

INSPECTION REPORT

**BRINDLE ST JAMES CHURCH OF ENGLAND VA
PRIMARY SCHOOL**

Chorley

LEA area: Lancashire

Unique reference number: 119462

Headteacher: Mrs V M Walsh

Lead inspector: Mr Brian Gosling

Dates of inspection: 7th – 9th June 2004

Inspection number: 255609

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll;	75
School address:	Water Street Brindle Chorley Lancashire
Postcode:	PR6 8NH
Telephone number:	01254 825379
Fax number:	01254 854852
Appropriate authority:	The governing body
Name of chair of governors:	Dr Lois Loudon
Date of previous inspection:	May 2002

CHARACTERISTICS OF THE SCHOOL

Brindle St James' CE Primary School is a smaller than average primary school situated in attractive rural surroundings on the edge of the village of Brindle near Chorley in Lancashire. There are 75 pupils currently and this is increasing due to the school's renewed popularity in the local community. Pupils come from socially advantaged backgrounds and no pupil is eligible for free school meals. All pupils are of white UK heritage and none has English as an additional language. The proportions of pupils with special educational needs and those with statements of Special Educational Need are broadly in line with the national average. Pupil mobility is also broadly in line with the national average, but this is variable between year groups and was, for example, very high in the Year 6 group that took the national tests in 2003. Children start at the school in the September of the school year in which they five years old. When they start at the school, their attainment is generally above average, although this year's Reception group shows high attainment. There have been significant changes at the school in recent years. Most teachers, including the headteacher, have arrived at the school since the last inspection in 2002. There have also been improvements to the accommodation with the addition of a Reception area and a library. A new classroom and a school hall are currently being built and the new classroom will be completed for the start of the new school year. Since the Section 3 inspection in 2002, the school has received the School Achievement Award, the Basic Skills Quality Mark, the Healthy Schools Award and the Investors in People Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22453	Brian Gosling	<i>Lead inspector</i>	English; Geography; History; Foundation Stage.
9843	Sarah Drake	<i>Lay inspector</i>	
20614	Don Kimber	<i>Team inspector</i>	Mathematics; Science; Information and communication technology; Art and design; Design and technology; Music; Physical education; Special educational needs.

The inspection contractor was:

VT Education
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	4
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	7
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	11
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	13
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	21

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brindle St James is a very effective school. Pupils arrive with above average attainment. They attain high standards in Year 2 and achieve very well because these high standards are maintained throughout Years 3 - 6 as a result of very good teaching and learning. Very good improvement has been secured in recent years through the very good leadership and management of the school. **The expenditure per pupil is high but, nevertheless, the school provides good value for money.**

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are high, although too few pupils attain high standards in reading in Years 1 - 2.
- Pupils' personal development is very good and this leads to the very positive attitudes, behaviour and relationships that they demonstrate.
- Teaching is very good overall.
- The school is very well led and managed and this is ensuring very good improvement.
- The curriculum is enriched by a very good range of visits and visitors and after school clubs.
- The planning for the Reception class is not based securely enough on the national guidance for the Foundation Stage curriculum.
- The monitoring role of subject co-ordinators has not been established formally.
- The school has improved its partnership with parents, which is now very good.

The school has made very good improvement in the short time since it was last inspected in 2002. The improvements noted in that inspection report have been maintained with much further improvement secured by the headteacher, who joined the school after that inspection, and the teachers, who are all relatively new to the school. All aspects of the school's educational provision have improved and the areas for development that remain have been clearly identified by the school. The leadership and management of the school has improved and this has secured improvements, most significantly, to the curriculum, the quality of teaching and learning, the achievements of pupils, the facilities available at the school and to the partnership with parents.

STANDARDS ACHIEVED

Pupils' achievement is very good. It is satisfactory in the Reception Year, good in Years 1 - 2 and very good in Years 3 - 6. Children arrive at the school with good standards of attainment and they exceed the standards expected of them nationally by the end of the Reception Year. They attain high standards by the end of Year 2 and achieve very well in maintaining high or very high standards by the end of Year 6.

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Only 10 pupils took these tests in 2002. It is necessary to be cautious when interpreting the results of small groups of pupils, as the performance of a single pupil can dramatically affect comparisons with other schools. For example, two pupils joined the school at the end of Year 4 and their results at the end of Year 6 do not reflect this school's educational provision only. If their results are removed from the analysis, the school's performance is well above the national average in English

and science and very high in mathematics. (Very high means the results are in the top five per cent of schools.) When compared to similar schools, the results are above the average in English and science and well above the average in mathematics. This more accurately indicates that pupils' achievement is very good and early indications of this year's results are that standards are high in all three subjects. This is the result of the very good teaching in Years 3 - 6. Information and communication technology (ICT) is used very effectively to support learning in other subjects and standards in ICT are good.

In the national tests at the end of Year 2 in 2003, results were very high in mathematics, above average in writing and average in reading. Early indications of this year's results are that standards are high in all three tests. However, too few pupils attained the higher Level 3 in reading and this is anticipated to be so again in this year's national tests. Inspection evidence confirms these high standards in writing, mathematics and science, although pupils do not do well enough in reading in Year 2.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Attendance is well above average and pupils' attitudes, behaviour and relationships are very good. These qualities make a very positive contribution to their life and work at school.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good overall. It is satisfactory in the Foundation Stage, good in Years 1 - 2 and very good with some excellent teaching in Years 3 - 6. The high quality of the teaching in Years 3 - 6, where 8 out of 10 lessons were very good or excellent, is the result of the very good use of assessment to ensure that tasks are tailored to the individual learning needs of the pupils. This enables pupils to work very well and maximises their rate of learning. Teaching is good in Years 1 - 2 and pupils are enthusiastic and enjoy their lessons although assessment is used less well in planning lessons. The curriculum provided is good with a very good range of activities outside school and very good provision for pupils' personal, social and health education (PSHE). The school's partnership with parents has improved significantly and is very good, along with links with other schools. There are good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher is providing very effective leadership that is securing very good improvements. There is a strong sense of teamwork in the school and subject co-ordinators lead improvements in their subjects very well. Although their monitoring role has not been developed fully and established formally, co-ordinators give freely of their time and informal monitoring is effective. The school's management is very good and there are very effective systems to monitor and evaluate the school's performance. Governance is good and governors are developing their role well. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the school. They particularly like the progress their children make, the standards of behaviour and the quality of teaching. Pupils are similarly very pleased with their school and especially like the guidance and support they receive from their teachers.

