunities to develop their social skills and to make their own choices of activities. By the end of their reception year, most children attain and exceed the Early Learning Goals that are expected nationally for children of a similar age. A small minority will be working towards them.
2. The school has a stable population with a below average proportion of pupils with special educational needs. However, there is an above average proportion of pupils with a statement of special educational needs with a range of learning and physical difficulties. These pupils achieve very well because of the very good help they receive.
3. From the time of the last inspection in 1998, there has been good improvement for pupils by the end of Year 2. Standards in 1998 were well above average in reading and writing and above average in mathematics by the end of Year 2. Since then, standards have risen faster than the national trend in reading, writing and mathematics. Pupils' achievements are better now; this is particularly the case in mathematics. There has also been good improvement since 1998 for pupils by the end of Year 6. The high standards in English and mathematics have been maintained. Improvement has kept pace with the national trend as a greater percentage of pupils are now attaining at higher levels than previously. In science standards were previously well above average and are now above average and bordering well above average.

4. In the 2003 National Curriculum tests and assessments for Year 2 pupils, standards were well above average in reading writing and mathematics compared with all schools. In comparison with similar schools, standards were well above average in writing and above average in reading and mathematics. Even though there are differences in the attainments of pupils from one year to the next, the teachers work hard to overcome weaknesses. Pupils in the present Year 2 are on course to attain well above average standards in reading, writing and mathematics by 2004.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	17.4 (17.8)	15.7 (15.8)
writing	16.6 (16.3)	14.6 (14.3)
mathematics	17.5 (17.8)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

5. In the 2003 National Curriculum tests and assessments for Year 6 pupils, standards were well above average in mathematics and above average in English and science compared with all schools. In comparison with similar schools, standards were well above average in mathematics and average in English and science. Pupils do very well in English and mathematics. In 2003 over half attained the higher level 5 in mathematics. Teachers have worked successfully to overcome a weakness in English this year. Pupils in the present Year 6 are on course to attain well above average standards in English and mathematics and above average standards in science by 2004. The pupils are on course to attain the expected level in science with a significant proportion of them on course to attain the higher level.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.1 (28.7)	26.8 (27.0)
mathematics	29.9 (28.4)	26.8 (26.7)
science	29.9 (29.1)	28.6 (28.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year

6. The school has an effective system to track the attainments of all pupils and set predictive targets for their potential achievement. The national results have been used effectively to set targets for groups of pupils and individual pupils who need most help. The teachers used the assessments well in 2003 in English and subsequently increased the percentage of pupils attaining at a higher level. This strategy is successful and continues to be used to plan challenging teaching for all pupils. Consequently, more pupils are now attaining at the higher level than in 2003. The school has consistently improved and maintained high standards since the last inspection and the rate of improvement has been faster or kept pace with the national trend within the last few years.
7. Pupils achieve well overall and achieve very well in English and mathematics. In religious education pupils exceed the expected standards and achieve well by Year 6. Pupils achieve satisfactorily in ICT where standards match the national expectations. In ICT there is a lack of resources for the pupils to improve their skills further. The pupils do not have sufficient planned opportunities to confidently and independently apply their skills in other subjects such as mathematics, science, geography and history.

8. The achievement of the higher and average attaining pupils is very good overall. All but those with particular learning difficulties attain the expected standard by the end of Year 2 and Year 6 and a significant proportion go on to attain the higher levels. Most pupils with special educational needs achieve very well in lessons, because they are so well included and provided for. The school succeeds better than most in teaching all its pupils the basic skills of reading, writing and mathematics. The provision made for the pupils with a statement of special educational needs is excellent. Barriers to learning are successfully overcome with the use of ICT programs and specially adapted teaching and learning resources. With the help and encouragement of their teachers, teaching assistants and their classmates these pupils achieve their potential.
9. There is no significant difference in the achievement of boys and girls or those from minority ethnic groups. The school's aims and policies all include excellent commitment to equality of opportunity. This is evident in the access that pupils have to the activities that the school has to offer.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school and behave **very well**. Their spiritual, moral and social development is **very good** and their cultural development is **good**. Pupils' attendance is **good**.

Main strengths and weaknesses

- Pupils' spiritual and moral development is very good because staff set very good examples for pupils.
- Pupils consistently behave very well and work very hard because they find their work interesting and challenging.
- Pupils have very good relationships with other pupils and the adults in the school.

Commentary

10. Pupils' spiritual and moral development is very good. In lessons and assemblies pupils think about important issues that affect their lives and the lives of others. For example, in assembly pupils reflected on what Christmas would be like for homeless people in this country and in other countries and showed a great empathy for those people. Teachers provide pupils with regular times to talk about their feelings and understand the feelings of others. Pupils show a mature attitude when they are discussing personal and social issues and listen respectfully to others' points of view and share ideas. For example, Year 5 pupils clearly expressed the qualities they admired in people. One pupil said she admired 'social workers because it's a very difficult job and they show they care for people'. Another pupil admired Martin Luther King because 'he was courageous and believed in peace'. Pupils agree their class rules and the rewards and sanctions are consistently applied. Pupils have a very clear understanding of right and wrong because they are given very good opportunities to explore these issues, especially during assemblies.
11. Pupils' behaviour in school and in the playground is consistently very good, and when pupils join together for assembly their behaviour is excellent. All pupils put the school rule 'Everyone will act with courtesy and consideration to others at all times' into practice. Staff have very high expectations of behaviour and consistently praise pupils when they behave well. Pupils are very polite and helpful and look after each other and the school's resources. They are very keen to come to school and work very hard because they like the staff, and the work they are given is very interesting and challenging. All adults constantly encourage children to feel confident about what they can achieve. As a result, pupils take pride in their work, always do their best and achieve well.

12. There is a very good spirit of co-operation and mutual respect between staff and pupils which helps to create a purposeful and well-ordered school. All staff unfailingly recognise and praise pupils' efforts in lessons and assemblies. The very good relationships between the adults provide very good examples for the pupils in how to work together. As a result, pupils work and play happily together. They respect the staff and are confident that they will help them. One Year 6 pupil said 'All the teachers care. They will try to help you make your work better'. Another Year 6 pupil said 'If there's a problem the teachers will sort it out and listen to you'.
13. Pupils' cultural development is good. The wide range of work the pupils do to develop an understanding of tolerance and respect for other faiths and cultures is embedded in teachers' planning. Work in music, history and art and design, for example, gives pupils an insight into aspects of British and European cultural heritage. Through studying, for example, African and Islamic art they learn about other cultures and beliefs. Year 6 pupils said they respected other people's beliefs and judged people by their personality. They admired people who are 'considerate, caring and welcoming'. In an assembly pupils were given the opportunity to reflect on the importance of respecting other people's beliefs when they learnt about the significance of Eid for Muslims. The school is developing this aspect of their work further.

