

INSPECTION REPORT

FRENCHWOOD COMMUNITY PRIMARY SCHOOL

Preston

LEA area: Lancashire

Unique reference number: 119123

Headteacher: Mr M Kitchen

Lead inspector: Shirley Billington

Dates of inspection: 19th – 21st January 2004

Inspection number: 256174

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:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	245 + 28 attending the nursery part-time
School address:	Frenchwod Knoll Preston Lancashire
Postcode:	PR1 4LE
Telephone number:	01772 253244
Fax number:	01772 250317
Appropriate authority:	Governing Body
Name of chair of governors:	Ms V Wise
Date of previous inspection:	8 th March 1999

CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school with 245 children aged from four to eleven. Twenty-eight three and four year olds also attend the nursery on a part-time basis. Around 75 per cent of the children start school speaking little or no English. Their general skills and experiences are very limited.

The majority of children in the school are of Asian Indian heritage and speak Gujarati as their first language. Small proportions speak Punjabi, Urdu or English. Around 40 per cent of the children are getting support to help them with learning English. There are a few children from Traveller families and a few that are in public care. There are many more boys than girls in the school. Numbers in each year group vary and pupils are often taught in classes with more than one year group.

The school serves an area of social and economic deprivation. The proportion of pupils that is eligible for free school meals is well above average.

The proportion of pupils that has special educational needs is slightly below average but the proportion that has a statement of special needs is higher than in most schools. Most of these children have learning difficulties and a small number has behavioural problems.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4343	Ms S Billington	Lead inspector	The Foundation Stage Art and design
11096	Ms M Davie	Lay inspector	
33709	Ms J Abbott	Team inspector	Mathematics Geography Physical education
1390	Mr A Markham	Team inspector	Science Information and communication technology History Religious education English as an additional language
11528	Mr M Wainwright	Team inspector	English Design and technology Music Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with significant strengths. Good teaching helps pupils to achieve well. The school is well led and managed and provides good value for money.

The school's main strengths and weaknesses are:

- Children in nursery and reception get a very good start to learning
- Children in the early stages of learning English make rapid progress
- Pupils achieve particularly well in mathematics and reading
- Standards in writing are too low and pupils need more opportunities to write in different subjects
- In science, pupils' investigative skills are weak
- Standards in information and communication technology (ICT) are too low in years 1 and 2
- Good leadership is clearly focused on the need to raise standards further
- Provision for personal development is good and pupils have good attitudes to learning
- Provision for pupils with special educational needs is good
- The curriculum is enriched by a very good programme of activities to extend learning in subjects such as art
- Attendance levels are well below average and too many pupils arrive late at school
- Excellent links with the community make a significant contribution to pupils' learning
- Parents have a high degree of confidence in the school and get good information to help them to help their children

The school has made good improvement since the last inspection. Most of the main recommendations have been successfully tackled. There have been improvements in provision for music and physical education (PE). Although provision for ICT has improved and pupils in years 3 to 6 are achieving average standards, there has not been enough improvement in standards achieved by younger pupils. Standards in English, mathematics and science declined immediately following the inspection but have risen again since then. Teaching has improved and leadership and management are now good with improved systems for checking on the work of the school.

STANDARDS ACHIEVED

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

*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.*

Standards are improving and, although they are still below the national average overall, this represents **good** achievement. The majority of children start school with little English; in nursery and reception they make very good progress in learning the language and get a good base of skills in early aspects of reading and number. This is successfully built on in years 1 and 2 with particularly good achievement in reading and mathematics. In the most recent national tests in reading and mathematics at the end of year 2, results were above average.

Pupils in years 3 to 6 also achieve well in reading and mathematics with many reaching broadly average standards. Standards in writing have risen in years 1 and 2 but need to be improved in years 3 to 6.

Standards in science are below average because pupils do not develop the skills that they should in practical aspects of the subject. Standards in ICT have improved for pupils in year 3 to 6, but younger pupils have limited experience in the subject and do not achieve as well as they should. Standards in religious education (RE) are broadly average. In physical education, pupils' skills are below average.

Pupils' personal development is **good**. Their attitudes to work are good and the majority behaves well. Attendance levels are well below average but the school has good arrangements to encourage regular attendance. Punctuality is unsatisfactory and more needs to be done to tackle this.