IMPROVEMENTS NEEDED

The most important things the school should do to sustain its rate of improvement are:

- Improve pupils' achievement in reading in Year 2.
- Ensure that planning for the Reception group is securely based on the Early Learning Goals of the Foundation Stage curriculum.
- Establish formal procedures for the monitoring role of subject co-ordinators.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well overall because they attain high standards in Year 2 and these high standards are maintained and improved in Years 3 - 6. However, pupils' achievement is not high enough in reading in Year 2. Girls have tended to do better than boys in the past, but with changes implemented by new teaching staff and the leadership of the school, there is no clear evidence that this remains the case.

Main strengths and weaknesses:

- Pupils achieve very well through maintaining high standards.
- Standards are high in English, mathematics and science.
- The trend in the school's results in Year 6 is above the national trend.
- Too few pupils achieve well enough in reading in Year 2.

Commentary

1. When children enter the school in the Reception Year, their attainment has been above average. However, the current Reception group arrived with high attainment and this appears to be linked with the school's improving reputation in the local community. Children make satisfactory progress in the Reception Year and they have maintained high standards this year, with almost all exceeding the Early Learning Goals¹ expected of them by this age. Previous year groups had attained good standards by the time they entered Year 1.

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

Standards in:	School results	National results
reading	16.0 (15.5)	15.7 (15.8)
writing	15.6 (14.3)	14.6 (14.4)
mathematics	18.8 (16.5)	16.3 (16.5)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

2. In the national tests at the end of Year 2 in 2003, the school's results² were above the national average in writing and very high in mathematics but average in reading. Compared to similar schools, the results were well above average in mathematics and average in writing but below average in reading. However, overall results can vary widely from year to year with small groups of pupils and, in 2004, they are much better and likely to be well above average in all three national tests. This is due to improvements that have successfully ensured that all pupils attain the nationally expected Level 2³ but few pupils attain better than this in reading and, consequently, pupils do not

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of Early Learning Goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

² On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum Levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

³ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

achieve well enough in reading. Standards in science were high in 2003 and this remains to be the case this year.

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

Standards in:	School results	National results
English	28.2 (31.0)	26.8 (27.0)
Mathematics	28.8 (30.3)	26.8 (26.7)
Science	29.4 (30.3)	28.6 (28.3)

There were 10 pupils in the year group. Figures in brackets are for the previous year.

3. The school’s results in 2003 at the end of Year 6 were above the national average in English and science, and well above average in mathematics. However, compared to schools with similar prior attainment at the end of Year 2 in 1999, they were average in mathematics and below average in English and science. Additionally, results have fallen in the last two years. The trend in the school’s results is, nevertheless, above the national trend mainly due to high results in 2001. It is necessary to be cautious when interpreting the results of small groups of pupils as the performance of a single pupil can radically affect comparisons with other schools. Pupil mobility can also dramatically affect the results and two pupils joined the school at the end of Year 4. The school’s records show that these pupils had made good progress since arriving at the school. However, if their results are removed from the analysis so as to gain a more accurate picture of the school’s performance, the school’s results are well above the national average in English and science and very high (that is, in the top five per cent of schools) in mathematics. Compared with schools with similar prior attainment, the results would be above the average in English and science and well above the average in mathematics. This indicates more accurately and strongly that the quality of teaching and learning is very effective and has improved through the very effective strategies introduced by the headteacher and teachers new to the school.

4. Inspection evidence confirms these high standards in English, mathematics and science. Pupils’ achievement is generally very good throughout the school as they maintain high standards as a result of very good teaching that encourages pupils and promotes their very positive attitudes to learning. Information and communication technology (ICT) is used skilfully to enhance pupils’ learning in other subjects and this increases the enjoyment that pupils experience in learning. Although pupils attain good standards in reading in Year 2, they do not achieve well enough because not enough of those capable of achieving the higher Level 3 manage to do so.

5. The school has introduced very effective systems to monitor the progress of all pupils in the core subjects each year. There are additional assessments, for example in English, where the identification of strengths and weaknesses in pupils’ progress is providing a sound basis for improvement. The school has established a list of gifted and talented pupils. Those with special educational needs (SEN) are supported very well and these measures help them to achieve as well as other pupils in their year groups.

Pupils’ attitudes, values and other personal qualities

Pupils have very good attitudes and behave very well. Their spiritual, moral, social and cultural development is also very good. Pupils’ attendance and punctuality are very good.

Main strengths and weaknesses:

- Pupils like school and they enjoy lessons.
- Very good relationships help to create a happy, harmonious community.
- Pupils use their initiative and behave very responsibly.
- They understand and value others' needs and differences.
- The school is particularly successful at promoting pupils' cultural awareness.

Commentary

6. Pupils are very happy at school and the older ones appreciate the great changes that have taken place there over recent years. They consider that everyone associated with the school is friendly and helpful. This is borne out in the playground and the classrooms where pupils of different ages and gender mix amicably, enjoy each other's company and are confident to approach staff with ideas or concerns. In lessons, pupils listen well and show interest and enthusiasm. They sustain concentration very well and try hard to improve their skills and understanding, thus contributing well to the busy, productive climate for learning. They behave very well and those who occasionally forget to do so respond very swiftly to teachers' timely reminders about what is expected of them. There have been no exclusions in recent years.

7. Pupils, parents and governors all consider that the family atmosphere of the school is one of its great strengths. It operates as a very orderly community in which everyone is expected to contribute. From the youngest upwards, pupils carry out their responsibilities with confidence and success. They will notice that a sign has fallen over or someone has forgotten to pick up their jersey and will take responsibility to rectify the problem. They consider the needs of others and will readily offer help to someone who is hurt or unhappy. Older pupils show good levels of care and tolerance for younger ones and these very positive attitudes are fostered very effectively by initiatives such as the friendship bench, school council and the house system. Pupils spoken with do not consider that bullying takes place but feel that members of staff are quick to pick up on potential problems and are effective in helping pupils to resolve difficulties themselves.