Attendance

14. Pupils are keen to attend school regularly. The school has changed some holiday patterns to encourage parents not to take their children on holidays during term time. This has been successful and there has been a reduction in the number of holidays taken. Very little lateness was seen during the inspection and lessons start on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

There is no recent history of exclusions

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	252	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Bangladeshi	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is **good**. The good teaching and a good curriculum enriched by very good extra-curricular activities and visits contribute to pupils' very good attitudes to work and good achievement. The school takes good care of the pupils and gives them very good guidance and support. There is a very good partnership with the parents and the community and good links with local schools and colleges.

Teaching and learning

Teaching and learning are **good**. Assessment is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good. Some very good teaching was seen in English, mathematics and science.
- There are insufficient resources in ICT for pupils to apply their skills across the curriculum. ICT is underrepresented in some subjects.
- There are very good relationships between pupils and staff. There is excellent social and academic equality of opportunity for the pupils with a statement of special educational needs.
- There is very good deployment of teaching assistants who make a considerable contribution to the pupils' learning, particularly those with special educational needs who achieve very well.
- Teachers use their assessments of pupils' learning to plan lessons well. Occasionally some activities for the reception pupils lack structure and challenge.
- Homework is well planned to extend pupils' learning, but some pupils are spending too long on their topic work.

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	22 (44 %)	20 (40 %)	8 (16%)	0 (0 %)	0 (0 %)	0 (0 %)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. The quality of teaching and learning is good overall. Some very good teaching and learning was seen in English, mathematics and science. The quality of teaching and learning has improved since the last inspection. The higher and average attaining pupils are stretched to think and work independently. The lower attaining and those with special educational needs are helped very well by qualified and experienced teaching assistants who build pupils' confidence and help them to succeed. The staff know the pupils very well and take into account their individual needs.
16. The teaching of literacy and numeracy is very well structured. In lessons there is a good balance between discussion and group or individual work. Teachers work very well as a team to plan pupils' work and make best use of their expertise and that of others to contribute to the very good standards that pupils achieve. Literacy and numeracy are well represented in all subjects so that pupils' skills in reading, writing and mathematics are very well developed by the end of Year 6. Science is very well planned to develop pupils' investigative skills. Satisfactory use is made of ICT in some subjects, but is underrepresented in others such as mathematics, science, history and geography. The lack of resources places restrictions on pupils' pace of work and the application of their skills across the curriculum.

17. The relationships between the staff and pupils are very good. Pupils consequently respond very well to their work and their efforts in lessons are valued. They enjoy their work and are happy in school. The teachers manage the pupils very well. There are high expectations set for work and behaviour and so pupils concentrate very well and take pride in their work. The whole school community nurtures common principles of encouraging learning for all pupils and benefiting from the enrichment that comes from the appreciation of individual differences. This leads to pupils having high self-esteem and being confident learners.
18. The needs of pupils are assessed promptly on entry to school and a lot of thought and effort goes into planning the provision to meet their needs. The teaching assistants work very well with the teachers to plan and help those who need it most. They are well trained in using ICT for example, and use methods and resources very well to adapt lessons so that pupils work as independently as possible. This is particularly the case for pupils with a statement of special educational needs. Teachers and teaching assistants are inventive in matching learning resources and planning to the needs of these children so that they take full part in lessons. Simple innovations such as indicators that are used to answer questions and the use of laptop computer programs and specially adapted teaching and learning resources ensure that their needs are fully met and pupils take full part in class discussions.
19. Overall teachers work hard to plan lessons that motivate and challenge pupils to learn well. The planning is thorough and there are some good links made between subjects that help pupils apply their skills to a range of relevant and interesting contexts. Occasionally the day-to-day planning of some activities in the reception classes lack structure and the challenge to prompt learning but the children's learning is good overall. The teachers use their assessments of pupils' work well. Marking is up-to-date and points for development are often shared verbally or written as comments as teachers look at pupils' work. Pupils are set individual targets when needed to good effect. This helps the pupils know their strengths and understand how to improve their work. However, targets are not always easily understandable as they are not written in simple language. Assessment is used very well to plan work in English and mathematics. National data and internal tests are regularly scrutinised and the data gathered is then used to inform teaching and learning. Any weakness in the core subjects of English, mathematics and science are recorded and used in teaching. The challenges set inform the school development plan. The school has been successful for example in maintaining high standards particularly in English and mathematics.
20. Homework is of good quality and extends pupils' learning. Parents are very supportive of homework as they wish their children to do well. However, there are few guidelines set for the pupils' topic work and independent study. This at times becomes too time consuming and pupils with the help of their parents spend an excessive amount of time to research and complete work.

The Curriculum

There is a **good** curriculum. The school provides good opportunities for pupils' learning and **very good** opportunities for enrichment through activities outside lessons. Staffing and accommodation are **satisfactory** with strengths in the match of support staff to the curriculum. Learning resources overall are **good**.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- Good provision for most subjects in the National Curriculum with strengths in English, maths and science.
- Thorough planning is matched well to the needs of all pupils.

- Very good extra-curricular provision and participation in sport.
- The resources for ICT and their use gives limited access for pupils in large classes and consequently slows their learning.
- The pupils in the reception/Year 1 class do not have sufficient opportunities to choose their activities and socialise with other children of a similar age.