QUALITY OF EDUCATION

The overall quality of education is **good**. Teaching is **good** overall. It is consistently good in the nursery and reception year and this ensures the youngest children make a good start to their learning. Mathematics and reading are taught well throughout the school; teachers have high expectations of what pupils might achieve and this has led to improved standards. Teaching of other subjects varies, but generally it is good and sometimes very good. Teachers use an effective range of teaching strategies. Just occasionally, there could be a greater level of challenge for more able pupils and in some lessons time could be used more effectively. Support staff make a significant contribution to the quality of teaching and learning, particularly for children with learning difficulties and for those who need extra help with learning English.

The curriculum is good and enriched by a range of exciting projects. Excellent links with the community also contribute well to the quality of learning. Arrangements for pupils' care and welfare are good and their progress is carefully tracked so that they get extra help if they need it. Marking of their work needs to link more closely with the targets that are set for them.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher has a clear sense of direction and good support from key staff. Good, successful strategies have been put in place to raise standards. Governors have good knowledge of the school and are involved in planning for its further improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very confident about the work of the school. Pupils are also very positive and enjoy taking on responsibility and having a voice in how the school is run.

IMPROVEMENTS NEEDED

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

- Raise standards in writing and extend the range of opportunities for older pupils to write in subjects across the curriculum
- Improve pupils' scientific skills
- Raise standards in ICT for pupils in years 1 and 2
- Continue the efforts to improve attendance and tackle the problem of lateness

and, to meet statutory requirements:

- Ensure that the prospectus, the governors' annual report to parents and reports on the progress of individual children include all the required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils achieve **well**. Standards have improved overall in the last two years and pupils are doing particularly well in mathematics and reading.

Main strengths and weaknesses

- Pupils who are new to English make a good start in learning the language
- Pupils achieve well in reading but they could do better in writing, particularly in years 3 to 6
- Pupils achieve well in mathematics throughout the school
- Pupils' investigative skills in science are weak
- Standards in ICT have improved but are still too low in years 1 and 2
- Pupils with specific learning needs make good progress

Commentary

1. In nursery and reception, children get off to a good start. The vast majority of children know very little English when they join the school. They make rapid progress in their understanding of English as a result of consistently good teaching and the strong emphasis that staff place on extending speaking and listening skills. Children achieve well in almost every area of learning but, because they are still learning English, overall they are still working at well below average levels at the start of year 1. In those aspects of learning that are largely practical, such as creative art, they achieve expected standards.
2. A strong focus on improving reading skills has resulted in a good rise in standards. By the end of year 2, almost all pupils read accurately and with reasonable understanding. This good start is being maintained in years 3 to 6, with pupils achieving average standards overall. Although there have also been improvements in writing, there are still some weaknesses in this area. By the end of year 2, most pupils are now doing well and attaining broadly average standards. However, this improvement has not yet worked through the school and for older pupils standards are below average. This affects pupils' achievement in English overall. In addition, opportunities are missed to extend pupils' skills in writing in subjects across the curriculum.
3. In mathematics, pupils achieve well, particularly in numeracy. Throughout the school the subject is taught well and there are high expectations of what pupils might achieve. Children get off to a good start in nursery and reception and many attain expected levels at the start of year 1. Improvements in provision for the subject mean that older pupils are now making good progress. Standards in national tests have shown good improvement over the past three years.
4. In science, standards are below average. This is largely because there has been a lack of emphasis on teaching practical elements of the subject and pupils' skills in investigative and experimental aspects are weak. This is beginning to be redressed, but there is a lot of ground to make up. Weaknesses in writing also affect how well pupils do, with many struggling to accurately record their observations or findings in tests.
5. A well-equipped ICT suite is used regularly by pupils in years 3 to 6. In those aspects of the subject that have been taught, pupils are working at broadly average standards. Pupils in reception and years 1 and 2 do not make use of the suite and this is resulting in limited experience and below average standards. In most other subjects it was not possible to judge standards. In religious education (RE) standards are broadly in line with expectations. The few lessons seen in physical education (PE) indicate that pupils' skills are below average.