8. At the time of the last inspection, pupils' spiritual development was good but their cultural awareness was underdeveloped. Both of these areas are now very good. Pupils notice and enjoy the glorious countryside around the school and teachers build on this well by, for example, initiating a snowman building competition or encouraging close observational drawing. One pupil describes the smell of heaven as that of 'bread that just came out of the oven' and another as a place where 'there's no wars or fights or vicious people'. In assemblies, pupils demonstrate a real sense of reverence and an understanding of the words of hymns and prayers. The school now has strong links with other schools in Prestwich, Shawclough and the Caribbean that have a very different ethnic and cultural makeup from its own. Pen pals and day visits help pupils to develop their understanding of the multicultural society in which we live and activities, such as those associated with the recent multicultural week, open their eyes to the richness that diverse communities bring to the arts, for instance. Pupils also learn about the story of their school from a local historian and have opportunities to enjoy live music and theatre performances that help them to gain a rounded picture of their own cultural heritage.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.6
National data:	5.4

Unauthorised absence	
School data :	0.3
National data:	0.4

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

9. Attendance is well above the national average and pupils arrive punctually in the morning. In the most recent spring term almost half the school had 100 per cent attendance. This is impressive and ensures that pupils make uninterrupted progress in their learning.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is very good overall, and a very wide range of activities outside school enriches the good curriculum. The support, advice and guidance that pupils receive are very good and there is a very good partnership with parents. There are good links with the community.

Teaching and learning

The quality of teaching and learning is very good overall. It is satisfactory for the children in Reception, good for pupils in Year 1-2 and very good for pupils in Years 3 - 6. Assessment and its use are satisfactory in Reception and Years 1 - 2 and very good in Years 3 - 6.

Main strengths and weaknesses:

- Half of the lessons seen were very good or excellent.
- Learning support assistants provide very good support and guidance for pupils.
- Teachers assess pupils' learning in lessons very well.
- Assessment is used very well in Years 3 - 6 to plan tasks for pupils.
- Planning for lessons in Years 1 - 2 does not ensure enough challenge for more able pupils.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	11	6	6	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

10. The quality of the teaching in Years 3 - 6 is very impressive and four-fifths of the lessons seen were very good or excellent. In Years 1 - 2, half of the lessons seen were good and almost half of the lessons seen in the Foundation Stage were good. This high quality of teaching is a significant improvement since the last inspection. There are new teachers at the school since then, including the headteacher, and the improvement is due to their improved practices and the teamwork that has been established under the leadership of the headteacher.

11. The school is organised into three classes. Class 1 is for both children in the Reception Year and pupils in Years 1 - 2. The other two classes are for pupils in Years 3-4 and 5-6. Consequently, there is a particular challenge in Class 1 to meet the learning needs of pupils in three year-groups and two different key stages. This organisation is due to change following a rise in pupil numbers with the increasing popularity of the school.

12. Throughout the school, lessons are well organised and pupils are clear about what is expected of them because the teachers share the learning intention of the lesson clearly with them. The very positive relationships between pupils and between pupils and adults help lessons to run smoothly. Learning support assistants work closely with teachers and they provide very good support and guidance for pupils. This is especially so in the Foundation Stage where the learning support assistant often works with the Reception group during their tasks. The classroom and outside learning areas are rather cramped for these children, although this will be improved with the completion of a new classroom this term. Nevertheless, the teacher and the learning support assistant work well to provide a range of practical learning experiences that the children respond to with interest and enthusiasm. However, the teachers' planning for this age group is not based clearly on the Early Learning Goals of the Foundation Stage curriculum.

13. Teachers have high expectations of pupils' behaviour and this helps lessons to be happy occasions. It is a feature of the school that pupils enter the classroom informally as they arrive. They busy themselves, often using computers to continue tasks that they began in earlier lessons,

whilst teachers are engaged in preparing lessons and, on a number of occasions, providing additional support for some pupils before the school day begins. Practices such as this help establish the very positive ethos in the school and teachers and pupils demonstrate joy and enthusiasm as they go about their tasks. It is not surprising then that pupils are very positive about the new things they learn in lessons, the help that teachers give them when they are stuck and when they show them how to improve, whilst agreeing that they are expected to work hard.

14. Pupils with SEN make very good progress towards their targets because they are supported well in lessons. There is very good liaison between teachers and learning support assistants who intervene when appropriate and help pupils to develop independence and confidence in their learning. During the inspection, some pupils were observed in the classroom reading and doing other activities with their class teacher 20 minutes or so before morning school started. In lessons, teachers consistently use active approaches that increase the participation rates of all pupils, including those with SEN.

15. The school has developed very effective systems to monitor pupils' progress over time and teachers also assess the learning of each individual pupil during every lesson. Learning support assistants support teachers very well in this task. In Years 3 - 6, this information is used very carefully to plan work at different levels of difficulty that is matched to the rate of learning of pupils in the previous lesson. Consequently, the ability groups organised for each lesson can change from day to day depending on how well each pupil achieved the learning intention of the previous lesson. This means that each pupil is working at an appropriate level, with more able pupils receiving sufficiently high challenge and this helps all pupils to apply themselves fully to the task. In the Foundation Stage and Years 1 - 2, pupils' learning is also assessed after each lesson. However, the information is not used so effectively to plan the next lesson and, although different tasks are planned for the different year groups, the same task is often given to pupils of different ability. Although it is acknowledged that the range of age and ability in this class presents a significant challenge, this means that there is sometimes insufficient challenge for the more able pupils. This is reflected in the fact that few pupils exceed the nationally expected standards in the national tests at the end of Year 2, particularly in reading.

The curriculum

Curriculum provision is good. It meets the statutory requirements and is accessible to all pupils. There are very good opportunities for the enrichment of pupils' learning that include visits and visitors to school. The quality of resources is good. Accommodation is satisfactory and is in the process of being extensively improved.

Main strengths and weaknesses:

- There have been very good developments in curricular planning.
- Curricular planning in some non-core subjects is not fully developed.
- There is very good provision for pupils with SEN.
- There is very good provision for PSHE.
- There is a very good range of opportunities for learning outside the school day.

Commentary

16. The curriculum plan for the whole school has been revised with planning that successfully draws upon national guidelines. A two-year cycle has been established to provide a good basis for supporting teachers with pupils in mixed age classes. They do this very well in junior classes with the activities in lessons appropriately matched to the needs of pupils. The curriculum has been further developed by;

- * a curriculum matrix that clearly identifies strong cross-curricular links that are built into medium term plans,
- * the consequent links between subjects that are demonstrated effectively in most lessons,

- * the prominence given to the use of ICT to support learning and the good access to resources enjoyed by pupils in Years 3 - 6,
- * the regular half termly curriculum evaluation of units of work and topics,
- * the consequent updating of resources and development of new approaches,
- * the effective arrangements for addressing the limitations of the accommodation for gymnastics identified in the last inspection report by the use of a leisure centre until the completion of a new school hall next year.