Commentary

21. The curriculum is well planned, meets national requirements and is relevant to pupils' needs. Literacy is well developed across the curriculum and ICT supports literacy and numeracy well. Provision for pupils with special educational needs is very good. Individual education plans for these pupils are of a high quality with a full range of needs identified and small steps evident in the strategies and reward systems used. These are delivered throughout the curriculum and monitored closely by support staff, class teachers and the experienced Special Educational Needs Coordinator and her newly appointed assistant. ICT is used well to help pupils with special educational needs to access the full curriculum. Work is planned well to challenge the more able pupils. Parents and pupils are involved in reviewing the progress towards their targets regularly. The progress of pupils with special educational needs is tracked and some pupils progress so well that they no longer need special needs support or programmes.
22. Provision for personal, social and health education is very good. There is a clear policy with a comprehensive scheme of work that includes satisfactory arrangements for sex education and the attention to the misuse of alcohol and drugs. Teachers deliver personal, social and health education through other subjects and as a discrete subject. For example, classes have 'Circle time'¹ timetables so that pupils can share their joys and concerns and feel secure. A Year 5 survey on why people smoke involved use of English, science and maths. This is encompassed within the school's work for the Healthy School's Award. Year 6 pupils follow a Citizenship programme and visit the Town Hall for a debate in the Council Chamber. Older pupils take on a range of responsibilities as Team Captains, Librarians, running a School Bank and organising games for the younger pupils to play in the playground. A school council to enhance the Citizenship programme has grown from class councils and is in the early stages of development.
23. The music curriculum is enhanced by a large percentage of pupils learning musical instruments with specialist tuition offered in brass, woodwind and strings. The curriculum is enriched by a very good variety of visits and visitors and enhanced by special events such as Health week, Safety week, Grandparents days and a residential School Venture week. There is very good participation in a range of sports, athletic and gymnastics from the older pupils with great success in inter-school competitions. The school also provides clubs for recorder, choir, maths and crafts. The staff give generously of their time to these clubs which contribute very well to the quality of education provided. Many pupils attend the Music Centre, which takes place weekly at the school. The school plans to extend after school clubs for the younger pupils.
24. The school has a satisfactory number of qualified teachers and teaching assistants. The teaching assistants are well trained and very effectively deployed. They work very well together and make a valuable contribution to the progress of pupils with special educational needs. The school's accommodation is satisfactory and the school grounds and play area are well cared for. However there are insufficient planned opportunities for the minority of reception age pupils who work with Year 1 pupils to socialise and choose activities with other pupils of this age. Resources are good and the new ICT suite is a major contribution to improvement in ICT provision. However, there have been technical problems resulting in lack of continuity in ICT provision for all pupils. The management of the resources has not enabled equality of access to all pupils in the larger classes, with pupils sharing a computer

¹ Circle time refers to class lessons when pupils discuss personal and social matters that concern them.

between three. Where there are few computers in classes, this has restricted pupils in applying their skills in lessons in other subjects. This has resulted in standards in ICT not being as high as pupils are attaining in English, maths and science.

Care, guidance and support

The school takes **good** care of its pupils. The guidance and support the pupils receive are **very good**.

Main strengths and weaknesses

- There is a high standard of care for all pupils. The staff have a high level of commitment towards inclusion and equality of opportunity.
- Pupils have trusting relationships with adults; confidences and concerns can be shared.
- Teachers help pupils settle into school life and monitor pupils' work very well.

Commentary

25. The high standards of care and commitment is made possible because all adults work together to ensure compliance to regulations and guidelines.
26. The support for pupils with special educational needs is very good. The effective liaison, careful records and support of all adults mean that all pupils receive very effective support. There are secure, well established relationships with outside agencies.
27. The school values pupils' views. For example, they have been consulted regarding the development of the school garden. More personal discussions are generated by class teachers within 'Circle time' and the personal and social health education programme. Pupils are confident in expressing their views. Pupils interviewed were very happy with the school, a view also expressed by parents.
28. The arrangements to ensure that pupils in their reception year settle into school are good. A series of meetings shared with parents about school routines and expectations prepares the children well for entry. The teachers are careful to explain day-to-day routines and to share concerns during settling in periods. Parents know how to help their child's learning by supporting homework tasks. Pupils who find it difficult to settle into classroom routines are treated with unending kindness and understanding.
29. There is a very good climate for learning. Pupils' academic as well as personal development is monitored well. Individual targets are given when necessary for pupils to work towards and pupils know what they have to do to improve. However, pupils sometimes have difficulty in remembering and reading their targets as they are sometimes written in educational jargon which is difficult for them to understand.

Partnership with parents, other schools and the community

Links with parents are **very good**. There are **very good** links with the community and **good** links with other schools and colleges. With few exceptions parents provide tremendous support to the school and this is a strong contributory factor to account for the standards the pupils achieve.

Main strengths and weaknesses

- There is a very good partnership with parents who support the school very well.
- The parents receive very good information about their children's progress and school events.
- The school has very good links with the community and good links with local schools and colleges

- Fundraising and social events provide exceptionally good support.

Commentary

30. Parents say that this is a happy school where their children are provided with a good range of learning experiences. Parents support the standards the school promotes and they value highly the approachability of the teachers and support staff.
31. They have a clear understanding about their children's achievement, they feel that each child is encouraged to fulfil their potential. The annual reports they receive define future learning targets and opportunities to attend formal reviews are supported by almost all parents. Parents support their children in the homework tasks that are assigned although a few parents said that project work is too onerous at times. Letters are sent out each term to explain what topics are to be studied. There is a very good flow of general information to ensure that parents are informed about routines. A few parents feel that the school does not canvas their views; there is no formal system in place to ensure this.
32. The school has strong links with the community. For example there are regular links with the local churches and the orchestra and choir contribute to services with older pupils leading the service. The school is valued well by the community. The school has good relationships with the local high school and the nursery. Year 6 pupils cover project work and visits with the local secondary school in the summer term before they start secondary school, which prepares them well for the transition. There are good links with the local college from which initial teacher training students are welcome.
33. The large amount of money raised by the Friends' Association is used wisely to improve educational provision. Spending decisions are made after consultation so that the parents feel that their efforts are fully valued. One example is their agreement to buy mathematics games which, the school says have been effective in raising achievement to the high standards seen. Fundraising is also linked to social involvement and this shared commitment secures parental support that extends into the community. Two notable examples are the provision of entertainment for the elderly and in the promotion of high quality musical events in the local church. Sports activities conducted jointly with other local schools enables the pupils to show off their athletic prowess often with good results.

LEADERSHIP AND MANAGEMENT

The school is **very well governed**. The leadership of the headteacher is **very good**. The overall management of the school is **good**. The school is very successful in overcoming pupils' barriers to learning.

Main strengths and weaknesses

- The governors very effectively carry out their responsibilities.
- The school is very well led and achieves its aims. The commitment to equality of opportunity for the pupils with a statement of special educational needs is excellent.
- The senior management team play a key role in supporting the headteacher and in their classroom teaching.
- There is some improvement needed in the management of the Foundation Stage.

Commentary

34. The governing body fulfils its statutory duties. It is organised effectively and the chair of governors gives a very good lead. The systems in place for monitoring the work of the school are rigorous. Each governor takes a responsibility for a curriculum subject and coordinators are regularly invited to governing body meetings to update governors on the progress towards the objectives set on the school development plan. This is coupled with regular visits to the school by governors to view progress at first hand. The assessment coordinator informs the governors of up-to-date test results and holds an annual training session for governors to become competent in interpreting national and school data. The headteacher ensures that governors receive very good information about school developments. This enables the governors to get a very clear understanding of the strengths of the school and areas for improvement and helps them to set new objectives. Meetings are regular and purposeful and governors keep themselves very well informed of current initiatives. The school development plan is continually appraised at each meeting. Governors hold the school to account by the challenges they present in meetings and their advice to the school.
35. The headteacher leads the school very well with commitment and a clear sense of direction. The whole school community, including parents know the school aims. These are to give pupils a broad education, to maintain high academic standards, particularly in mathematics and English and to ensure that all pupils, especially those with special educational needs are fully included in all aspects of school life. The commitment to equality of educational inclusion for the pupils with a statement of special educational needs is excellent.