17. The school has justifiably focused on improvements in the core-subjects and these endeavours have been very successful. Consequently, there has been less attention to the non-core subjects although curricular planning ensures that National Curriculum requirements are met. However, in Years 1 - 2 particularly, the attention given to some subjects is limited and not covered in any great depth.

18. Pupils have also benefited greatly from the recent introduction of a programme for PSHE. Weekly lessons for PSHE and circle time⁴, assemblies and visitors all contribute well to the very good provision for pupils. This is a marked improvement since the last inspection, as is the very good provision for pupils with SEN. Professional development has increased staff expertise in supporting pupils with dyslexic tendencies and there is a very close liaison between teachers, the special educational needs co-ordinator (SENCO) and parents. The individual education plans (IEPs) have precise targets and are clear and helpful in providing guidance for parents as well as teachers. Similar plans are prepared and discussed with parents to support and challenge gifted and talented pupils.

19. A very good range of after-school activities enriches the curriculum. Despite the low number of pupils, there are school football teams for boys and girls as well as sporting activities after school for skittleball, tag rugby, football and rounders. Pupils also enjoy a very wide range of other clubs that includes computers, dancing, recorders, art and science, whilst a residential visit to an outdoor education centre for pupils in Years 5 and 6 contributes effectively to their social development. There is a visit to a pantomime in Blackburn and an orchestra visit to Preston Guild Hall, whilst the choir sang at a local store and a school production is presented in the local Church. Pupils benefit from visits to local high schools for a science talk and to Blackburn Rovers Football Club.

20. The accommodation is satisfactory and resources are good overall. Pupils enjoy access to a grassed playing field and a 'school pond' that supports environmental and science work. Although space is limited in the classroom that is shared by the children in the Reception group and pupils in Years 1 - 2, a new Reception and infant classroom is almost complete. The anticipated completion of the new hall will enhance dining facilities and enrich learning opportunities, particularly for gymnastics and drama. Plans are in place to improve the outdoor play area for Reception when the hall is finished.

Care, guidance and support

The school provides good quality care for pupils and offers them very good support and guidance. The involvement of pupils in the school's development is very good.

Main strengths and weaknesses:

- Pupils are happy to share their concerns with members of staff who know them very well.
- Very good induction arrangements help the youngest children settle into school very easily.
- The school pays very good attention to pupils' views.
- Regular risk assessments have not been established.

⁴ On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

Commentary

21. In their response to the inspection questionnaire, pupils were most positive about having an adult whom they trust to go to if they are worried. This, along with parents' high levels of satisfaction about the care offered to their children, confirms the very good relationships that members of staff have with pupils and the genuine concern that they have for pupils' well being. In this small school, much of staff members' knowledge is accumulated informally, which leaves the potential for some of it to be lost should staff move on. However, recent improvements in the regular, formal monitoring of pupils' academic progress are leading to the focused, effective support for individuals that is helping them to increase their rate of progress and standards of work. Pupils with SEN are supported well.

22. Parents of older pupils note the very good improvements to induction arrangements that are now in place for those entering Reception. Teachers make home visits and parents and children are welcomed into school during the summer term when pupils in Year 4 are allocated as a special friend to each newcomer. These pupils are given responsibility for supporting them on their visit and throughout the early part of the autumn term. There are also information meetings for parents to help them assist their children to adjust to school life. The result is that children settle well and quickly grow in confidence in their new surroundings.

23. Pupils have a strong voice in school affairs. The school council organised a sports day to raise money for playtime games and has been influential in establishing the success of a playtime friendship bench. They are now seeking suggestions for a healthy tuck shop. Members of staff listen well to what pupils have to say and take action when appropriate. This is helping to build pupils' confidence and self-esteem very effectively.

24. On a day-to-day basis, members of staff are alert to children's particular needs and to matters of health and safety. The school undertakes detailed risk assessments for specific events and pupils who have accidents or feel unwell are treated with care with any actions suitably recorded. Although the headteacher has recently attended training for child protection, this has yet to lead to all members of staff being fully informed and the school does not conduct the necessary risk assessments for routine activities regularly. Nevertheless, there was a quick response by the headteacher to a minor hazard that was noticed during the inspection.

Partnership with parents, other schools and the community

The school's partnerships with parents and other schools are very good. The links with the wider community are good.

Main strengths and weaknesses:

- Parents hold increasingly positive views about the school and are very supportive.
- School staff and parents work very well in partnership to support the pupils.
- The school's very good partnership with other schools greatly enhances its provision for pupils.

Commentary

25. Parents are choosing to send their children to the school in increasing numbers. They are very positive about the benefits that the school offers its pupils and are particularly pleased with the quality of teaching and the very wide range of extra activities outside lessons. Their response to this inspection questionnaire was much more positive than to the one conducted previously and also more positive than the school's own questionnaire carried out last year. The very great majority of parents at the pre-inspection meeting with inspectors and all parents spoken to informally are fully supportive of the school.

26. The school welcomes parents as partners and there are a number of regular helpers as well as a lively Parents, Teachers and Friends Association. Parents are very willing to help in school by sharing their skills. For example, pupils have recently benefited from talks given by a dentist, a nurse and a laboratory technician and, in response to a request in the newsletter, the school was inundated with bedding plants, which enhance the outside areas wonderfully. Pupils' reading diaries are used well as a means of communication and the school organises information evenings for parents about different areas of the curriculum. However, it does not consistently provide parents with information about what their children will be learning, with guidance on how they can help. The school has recognised that pupils' written reports need to contain more specific information about individual pupil's attainment and has highlighted this as an area for improvement in its development plan. Parents of pupils with SEN are fully involved in consultations and reviews about their children's progress. They receive helpful notes along with their children's IEPs that inform them of simple but effective ways in which they can support their children's learning.

27. Over the past two years, the school has initiated a large number of links with other schools that benefit pupils in a great variety of ways. Pupils attend science lectures and sports tournaments at one secondary school and receive teaching in dance, music and drama from another. There is a foreign language link with a third high school and a mathematics link with yet another. A neighbouring 'beacon school' has supported staff training, while the multicultural links with three different schools broaden pupils' horizons way beyond their immediate locality. Such wide-ranging partnerships, combined with the school's strong natural links with the church and the local community, ensure that pupils have a very good variety of learning experiences.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher leads the school very well and the leadership of subject co-ordinators is very good, despite the fact that their monitoring role has not been fully established on a formal basis. The school is managed very effectively and governance is good.

Main strengths and weaknesses:

- The headteacher provides very strong leadership that is focused on school improvement.
- The school monitors its performance very well.
- There is a very strong sense of teamwork that is committed to school improvement.
- Subject co-ordinators lead their subjects very well but their monitoring role is not formally established.

Commentary

28. The headteacher arrived at the school two years ago, shortly after the last inspection. She has appointed half of the teaching staff and formed a dedicated committed team that is mutually supportive and is committed to school improvement. She has a very clear idea of what needs to be done to improve the school and has received strong support from the local education authority and colleagues who demonstrate very good leadership skills. The headteacher teaches for two days each week and, although this limits the time available for management tasks, it enables her to evaluate standards of attainment and to lead developments in teaching and learning very effectively.

29. The school monitors its performance very well and this contributes to very good management. The results of the national tests are analysed carefully and regular assessments help to identify weaknesses in pupils' learning. This has been successful in highlighting 'gaps' in pupils' learning due to past weaknesses in teaching and curriculum planning. The headteacher monitors teaching and is rigorous in identifying areas that require improvement. She has a clear idea of the strengths and weaknesses throughout the school. Teachers' planning is also monitored and evaluated each

week and every lesson is evaluated by teachers to identify the effectiveness of pupils' learning. A very useful initiative by the school is the evaluation of the curriculum each term. Targets are set for all members of staff that also include 'well-being' targets. These wide-ranging examples of care and commitment contributed to the school receiving the Investors in People Award this year.

30. The role of subject co-ordinators has been developed recently resulting in very good leadership. Co-ordinators work very well with their colleagues and are developing very effective systems to monitor and support learning across the school. For example, evaluations of each pupils' writing each term has been introduced recently to ensure that sufficient progress is being made across the school. The progress of each pupil in the core subjects is recorded each half term and the attainment of all pupils is evaluated by the whole staff with attention given to the National Curriculum Levels of attainment. These evaluations are being extended to other subjects where learning, as well as the effects of curriculum provision, are noted and shared each term. Co-ordinators have benefited from release time to conduct their leadership duties but financial constraints and limitations to the headteacher's time mean that much of the co-ordinator's monitoring role is carried out informally. This they do very well and they are helped by the very good teamwork in the school but it does make strong demands on their time and teachers, almost all of whom work part-time, provide this out of their own time. This is working very effectively because of the high level of commitment of the teachers but there are no planned times for them to observe lessons. Consequently, current arrangements do not provide a secure basis for maintaining high standards in the event of possible changes at the school.

31. Special educational needs (SEN) is led and managed very well. The SENCO has developed a very good understanding of the role. She works very closely with colleagues, parents, outside agencies and the SEN governor to help promote the very good progress of these pupils. The school is actively developing staff expertise to provide good support for pupils with dyslexia.

32. The governing body is developing its role well. Almost all governors have been appointed in the last few years and the chair was appointed by the diocese three years ago in response to problems identified at that time. These staffing problems have been addressed effectively and quickly. The chair of governors provides good leadership and works well with the headteacher. Governors have a suitable range of sub-committees that meet regularly, in order to carry out their duties. Governors report that they now feel welcome in the school and most have visited the school and observed lessons on an informal basis. This has contributed to their good understanding of how the school has improved and their clear awareness of the school's strengths and weaknesses. However, governors have not established a formal arrangement for monitoring visits to the school. The school development plan is a very comprehensive annual document with a three-year overview. There are clear priorities for improvement that are planned manageably over the next three years. It is well organised and gives clear information about what is to be done, by whom, when and how the effectiveness of initiatives are to be evaluated. Statutory requirements are met fully.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	221,096.00
Total expenditure	219,565.00
Expenditure per pupil	2,889.00

Balances (£)	
Balance from previous year	29,475.00
Balance carried forward to the next	31,006.00

33. Financial management is good and the school applies the principles of best value well. There is a large carry forward that is much higher than the recommended amount. However, governors have planned this carefully to equip the new classroom for Reception and Years 1 - 2 that is nearing completion and to purchase physical education equipment for the new hall that will start in September. This is a suitable use of finances and demonstrates the careful financial planning that is providing a secure basis for school development. The expenditure per pupil is relatively high because the school has successfully secured additional funding from external sources. Nevertheless, it school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses:

- Children settle into school very well and their personal, social and emotional development is very good.
- Almost all children exceed the goals expected of them nationally by the time they enter Year 1.
- There is good support for the children from the learning support assistant.
- Good assessments are made of children's learning but they are not used well enough when planning future lessons.
- Planning is not based clearly on the Early Learning Goals of the Foundation Stage curriculum.

Commentary

34. There are, currently, 12 children in the Reception group who are taught in a class that includes pupils in Years 1 and 2. There are very good induction arrangements to help children settle into school when they start school in September. This enables them to feel secure and happy and they quickly adapt to school routines. A significantly beneficial aspect of these arrangements is the partnership the school establishes between each of these children and a pupil in Year 4 in the term before they start school. The older pupil then takes responsibility for looking after their partner in the Reception class for the first half-term in September, ensuring that he or she knows what they have to do at lunchtimes and playtimes and also that they play happily with other children at the school. These arrangements make a very positive contribution to children's **personal, social and emotional development** and they will exceed the goals expected of them by the end of the Reception Year. They are very well supported and this enables them to work and play together happily and co-operatively. Children are secure in raising difficulties with adults, knowing they will help them to resolve any problems.

35. When children arrive at the school their attainment exceeds that found in most schools and this year's Reception group exhibited particularly high standards. They make sound progress and the school's records show clearly that the children currently in the Reception group will comfortably exceed the Early Learning Goals by the time they enter Year 1. Consequently, the standards noted in the last inspection report have been maintained. In **communication, language and literacy**, children listen carefully and express their thoughts and feelings very well. They are developing a good appreciation of books, using their knowledge of the sounds associated with letters to read some words, and they demonstrate good skills in developing their writing. Children's **mathematical development** is good. They confidently count well beyond 10 and are beginning to understand the principles of addition and subtraction. In practical activities, they recognise and name common shapes well and they use positional language well.