Example of outstanding practice

The commitment of the leadership of the school for equality of opportunity for pupils with a statement of special educational needs is excellent.

There is a strength in the aims of the school for equality of opportunity to which the whole school community subscribe. The work and energy of the school is channelled towards helping these pupils with a range of physical and learning difficulties to succeed. The very well trained teachers and teaching assistants work closely with parents and outside agencies to provide the best possible resources so that pupils can independently take part in class discussions and lessons at their level. The resources range from ICT programs to devices so that pupils can indicate when they wish to answer in class and teacher made resources specifically matched to learning objectives for each lesson. The school culture of valuing the contribution of all pupils leads to pupils quickly developing high self-esteem and confidence in learning. Solutions to any difficulties are quickly found with the belief that nothing is insurmountable. The expectations for these and other pupils is encapsulated in the school saying displayed in the hall of 'Together Everyone Achieves More'. The very good achievements of the pupils range from their academic successes in attaining the National Curriculum standards to in the case of one pupil being selected a 'House Captain' for the school by pupils and staff.

36. Procedures for tracking and monitoring the progress of individual pupils are rigorous. The school has implemented various systems for analysing its overall effectiveness in raising standards. Information gathered is used to identify pupils who may not be making the expected progress and action is taken. The curriculum is modified to meet the needs of the pupils. This has been carefully thought out for pupils with a statement of special educational needs and has resulted in them having full access to the curriculum and achieving very well. There is very good management of special educational needs. Teaching, teachers' planning and pupils' work is carefully monitored. The teaching assistants are very effectively deployed. The outcomes of any review are shared with the staff in order to support the drive for improvement. The school development plan is very well set out to achieve the aims of the school.

37. The school is well managed. The leading role is taken by the senior management team who also hold class teaching as well as core subject responsibilities for English, mathematics and science. English and mathematics are very well led and managed. All the senior management team are very good role models for both their teaching and management skills. They make a significant contribution to the school in their support of the headteacher and their teamwork with the staff. Subject leaders for other subjects generally manage their subjects well. They have audited their subject, developed useful action plans and portfolios of their work. The management of the Foundation Stage is satisfactory but more work needs to be done to ensure that the pupils in their reception year that are taught with Year 1 pupils have more opportunities to choose activities and to socialise with the other children of the same age. Planning and consequently teaching and learning in the reception classes, although good overall, occasionally lacks challenge and direction in activities that children choose to promote good learning. There has been good overall progress in planning and assessing pupils' work. There are good induction procedures for new staff and students. There is a good partnership for training teachers. There are four teachers on the staff, which is a good number, who are trained as mentors to help students during their initial training. Professional development of the staff is linked well to the school priorities. The teaching assistants are fully involved in all aspects of school life and have developed into an invaluable and highly trained team. They help individuals and small groups of pupils needing most help. Most extend their expertise in particular aspects of education appropriate to pupils' learning by attending in-service training. The management of the finances is effective both in the longer term and on a day-to-day basis. Expenditure is very well thought out and is matched to achieve the objectives of the School Development Plan. The school has recently used some of its reserves for building extensions. The school seeks best value for money in its expenditure and provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	566931
Total expenditure	582161
Expenditure per pupil	2215

Balances (£)	
Balance from previous year	58657
Balance carried forward to the next	43427

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good overall**.

38. Children start in the reception class or the mixed age reception/Year 1 class at the beginning of the school year in which they will become five. The children enter with a wide range of attainments in language, mathematical and social skills. However, just over half have above average skills. The children achieve well overall. By the end of their reception year all but a small minority attain and exceed in all the expected learning goals. There is a wide variety of interesting activities planned that are matched well to their needs. The Foundation Stage curriculum has been implemented and managed satisfactorily but there is still some way to go in managing the curriculum so that best use is made of available resources to meet the needs of the children in the mixed reception/Year 1 class. For these children, there are too few opportunities for the children to mix socially with others of the same age and to make their own choice of activities. The activities led by the teachers or the teaching assistants are well organised and prepared. Learning is regularly assessed and children's achievements are recorded effectively and used to plan their work. The children learn well as a result. There is a very good partnership with parents on entry. The provision has improved satisfactorily since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well because of the high expectations of the staff and the very good teaching they receive.
- There are very good relationships between the staff and the children that help them develop positive attitudes to learning.

Commentary

39. The children achieve well because they receive good teaching. Most children enter the reception classes with above average skills but by the time they reach the end of their reception year the indications are that the standards are still above those expected for children of this age. This area of learning has a high priority and the teachers plan activities successfully to promote personal and social skills in all areas of learning. On entry to the reception classes, the children soon get to know regular routines. Children quickly realise that good behaviour is expected. Relationships are very good and help to play a significant part in the children's learning. The children understand when they are responsible for making choices. Most respond positively to the activities that are new to them and settle down to work with a minimum of fuss. Most are interested in their activities and concentrate well, even in the activities that are not directed by the staff. Throughout the Foundation Stage, the staff hold high expectations of the children's behaviour and are good role-models. Any unacceptable behaviour is calmly and sensitively dealt with. Consequently, relationships are very good between the staff and children. This makes a significant contribution to the children's learning and their positive attitudes to their activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers and the teaching assistants plan a wide range of activities to promote children's language skills.
- Some activities are insufficiently challenging.
- There are very good relationships with parents who help their children at home.

Commentary

40. Most children enter their reception year with language skills that are above average. By the end of the reception classes, the indications are that nearly all will have achieved and exceeded the expected goals and a small minority will be working towards them. The children achieve well because of the good teaching by all members of the teaching team.
41. The children in both the reception and reception/Year1 classes develop their confidence with speaking because the staff frequently question and hold conversations with them. They hold conversations, question and encourage the children to extend their vocabulary. The quality of teaching is good and effectively promotes the use of language. The children initiate their own conversations because they are interested in the well-planned activities as they play for example, in the role-play area, the 'Fruit Shop'. The children in the reception class listen well to stories such as 'How Billy Duck Learned to Swim', which is linked well to their work in learning about words beginning with 'd'. The majority of average and higher attaining children can identify the names and sounds of certain letters and are beginning to read three letter words and simple sentences. Others are learning the names and sounds of letters of the alphabet and can read some simple words. At times there is insufficient challenge planned in the activities that children choose themselves. There is a good focus for language skills in the role-play areas with props provided but this is not extended to other activities such as construction work where the children could usefully extend their skills by developing their work around the class theme.
42. Children use the book areas independently throughout the Foundation Stage to 'read' books and are developing a good interest in books and stories. This is supported through the very positive links developing with parents. Children, in their reception year, take books home to read or share with adults.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- There is a wide range of well-planned activities to promote mathematical learning.
- Occasionally, activities do not provide enough challenge to extend children's learning.