36. Children make appropriate progress in **creative development** and **physical development**, although the cramped conditions restrict opportunities for independent play because there is no suitable wet play area and the current building work at the school limits the space available for outside play with large toys. However, the new classroom that is nearing completion will resolve these difficulties and create greater opportunities for creative and physical activities.

37. Teaching is satisfactory. The learning support assistant knows these children well and she provides good support and guidance whilst the class teacher is busy teaching the pupils in Years 1 and 2. She works well with the class teacher and has a good understanding of the purpose of the lesson and how children's learning is to be achieved. There are significant challenges in planning

lessons for a class that includes the Reception group as well as the pupils in Year 1 and Year 2. Nevertheless, the planning for this age group is linked too closely to the National Curriculum tasks identified for the pupils in Years 1 and 2, and it is not based securely enough on the Early Learning Goals of the Foundation Stage curriculum. For example, an activity to develop their **knowledge and understanding of the world** focused on the study of seaside holidays planned for the older pupils in the class rather than developing an awareness of the features of their own environment. There is good assessment of each child's learning that is recorded clearly after every lesson. However, this is not used well enough to identify the different learning needs of individual children when planning further activities and the same task is planned for all children in the Reception group regardless of ability. The good standards and satisfactory quality of education noted in the last report have been maintained.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses:

- Pupils achieve very well and attain high standards.
- Pupils' achievement is not high enough in reading in Year 2.
- Teaching and learning is very good overall and particularly in Years 3 - 6.
- Leadership is very good and is committed to improvement.

Commentary

38. Standards are high at the end of Year 2 and Year 6. Consequently, pupils' achievement is very good in Years 1 - 2 and very good in Years 3 - 6 because they maintain high standards. Standards are high in Year 6 because almost half of the pupils exceed national expectations, although pupils with low attainment who arrive at the school during the junior stage can affect this. Standards are high in the infant class in writing and good in reading because all pupils currently in Year 2 attain the nationally expected standard. However, few pupils exceed this standard although they are capable of doing so, particularly in reading. Pupils with SEN achieve well in Years 1 - 2 and very well in Years 3 - 6. Standards of attainment have improved since the last inspection.

39. Standards in speaking and listening are very good throughout the school. Pupils speak confidently and with growing maturity. The youngest pupils speak clearly and express their ideas and feelings very well. This is particularly noticeable when they encounter difficulties and this enables problems to be resolved easily and helps lessons to proceed happily. Older pupils in Years 3 - 6 express themselves very clearly and the articulation of their ideas is well thought out and logical even when dealing with quite challenging issues. All pupils listen very attentively in lessons and this helps them to be clear about what they are expected to do and to approach their tasks confidently.

40. In Years 1 - 2, pupils read well. They have a good understanding of the sounds that letters make and they use this skill well in reading unknown words. Some pupils use good expression in their reading but others, particularly those with SEN, are hesitant and less confident in reading aloud and lack confidence and clarity when speaking about the stories they have read. Some pupils do not benefit from support in their reading at home that is enjoyed by the majority and reading diaries show that they can go too long without an adult listening to them read. This is rectified in Year 3, where their learning needs are quickly identified and additional support is given to those needing support in the basic skills. A recently introduced programme is successfully supporting the development of the reading skills of those pupils who have not made the good progress that is expected of them by the school.

41. Pupils in Year 6 read confidently and fluently, with most reading above nationally expected standards. They enjoy books and talk about their favourite authors such as Roald Dahl, Jacqueline Wilson and J.K. Rowling, as well as non-fiction books. Pupils speak enthusiastically of using the local library and many read regularly at home for enjoyment. Pupils explain clearly how to access books in the well-stocked, new school library that is conveniently situated and their use of books to support research in various subjects, such as a project on 'Water Aid'.

42. Standards in writing are high throughout the school. In Year 2, pupils write clearly with regular, joined letters. They use punctuation, including capital letters and full stops, correctly and their writing is well organised with very good expression of quite complex ideas for their age. Spelling is very good with words such as 'ostrich' and 'imagining' spelt correctly. Pupils with lower ability do not always spell words they wish to use correctly but they are confident to try and their attempts are phonetically sound in words such as 'sandwitch' (sic). In Years 3 - 6 pupils write for a variety of purposes and for different audiences that includes poetry, persuasive writing, re-telling of myths and legends, factual accounts and story writing. Their writing shows a very good organisation of their thoughts and arguments that uses paragraphs and punctuation, such as speech, exclamation and question marks, to good effect. Handwriting is neat and pupils present their work to a very high standard.

43. Teaching is good in Years 1 - 2 and very good in Years 3 - 6. All teachers organise lessons well and make clear to pupils what is expected of them in the lesson. Lessons proceed with a brisk pace and all pupils are purposefully engaged. The variation in the quality of teaching is the result of differences in the use of assessment to inform the planning of lessons. In Years 3 - 6, assessment after each lesson is used to plan ability groups for the next lesson. These groups are fluid and can change from day to day, depending on the progress made by individual pupils. This ensures that all pupils are working at an appropriate level with high levels of challenge for the most able pupils. Although each pupil's learning is assessed each day in Years 1 - 2, the same task is often given to the whole year group and this does not always sufficiently challenge the most able pupils. In Years 3 - 6, both teachers and pupils make very good use of ICT, including the interactive whiteboards. Unfortunately, this facility is not available to the Year 1-2 class but it will be provided in the new classroom that is nearing completion.

44. There are two co-ordinators for the subject, one of whom has joined the school this year with clear ideas for the monitoring, evaluation and improvement of learning. This has led to a detailed analysis of national tests and a comprehensive evaluation of learning in the subject with improvements to the monitoring of pupils' progress. Although records had not been kept prior to this year, they show that almost all pupils are making better than expected progress in writing and she is investigating areas for improvement in reading with an emphasis on teaching the basic skills early and effectively. Consequently, the leadership of the subject is very good with high standards being consolidated at the junior stage and improvements sought with the younger pupils. Unfortunately, financial and time constraints mean that much of the monitoring role is conducted informally, as no regular time is allocated to observe lessons in order to identify how teaching can be improved, particularly for pupils in the infant class.

Language and literacy across the curriculum

45. There is very good use of literacy in other subjects that are often linked on a common theme. For example, the recent establishment of a school library has enabled pupils to research projects in other subjects very effectively and pupils' writing is used expressively and carefully in detailing ideas and findings. The marking of pupils' work often encourages pupils to improve the clarity of their writing in subjects such as history and geography and the results of investigations in science are written very well.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses:

- Pupils' achieve very well in Year 6 because so much of the teaching is very good.
- Very good subject leadership and management has fostered effective innovations.
- Pupils have positive attitudes, and there is very good provision for pupils with SEN.
- Pupils have insufficient opportunities for problem solving skills, and for some aspects of data handling.

Commentary

46. Pupils achieve well in Year 2 and very well by the end of Year 6 when they attain very good standards. This reflects the results of the national tests in 2003. Early indications of this year's national test show that these high standards have been maintained. This shows very good improvement since the last inspection, as teachers have worked well as a team to introduce new approaches under the very effective leadership of the subject.

47. Pupils develop a good understanding of number and, in Year 2; many show a good understanding of place value with three digit numbers. They also describe the properties of three-dimensional shapes well. Many pupils in Year 6 work confidently with angles. They mentally add the degrees of three angles to calculate the size of a fourth where all four intersect at a point. Pupils further down the school have benefited from experience at an earlier age of the nationally promoted 'modern' approaches to learning mathematics that were introduced to the school three years ago with the arrival of the current mathematics curriculum co-ordinator. Pupils have very positive attitudes to the subject and this has a significant effect upon their very good achievement.

48. Pupils achieve very well because of the quality of teaching. This is good in Years 1 - 2 and very good in Years 3 - 6. The significant features of the very good teaching in Years 3 - 6 are:

- * Teachers use their very good subject knowledge to help them ensure a variety of methods are used that motivate and interest pupils. Visual resources, including interactive electronic whiteboards, increase the levels of pupils' participation and strengthen their mental imagery of mathematical concepts.
- * Teachers use practical activities to engage and stimulate pupils. These activities also contribute to the very good provision for pupils with SEN, who also achieve very well.
- * Pupils frequently benefit from the very good contribution of learning support assistants.
- * Groups of pupils frequently work on computers for part of the lesson and this enhances their learning.
- * Very good planning uses assessment information very effectively to include work with different levels of challenge. This ensures that pupils are set tasks that take full account of what they already know, understand and can do.
- * All teachers assess pupils' learning well. In Years 3 - 6, assessment is used very effectively to plan future lessons and ensure that pupils are working at tasks with a suitable level of difficulty.

49. In Years 1 - 2, satisfactory assessments are made of pupils' learning each day but they are not used so effectively to plan lessons. This results in the same task being given to pupils in the same year group and, therefore, limited challenge for the more able pupils.

50. Despite the challenge presented by changes in personnel and pupil mobility, the school has worked successfully with the local education authority since the last inspection to develop new practices to support learning. The subject leader and her colleagues have successfully introduced developments to help raise standards. For example, lessons are more sharply focused. Pupils are clear about the learning aims and these are referred to as part of the conclusion of the lesson. There is a stronger emphasis upon pupils' mental calculations and less reliance, for younger pupils

especially, upon formal pencil and paper methods. Additionally, pupils are encouraged to develop their own strategies to solving mathematical problems because improved assessment procedures have identified weaknesses in pupils' prior learning and action has been taken to improve standards in the subject.

Mathematics across the curriculum

Pupils make good use of their mathematical skills and understanding in other subjects including science, design and technology, history and geography. Sometimes numeracy is linked with ICT such as in a study of pulse rates in science.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses:

- Pupils achieve well in Years 1 - 2 and very well in Years 3 - 6.
- The quality of teaching and learning overall is very good.
- Pupils' learning is enriched by the very good use of computers and other resources.
- The subject is led very well.
- Planning does not always ensure appropriate challenge for more able infant pupils.

Commentary

51. Standards are well above average at the end of Year 2 and the end of Year 6 and this reflects the high standards attained in the national tests in 2003. Pupils' achievement, including those with SEN, is good in Years 1 - 2 and very good in Years 3 - 6 because high standards are maintained and demonstrate very good learning. This represents good improvement since the last report. Early indications of this year's national tests suggest that these high standards have been maintained.

52. In Years 1 - 2, pupils develop a good knowledge of the conditions affecting living things and they construct simple electrical circuits well. They explore forces very well in observing the movement of cars down different slopes and show a very good understanding of gravity for their age. In Years 3 - 6, pupils respond very well to opportunities for practical investigations and establish the conditions necessary for a fair test independently. They make a very good selection and use of a variety of equipment to make observations and measurements that meet the requirements of the task.

53. Standards are high because of good teaching in Years 1 - 2 and very good teaching in Years 3 - 6 that motivates pupils very effectively. The very good relationships between pupils and teachers underpin pupils' confidence and enthusiasm for lessons. They also promote pupils' social development very well. All pupils are successfully involved in the activities, sometimes working in carefully planned mixed ability groups so that lower attaining pupils benefit from working with more able pupils who in turn gain by supporting them. These factors have a positive impact upon pupils' very good achievement. However, work planned is not always demanding enough to stretch the more able pupils in Years 1 - 2.

54. Information and communication technology (ICT) is used very effectively to support pupils' learning. In Years 5 and 6, pupils were enthralled at the start of their lesson by a website showing in real time the transit of Venus across the sun. 'Normal service' was resumed with continuing investigations into patterns of mould growth, and factors affecting the growth of mould on different

types of food. Pupils posed interesting questions about the growth as they developed their observational skills very effectively. Some pupils used a conventional microscope whilst others took it in turns to use two electronic microscopes, one of which projected on to the electronic whiteboard. This demonstrated teachers' imaginative and very effective methods in securing pupils' interest.

55. The subject co-ordinator has provided very good leadership since joining the school less than two years ago. She has worked successfully with colleagues and the local education authority to pursue measures that improve the quality of pupils' learning. These include:

- * Initiating a policy and developing a scheme of work.
- * Increasing resources and making them more accessible.
- * Promoting a stronger emphasis upon investigative approaches.
- * Increasing the use of ICT in the science lessons to enrich pupils' learning.
- * Encouraging parental involvement in lessons when appropriate.
- * Effective monitoring to identify areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses:

- The subject is led well with good use made of resources.
- Curriculum organisation underpins very good use of ICT in other subjects.
- Pupils' enthusiasm and keen involvement supports their progress well.
- Pupils in Years 1 - 2 have insufficient opportunities to develop their skills fully.