Commentary

43. The majority of children enter the reception year with above average skills. It is likely that most will attain the expected goals and a small minority will be working towards them by the end of their reception year. Children achieve well because they are taught well. The teachers use successful methods and activities from the National Numeracy Strategy which builds well on children's previous learning. Most children in the reception classes recognise numbers to ten and nearly all know their basic shapes and colours. The higher attaining

children recognise numbers and their place value to 20 and beyond and are solving simple number problems of addition and subtraction. The children enjoy joining in with some well-known number rhymes such as 'Five Little Speckled Frogs' or 'Five Little Ducks' which helps them to recognise and learn their numbers.

44. Staff encourage children to use mathematical vocabulary such as 'more than' or 'less than' as they solve simple problems of estimating and counting and adding or subtracting numbers. In other lessons, children match the number of spots on domino patterns or recognise the names and values of coins. The teaching assistants give good support to the lower and higher attaining children, helping them to achieve well. The children learn well how to estimate and record simple solutions to problems. Teaching is good, offering children opportunities to consolidate learning and extend their mathematical thinking such as acting out buying and selling items in their 'fruit shop'. However, at times, the activities that are planned for children in the reception/Year 1 class are too long or those that children choose and work on independently have insufficient structure for them to be able to consolidate and build on their learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teachers plan a wide range of interesting activities.
- Staff enhance children's knowledge and understanding well through effective questioning and discussion.

Commentary

45. The children achieve well. Children enter with an above average knowledge and understanding of the world around them. Most children are likely to achieve and exceed the expected goals in this area of learning by the end of the reception year. Staff plan an interesting range of activities which help children deepen their understanding and widen their vocabulary through investigative work. In the reception class, children investigate the weather. They blow bubbles and float 'helicopters' in the wind, noting their movements and whether they are heavy or light. Such activities form the foundations for later investigative work in science. The children have satisfactory access to computers and continue their learning well about weather as they successfully use the mouse to drag and drop weather symbols onto a map of the British Isles. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They celebrate Christmas and other religious festivals such as Eid. This helps the children to respect the views of others and raise their awareness of the importance of belonging. The quality of teaching and learning is good overall. The children have good adult support to help them develop vocabulary and knowledge.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Staff make good use of the accommodation to develop children's skills.

Commentary

46. Children enter with above average skills and achieve well because they are taught well. By the end of the reception year most children are likely to achieve and exceed the expected standards. The children have access to an outdoor play area and they participate in purposeful activities both indoors and outdoors. There are well-planned indoor activities to help children develop their coordination skills. For example, during one lesson, children were successfully improving their skills in throwing and catching. The staff in the reception year make good use of the hall for physical activities as well as the outdoor area. The majority of children with help are able to change shoes for dance. In the hall, the children begin to develop an awareness of space and how to move about safely, with an awareness of others. They are able to run, jump and move on command. In other lessons, children are given good opportunities to develop their coordination by successfully using small equipment. They frequently use pieces of apparatus such as counters and games. Under supervision they cut different papers with scissors and use glue sticks and paint brushes. They are offered a range of construction toys to join and make a variety of models.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children's role-play contributes well to their literacy skills.
- There are good quality learning resources but occasionally the opportunities for children to choose their materials and resources are limited.

Commentary

47. Children's achievement is good in both reception classes as they have access to well-planned daily activities. By the end of their reception year, a significant minority attain the expected goals and most work towards them. The quality of teaching is good overall. There are good quality resources provided for creative activities. Using a wide range of materials and paints they paint pictures and print patterns. In the activities observed, the quality of teaching ranged from satisfactory to good. Where it was satisfactory, the activities provided limited scope for children to choose their own materials and resources.
48. Children's creative skills are developed further by the provision of a wide range of activities in the role-play areas. Children use the exciting resources imaginatively. The classroom role-play areas of the fruit shop encourage children to take on roles of the shopkeeper and customer. Others act out the Christmas story. Staff talk to children as they play to develop their ideas and vocabulary, and to encourage their understanding of the need to share and help others. Children keep time and sing in tune well in their repertoire of some of their favourite songs such as 'The Wheels on the Bus go Round and Round' and 'Miss Polly had a Dolly'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **very good**

Main strengths and weaknesses

- Pupils achieve very well and attain standards in Years 2 and 6 well above those expected nationally.
 - The quality of teaching is very good overall.
 - The subject is very well led and this has led to weaknesses being addressed and effective strategies being put into place to raise standards.
49. National Curriculum test results, in reading and writing, for pupils at the end of Year 2 and Year 6 were well above average. The school has maintained and sustained the high standards from the last inspection. Pupils with special educational needs achieve very well throughout the school. There has been good improvement since the last inspection as the proportion of pupils attaining above the nationally expected standards has increased.
50. Standards of work seen during the inspection were very good overall. Pupils achieve very well. There are good opportunities for pupils to write in a range of different forms and at length, which is contributing to the high standards.
51. Pupils speak clearly and listen attentively in class and are given many opportunities to discuss ideas and issues. When reading, pupils gain confidence throughout their time in school and most become fluent and avid readers. In their writing pupils use their skills when producing work covering a wide range of genres including writing instructions, poetry, plays and newspaper articles. In Year 6 pupils were editing a newspaper article very efficiently on the computer in a good journalistic style.
52. The quality of teaching and learning is very good overall. There are many opportunities for pupils to practice their literacy in other subjects, especially using ICT. Pupils learn to speak for a variety of audiences, so that when they are asked to present their work, they are able to do so confidently, capturing the attention of the rest of the class. Pupils with special educational needs are fully included in all lessons as they are supported very effectively by able teaching assistants. In the best lessons there are high expectations of very good behaviour and the amount of work pupils will get done. The classes are interested in the activities, work very well together and get a lot done. In less effective lessons the task is repetitive and does not challenge the pupils sufficiently and the pace is too slow. Work is planned well and matched to meet all pupils' needs. The quality of marking is good. It not only gives pupils encouragement but tells them how to improve their work, involving them well in their own learning. Pupils are set individual targets for their learning in English which have had a significant impact on raising standards, although these are not written in children's language. Pupils with special educational needs make very good progress towards the targets set for them. Teaching assistants support targeted groups of pupils effectively with programmes from national initiatives.
53. The subject is very well led. Teachers generally have a good knowledge of the subject. Test results are analysed carefully resulting in an accurate identification of strengths and weaknesses. Effective strategies have been put in place to address these and are already having a positive impact on raising standards. Teachers' planning and delivery of lessons is monitored and work closely scrutinised to ensure good progress.