Commentary

56. Standards in Year 2 meet national expectations and pupils' achievement is satisfactory. Pupils in Year 6 exceed national expectations and their achievement is good. This represents an improvement in Years 3 - 6 since the last inspection. Teachers in Years 3 - 6 consistently use interactive electronic whiteboards in most lessons and pupils readily and naturally participate in organising data and presenting information through this medium when appropriate. Pupils with SEN are fully involved in ICT and are very well supported and their progress is similar to that of other pupils. Standards are continuing to rise through the good leadership of the subject. The quality and quantity of resources has greatly increased since the last inspection and interactive electronic whiteboards will be available in all classes from next term. Pupils in Years 3 to 6 are now able to save their work to the network and this allows them to work at one computer and talk about it to the class on another, using the interactive whiteboard. The subject leader also provides very good support to ensure access to appropriate resources and expertise.

57. Pupils in Year 2 have suitable experience of using computers and they open and print work with ease. They use a suitable program to create and print simple pictures, and they enter and amend text confidently. They also have some experience of control technology through use of a programmable toy. They attain satisfactory standards by the end of Year 2, but do not achieve as well as they could because they do not have enough planned opportunities to develop their skills fully. Year 6 pupils show good knowledge and skills with ICT across a range of topics. Many use the internet to select information for topics. Word processing skills are frequently applied in lessons, and pupils check for accuracy, organise and present their work, choosing an appropriate layout. They develop, often in pairs, multimedia presentations for a specific audience and purpose. Pupils in lower juniors also show very good skills and understanding as they talk through their multimedia presentations for the inspector. Pupils' enthusiasm for ICT, and the opportunities they have for ready access to computers before morning school, also enhance their skills and knowledge.

58. The school has a visiting ICT specialist one day each week. This enables teachers to have additional support for some activities, such as working with control technology. Pupils' learning is further enriched by the skilful contribution of the school secretary who runs the after school computer club.

Information and communication technology across the curriculum

59. There are very good links to support work in other subjects. Curriculum planning highlights opportunities in other subjects where appropriate. Information and communication technology (ICT) features prominently in many lessons, and this helps pupils to hone their skills. Examples include word processing in English, spreadsheets in mathematics and science work; control technology in design and technology, use of the Internet for research in history and science, and multimedia presentations for selected 'topic' work.

HUMANITIES

60. Only one lesson was seen in each of **geography** and **history** during the inspection. Religious education was inspected separately and so is not reported upon. Teachers' planning and pupils' work was sampled and discussions were held with pupils about their work in the subjects. Although there was insufficient evidence to make secure judgements about standards and the quality of provision, a carefully planned programme in Years 3 – 6 ensures that pupils study either history or geography each week. They enjoy the subjects and talk enthusiastically about their work. In **geography**, pupils develop a good understanding of the water cycle and the effect of rivers on the physical environment. They express their enjoyment of finding out about people's lives in other countries and the introduction of a toy bear that has travelled around schools in North America has increased their knowledge of those countries. In **history**, they talk knowledgeably about World War II and recount with pleasure making an Anderson shelter, linked with work in design and technology, and singing songs of the period in music lessons. In similarly effective cross-curricular links, they made sandals and masks in connection with a project on Ancient Greece. In Years 1 and 2, work in the subjects is less regular. There is some evidence in pupils' books of work on the Victorians in history, and different environments that the pupils like and don't like in geography. Much of their work in these subjects is not recorded. Pupils like history and geography but they have difficulty recalling their work in the subjects in any real detail.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. One lesson was observed in each of design and technology, music, and physical education. No lessons were observed in art and design. It is not possible therefore to make secure judgements about the quality of the provision or standards. However in addition to observing lessons, inspectors spoke to staff, looked at pupils' work and scrutinised planning documents. From this evidence it is clear that the subjects have sound curriculum plans which have frequently drawn upon national guidelines where appropriate. The limited work seen in some subjects indicates that subject co-ordinators have insufficient work available to monitor standards effectively. In discussion, Year 6 pupils were keen to say how much they had enjoyed a 'Multicultural Week' which featured Jamaican music and dance. They also greatly appreciated, and gained much from, the 'Knock on Wood' music lesson with a visiting teacher.

62. In **art and design**, older pupils use a sketchbook to develop skills and to practice different techniques such as brush styles and to record some examples of finished work such as portraits, using pastels. In most years, pupils make observational drawing using pencil. Pupils in lower juniors used computer graphic programs well to create pictures in the style of Seurat. In **design and technology**, little work was seen to demonstrate pupils' progress and skills in this subject. However older pupils, in a discussion on the context of their work in designing and making a model of a fairground ride, showed their sound appreciation of key elements of 'design, build and evaluate' in the design and make process.

63. Pupils clearly enjoy **music** and show their enthusiasm for the subject. They sing wholeheartedly and in tune in assembly. Lessons are enjoyable and enhanced by visiting musicians and teachers. The provision for **physical education**, and breadth of curriculum, has greatly improved since the last report. The lack of a school hall meant that pupils had insufficient opportunities for gymnastics. This curriculum omission has been successfully addressed. In addition to using facilities in a local leisure centre, a 'fine weather' programme for gymnastics has been devised with the local advisor. This takes place during part of the summer term on the school field. The school also has swimming arrangements for pupils in Years 5 and 6 to ensure that statutory requirements are met.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in PSHE is **very good**.

Main strengths and weaknesses:

- Recently introduced curriculum innovation has been successful.
- Teaching and learning is very good.

Commentary

64. The school programme for PSHE was introduced in November 2003. Since then it has quickly become a valuable part of pupils' learning and one which they enjoy and appreciate. The programme helps pupils learn about family life, health and hygiene, drugs awareness and their environment. Sex and relationships education is also covered well.

65. In a lesson observed, pupils shared personal news in an open and very supportive atmosphere. Matters shared in this way ranged from interesting activities and acquisitions, to concerns about family members who were seriously ill, and whose names were included on the class prayer board. Another class, having confidentially posted personal concerns in the class 'worry box', was then led very sensitively by the teacher to share ideas of facing up to some of these challenges or problems. These related to topics such as 'getting on the bus to go to high school'; 'having a boy/girl friend'; and 'how will I find a job when I leave school?'

66. Teachers build on the very good relationships they have with children to help pupils to become more aware of themselves and more sensitive to others. Year 6 pupils, talking about what they like most about the school, quickly made mention of 'the teachers', and 'we can trust them'. Pupils know that they are valued by their teachers, and this helps them to develop a strong respect and sensitivity to others.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
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	2
The quality of teaching	2
How well pupils learn	2
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	3
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	3
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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