Language and literacy across the curriculum

54. Pupils use their reading and writing skills well in other subjects. Teachers plan good links between subjects such as using ICT to write newspaper reports. Pupils use their speaking and listening skills very well in all subjects. For example, teachers encourage pupils to explain their ideas and solutions to problems in mathematics and science.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in mathematics and standards are well above average.
- The quality of teaching and learning are very good.
- Good use is made of ICT to help the pupils with special educational needs but not enough use is made of ICT across the curriculum.
- The subject is managed very well.

Commentary

55. Standards are well above average by Years 2 and 6 and pupils achieve very well. Even though high standards have been maintained since the last inspection, improvement has been good as a greater proportion of pupils are reaching higher standards. There are strengths in number work and problem-solving activities. By Year 2, pupils have a very good understanding of place value to one hundred and work independently to solve problems involving totalling sums of money to one pound. By Year 6, pupils' understanding of number and their ability to find solutions to problems quickly during class discussions is impressive. Pupils are confident in using a range of strategies to answer questions. They understand mathematical patterns very well. For instance, they successfully work out triangular number sequences. Pupils are keen to learn and enjoy mathematics. Teachers have very good relationships with pupils and manage and question them very well. Consequently, pupils are confident when answering questions and not afraid to try new methods.
56. The quality of teaching and learning is very good. Because the work is very well planned to meet the needs of all pupils, the average and the higher attaining are effectively challenged. Work is particularly well planned for the pupils with special educational needs. Those with a statement of special educational needs achieve very well at their own level. Additional resources including the use of ICT and visual resources are often used by the pupils to answer questions. These pupils are included very well during initial class discussions as well as working towards their targets with their teachers and teaching assistants during lessons. For example, in Year 5, during a lesson about the properties of angles, one pupil with a statement of special educational needs was challenged very well to identify the properties of a triangle. Others in the class patiently waited for the answer as the pupil was given the time to think of the correct answer. The resulting successful learning was recognised by the teacher and the pupils. Pupils are taught to respect the views of others and the expectations of work and behaviour are high. The pupils have high self-esteem and their very good attitudes to work contribute successfully to their very good achievement.
57. The structure and sequence of lessons is often very good. Teachers have very good subject knowledge and use ICT very well to recap on past work and demonstrate learning objectives during initial discussions. Previous work on angles in Year 5, for example, enabled pupils to find out that the interior angles of a triangle and the angles on a straight line total 180 degrees. Additional help given with individual targets and informative comment through marking prevents pupils from making repetitive mistakes. Additional tuition from the mathematics club and booster classes in Years 5 and 6 ensure that all pupils reach their full potential by the end of Year 6.

58. The leadership and management of the subject are very good. The coordinator is skilled and is a leading coordinator for the Local Education Authority (LEA). The curriculum is very well implemented across the school. Continual checking of test results and pupils' achievements is used well to identify and fill any gaps in learning. Pupils' progress is reviewed termly and reports of pupils' progress are thoroughly prepared to inform the governors. The quality of learning resources overall is very good. There is particularly effective use of lap-top computers to help the pupils with a statement of special educational needs. However, there are insufficient computers in classrooms for other pupils to be able to apply their knowledge and skills learned during lessons.

Mathematics across the curriculum

59. There is good use of mathematics in many subjects. In Years 1 and 2, pupils use repeating shapes in art and design, building on their knowledge and understanding of sequences. In design and technology and science, pupils sort materials by their properties. Pupils use simple coordinates in geography to place objects on a map. By Year 4 pupils develop their mapping skills using a key to find places. In Years 3-6 pupils construct tables to show their findings in science. However, the limited resources for ICT in classes restrict the pupils, for example, in interpreting data in subjects such as science and geography or researching facts using the Internet.

SCIENCE

Provision for science is very **good**.

Main strengths and weaknesses

- There has been good improvement in standards in Years 1 and 2 since the last inspection.
- Pupils achieve well as a result of the very good teaching.
- A clear focus on investigating and experimentation during lessons enables pupils to have a good understanding of scientific ideas.
- Pupils do not use information and communication technology sufficiently to support their learning.

Commentary

60. Pupils' attainment in science is well above average at the end of Year 2 and above average but close to well above average by Year 6. There is good improvement in standards, particularly in Years 1 and 2 since the last inspection. This is due to teachers having better subject knowledge and allocating the recommended time to teaching science. Teaching is good and pupils achieve well. The pupils with special educational needs achieve very well.
61. Overall, the quality of teaching and learning is good and often very good. This is because teachers concentrate very clearly on teaching pupils how to understand scientific ideas. Throughout the school, teachers use well the national guidance for planning lessons. This ensures they teach all aspects of the curriculum, and pupils build their knowledge and skills progressively. In the most effective lessons teachers provide the right balance between direct teaching and opportunities for pupils to experiment and try out their ideas through investigational work. Teachers question pupils skilfully so that pupils' understanding of new ideas builds from their existing knowledge. This helps the pupils to place new learning into context and to retain new knowledge. For example, pupils in Year 2 explained the main characteristics of plants and animals. By Year 6, pupils clearly explain how plants obtained nutrients from the soil and why plants needed sunlight to grow. Teachers give pupils challenging and interesting tasks so they all become engrossed, behave very well and work

very hard. Teachers and support staff work together very well and give pupils with special educational needs just the right amount of help to aid their very good achievement.

62. Teachers place a good emphasis on investigative work so that pupils can understand new scientific concepts at first hand. Pupils develop their investigative skills well because they are taught these skills progressively. For example, Year 2 pupils predict which circuits will light up a bulb. They try out their ideas and record what they find out with some help from the teacher. Teachers frequently ask them the steps they will take to make sure their scientific tests are fair. By Year 6 pupils carry out their investigations independently, and can give reasons for their predictions based on their scientific knowledge. In a lesson about micro-organisms a group of pupils predicted that the bread they put behind the radiator would go mouldy the quickest 'because fungi like warmth.' They know how to make sure their tests are fair and valid, and can record their results in different ways using, for example, tables and graphs.
63. Although teachers use ICT appropriately in their teaching, the pupils do not use ICT sufficiently to support their work in science. There are insufficient computers for pupils to apply their skills in classrooms. Although there are some examples of pupils using, for example, spreadsheets to produce graphs, teachers do not regularly plan for pupils to use information and communication technology in lessons.
64. The recently appointed subject leader leads and manages the subject well. She knows the strengths in the subject and has clearly identified areas for development, including further refining assessment, to raise standards even further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- - There has been a significant improvement in the resources since the last inspection.
 - Lessons are well planned to meet the needs of pupils with a statement of special educational needs.
 - The resources are unreliable and still too sparse which limits pupils' development of skills.
 - The subject is well led.
65. There has been good improvement since the last inspection. Pupils across the school achieve satisfactorily and standards are in line with what is expected nationally by the end of Years 2 and 6. At the time of the last inspection attainment for the younger pupils was below average and progress unsatisfactory. There was insufficient time allocated to the subject and teachers' subject knowledge was underdeveloped. This has been addressed. The quality of teaching and learning is satisfactory. Pupils are keen to learn and help one another in lessons. By the end of Year 2 pupils are confident when using text and graphics and searching for information. They have experience of controlling a programmable robot. Due to technical problems pupils have had limited opportunities to send e-mails. Pupils are able to retrieve and store their work. By the end of Year 6 pupils are efficient users of text and graphics and are developing multi-media presentations. They have used the Internet to find information and download graphics. Using a control programme, pupils have enthusiastically devised programmes to control sequences of traffic lights.
 66. Lessons are well planned to meet the needs of pupils with a statement of special educational needs. These pupils are helped successfully by the teaching assistants who use ICT programs with them during lessons.
 67. A new ICT suite with appropriate software has been installed and teachers and teaching assistants have been trained well to use the resources. Resources, although recently improved are still insufficient to meet the needs of pupils in classrooms. Where large

classes are all taught together in the suite there are insufficient computers to allow all pupils the opportunity to develop their skills. Where large classes are split for work in the suite pupils get good opportunities to work individually and make good progress. In classes, there are not enough computers for pupils to apply their skills in some subjects. There has also been a delay to the pupils' work because of technical problems with the suite. This has resulted in limited coverage in learning new skills for some classes. The pace of learning although satisfactory overall restricts pupils from attaining a good standard.

68. ICT is led well and satisfactorily managed. The newly appointed coordinator has evaluated the teaching and learning and accurately prioritised further training needs. All teachers have laptop computers to plan and prepare their work and record assessments. National guidelines for the teaching and learning of the subject help teachers to plan pupils' work and record their achievements. There are a good range of programmes to support learning in literacy and numeracy. There is a sound policy in place to secure pupils' safety in accessing the Internet.

Information and communication technology across the curriculum

69. In their work in different subjects pupils are given a range of satisfactory opportunities to use ICT to support their learning. In subjects such as art and design, pupils design and print their patterns and drawings. In geography, pupils use a programmable robot to plot given coordinates. In English, pupils learn to produce a newspaper. The Internet is used to research the lives of famous people and events in history. However, there is insufficient use of ICT in classrooms for pupils to apply their skills in subjects such as mathematics, science, history and geography. This is restricted by too few computers.

HUMANITIES

70. It is not possible to make overall judgements on provision in geography and history, as inspectors did not see sufficient lessons. However, teachers' planning and pupils' work was examined; inspectors talked to pupils and teachers, and observed some lessons. From this evidence the indications are that pupils' standards are broadly average at the end of Year 2 and above average by the end of Year 6 in both subjects. Teachers have done well to maintain the good standards in history since the last inspection, and to improve pupils' standards in geography by the end of Year 6. Pupils achieve well in geography and history. Pupils with special educational needs achieve very well because teachers and support assistants give them the help they need. Teachers make good use of national guidance to plan the work for the pupils in geography and history so they progressively build on their skills, knowledge and understanding.
71. In **geography**, throughout the school, pupils' skills and knowledge develop well as they study maps and find out about the local environment, other parts of Britain and other countries of the world. Visits to the local area and other areas, such as the visit of the pupils in Years 5 and 6 to Wales, help to make the work more interesting and relevant. Younger pupils draw good maps of the classroom and their journeys to school. Some of them can find different countries they have visited on a map and a globe, and talk about their journeys to those countries. In Year 2, pupils use a key and a grid very well to help them locate places on a map. They show a good awareness of environmental issues when they visit the local park and explain how it could be improved. Older pupils study different areas of the world and compare them with the local area. For example, pupils in Year 4 show a good understanding of the similarities and differences between the climate, homes, crops and family life in a village in India and in the local area. Pupils in Year 6 use appropriate geographical language when they write about rivers, and their work on mountain ranges shows a good understanding of different types of mountains in the world, and is well illustrated by their own maps, drawings and explanations.
72. In **history**, teachers explain new work very clearly so pupils have a good understanding of what life was like in many periods of history. Teachers use resources very well. For

example, the teacher gave the pupils in Year 5 two reports about Queen Elizabeth 1, one written by an English nobleman and one by a French ambassador. This helped them understand that sources of evidence can be biased. Throughout the school, teachers give pupils many good opportunities to develop their understanding of different periods of history outside normal lesson times. Visitors to the school and visits to places of interest bring many topics alive. Younger pupils talked very enthusiastically about their visit to Clitheroe and Skipton castles and knew that the thick stone walls, the moat and the drawbridge helped to keep the enemy out. Pupils in Years 3 to 6 complete individual topics at home that show extensive use of sources and develop their knowledge of the work they do in their lessons well. Teachers make good links to other subjects, especially literacy. For example, pupils in Year 2 list the differences between life in school now and in Victorian times. In Year 3 pupils show a great empathy with Greek slaves when they write an extract from the diary of a helmsman on a Greek ship. The use of ICT has been identified as an area for improvement.

Religious Education

Provision for religious education is **good**.

Main strengths and weaknesses

- There are good links with pupils' spiritual, moral, social and cultural development.
 - The subject is well led and managed.
73. Through their study of major world faiths and reflection on their values and beliefs standards match the expectations of the agreed syllabus by the end of Year 2 and are above the expectations of the locally agreed syllabus by the end of Year 6. Achievement is good overall. The school places a great emphasis on including and valuing everyone in school. This is reflected not only in religious education lessons but also in pupils' personal and social education and through the daily assemblies and worship. There are very good links made between pupils' personal and social education and religious education. For instance, pupils in Year 5 study the lives of famous world leaders such as Martin Luther King and Mother Teresa reflecting on personal qualities such as courage and generosity. Comparisons are drawn in lessons between these qualities and values within the Christian faith and other religions. Moral values are taught well through Bible and other religious stories. Teachers encourage pupils from other cultural backgrounds and religions to share their experiences with others in their class and during assemblies. Consequently, pupils have a mature understanding of similarities and differences between their own beliefs and those of others.
74. Although only two lessons were observed, pupils' work was examined and discussions were held with staff and pupils. From lesson and a range of other evidence, the quality of teaching and learning is good. Pupils respond well in lessons and are interested in studying a range of religions. By Year 6, the teachers' high expectations and pupils' commitment in working and learning from each other results in their good achievement.
75. The subject is well led and managed. The subject leader has worked hard to develop the subject with good quality resources since the last inspection and has successfully completed a well thought-out plan for future development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

76. There was insufficient evidence to make firm judgements about provision in art and design, music and physical education. Only one lesson was seen in art and design and physical education and three lessons in music. Inspectors have taken into account pupils' past work, teachers' planning and discussions with pupils and teachers. Standards matched the

national expectations at the time of the last inspection in art and design and were above the national expectations in music and physical education by Year 6. The indications are that standards are similar in art and design and the school has improved in music standards by Year 2 and maintained its good standards in physical education since the last inspection.

77. In **art and design** it is evident from pupils' past work that they have experienced using a wide range of materials. Pupils' work indicates that they attain average standards and achieve satisfactorily, although by Year 6, pupils' drawing skills are above average. Their work is often successfully linked to other subjects such as design and technology or ICT. For example, pupils in Year 2 use ICT when drawing or making patterns. There is a good range of drawings and paintings and pupils say they enjoy art and design. Teachers encourage pupils to take part in art competitions or local exhibitions. The Year 4 pupils' skills and interests are enhanced by their attendance at an extra-curricular art club. The work on display around the school creates an attractive learning environment, reflecting a range of cultures and styles. For example, pupils have painted pictures in the style of Rousseau, Turner, Van Gogh and Miro. The pupils' work is sometimes assisted by parent helpers or by visiting specialist artists and the study of other artists' work. Recently, for instance, the whole school took part in a puppet-making day. The project was inspired by a puppet theatre performance. The subject is well led and managed and makes a positive contribution to the pupils' spiritual, social and cultural development.

Design and technology

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' social development.
 - Pupils enjoy their lessons.
 - Pupils' skills in design are not sufficiently well developed.
78. Evidence from pupils' work and discussions with pupils and staff indicate that by Years 2 and 6 the pupils attain average standards and they have achieved satisfactorily. This was the case at the time of the last inspection. Satisfactory improvement has been made in the development of a new curriculum to ensure that pupils' skills, knowledge and understanding are systematically developed. Three lessons were observed during the inspections which were well taught. However, taking a range of evidence into account, the quality of teaching and learning is satisfactory overall. Lessons are satisfactorily planned to systematically develop pupils' skills. The youngest pupils explore a range of materials as they make models from construction materials and recycled materials. By Year 2, pupils learn to be more discriminating in their choices of material and joining techniques when they use textiles and patterns to make 'Joseph's Coat'. By Year 6, pupils have satisfactorily built on their previous knowledge and understanding. In Year 4, pupils make a range of torches. They draw their initial designs considering the purpose, size and a range of fastenings. In Year 6, pupils design and make shelters. Pupils enjoy the practical work and are good at sharing, taking turns and listening to the opinions of others. These aspects of the work make a useful contribution to their social development. Their models are of an average standard and pupils show a good application of the skills in evaluation. However, they are less skilled in designing their models and measuring their materials accurately. They learn from mistakes made when models need to be rebuilt. The subject is well led and managed. The subject leader has worked hard to put in place and develop a new scheme of work.
79. In **music** lessons observed, standards are good by Year 2 and the indications are that pupils achieve well. This is good improvement from the last inspection. For example, pupils compose responses to a Goldilocks poem using variation in pitch, tempo and dynamics because of the good explanations and questioning by the teacher. Pupils know what is expected of them and join in enthusiastically. Good relationships are seen in lessons and

extra curricular activities. The good pace of these lessons and very good support for pupils with special educational needs maintains pupils' interest and concentration. Pupils sing well in assembly and older pupils sing in two parts. Most pupils listen well to each other and offer constructive suggestions for improvement. Good opportunities are provided for learning to play recorder, brass, woodwind or stringed instruments and a large proportion of pupils take up this opportunity. The specialist instrumental teaching makes a good contribution to the pupils' skills and the music provision. Pupils are enthusiastic about the extra-curricular opportunities to extend music in the choir and orchestra. The school appreciates these contributions and recorder, brass and woodwind play well for pupils entering and leaving assemblies. Music makes a good contribution to the community with the choir and orchestra contributing to church services and community events. Teachers are supported in their lesson planning by a comprehensive scheme of work and guidance from the subject leader. There is a good range of resources.

80. In **physical education** all the pupils that inspectors spoke to were very enthusiastic about the subject. For example, Year 2 pupils talked enthusiastically about their dance lessons and the gymnastic lessons in which they practised stretching, rolling and jumping. No judgement can be made on standards at the end of Year 2 but indications are that pupils achieve standards above average by the end of Year 6. Pupils in Year 6 enjoy their lessons and achieve well because of the very good teaching. The teachers planned a very good range of interesting activities so all pupils can join in and refine and improve their football skills. Instructions were clear, and good advice and demonstrations gave pupils confidence when they started work. The teacher had high expectations and very good relationships with the pupils so they were enthusiastic, worked hard and achieved well. The teacher watched as they worked, intervening with further questions and discussion to help pupils improve their skills. The school provides a very good range of extra-curricular activities covering a wide range of sports. These help to boost pupils' skills considerably and make a significant contribution to the good standards in physical education. Pupils successfully compete with other local schools, for example, taking part in football, netball and athletics competitions. The gymnastics team recently represented the North West area in the national gymnastics championships.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

81. Only one lesson was seen in this area of the school's work so no judgements are made about overall provision. Pupils' personal development has a high profile in school. Pupils' personal, social and health education is very well promoted through activities in the classrooms and outside lessons. Pupils are encouraged to consider the needs of others at all times and to develop self-discipline. They are taught in a friendly, caring atmosphere that sets a very good example of showing respect to others and developing supportive relationships. During one lesson the teacher showed very great respect for each pupil's views and gave a clear lead to the class on valuing the opinions of others. Consequently, pupils express their feelings confidently and have high self-esteem. Pupils' health education is covered well throughout the curriculum. They learn about healthy diets in science and understand the dangers of the misuse of drugs. Sex education is taught in accordance with the school policy.
82. Pupils develop a sense of citizenship in a variety of ways. They discuss issues of concern to them through 'Circle times' such as courage and generosity reflected in the lives of famous world leaders such as Martin Luther King and Mother Teresa. Older pupils in school have won the 'Learning for Living' citizenship award for their writing about themes such as respect and courage. Pupils take responsibility for one another, accepting of individual differences, organising games in the playground for one another and supporting one another during class discussions. Pupils have put forward their views about the development of the school garden. There are strong links with the local churches as pupils visit and contribute to the

services. The Year 6 pupils have visited the town council and are aware how debates are held and decisions are made within the council chamber.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).