6. Pupils with special educational needs achieve well. Work is well planned to meet their needs and the additional support provided for them ensures their good progress. Pupils learning English as an additional language benefit from well targeted support from the ethnic minority achievement team (EMA). Close attention is paid to the development of basic skills in English language and literacy. This enables pupils to access the wider curriculum and make good progress. A recent local initiative targeted at gifted and talented pupils is enabling these pupils to access wider experiences in subjects such as art. This is having a positive impact on their achievements.

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

Standards in:	School results	National results
reading	17.0 (16.0)	15.7 (15.8)
writing	14.7 (12.8)	14.6 (14.4)
mathematics	17.0 (15.7)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	25.3 (25.1)	26.8 (27.0)
mathematics	27.2 (24.9)	26.8 (26.7)
science	27.2 (26.3)	28.6 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year

7. Results of national tests have improved, particularly at the end of year 2. In 2003, results were above the national average in reading and mathematics and average in writing. Year 6 test results were above the national average in mathematics and below the national average in English and science. Overall performance compares well with similar schools. The inspection confirmed the picture of good achievement overall, but found some variation in how well pupils do in different subjects. There is no difference in the standards achieved by pupils from different minority ethnic groups. Until recently, boys have performed less well than girls in national tests but the gap closed in 2003 with boys doing better than girls compared to national averages. The inspection found no significant differences in the attainment of boys and girls.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are **good** and contribute significantly to their good achievements. Provision for their spiritual, moral, social and cultural development is **good** and their behaviour in lessons and around the school is also **good**. Attendance is **poor** and there is too much lateness in the morning.

Main strengths and weaknesses

- Pupils of all ages and abilities are keen to learn and work hard
- The behaviour of children in the nursery and reception year is very good and they are enthusiastic learners
- The behaviour of a small number of pupils is unsatisfactory, particularly at lunchtime
- There are many good initiatives to encourage pupils' personal development
- Provision for pupils' cultural development is excellent
- Attendance is well below the national average but good efforts are made to minimise the effect of extended holidays on pupils' learning

Commentary

8. Pupils are interested in learning. They listen to their teachers carefully and work hard on their tasks. For example, year 6 pupils improved their gymnastics skills because of the effort they made during their PE lesson. Even the youngest children sustain concentration for a good length of time and this helps their learning considerably. Children in reception listened attentively to their teacher when discussing clothes for different occasions and therefore made the correct choices for packing their suitcases 'to go on holiday'. These children are managing school routines well, they feel secure and as a result their behaviour is consistently very good.
9. Pupils throughout the school usually behave well. They respond positively to the very high expectations of good behaviour. Their relationships with others are good and children of all backgrounds play and work together harmoniously. Bullying is rare and pupils have confidence in the firm manner with which it is dealt. Occasionally, when not supervised by staff, pupils do not behave well. For example, some run in the corridors when they know they should be walking. The behaviour of a small number is unsatisfactory and this has a detrimental impact on their learning. However, the school does all it reasonably can to address their needs by planning specific strategies to improve their behaviour and providing extra adult support in lessons and at lunchtime. After taking all reasonable alternative action, the school excluded one pupil for a fixed period last year due to very poor behaviour.
10. Pupils' personal development is good. This is because of the strong emphasis placed on encouraging them to strive for high achievement and also to understand the responsibilities of living in a community, to learn to do the right thing and gain a cultural awareness. The school council and 'buddy system' help pupils to learn to take responsibility for decisions that affect them and to care for others. Pupils have an excellent appreciation of cultural traditions through work in subjects like geography where they learn about life in other countries and in RE where they gain an understanding of beliefs and the importance of festivals such as Eid and Easter. Art is used particularly well to broaden their cultural experiences. For example, pupils worked with an Indian artist decorating textiles for the 'Bollywood Exhibition'.
11. Attendance rates have dropped since the time of the last inspection when they were judged to be satisfactory. This is attributable to the large number of pupils who miss school for days of religious observance or go on extended holidays abroad. Every effort is made to discourage parents from taking their children on long holidays and a learning pack is always sent along to minimise the impact of their absence. Punctuality is unsatisfactory as too many pupils arrive late. For example, on Monday during the inspection (admittedly a wet day) only six pupils in a reception and year 1 class of over twenty were in school by the start of lessons at nine o'clock. Efforts to improve attendance, including first day contact with parents and carers, are good, but procedures to improve lateness are not as effective as they could be.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	School data	0.2
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

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	47		
White – Irish	4		
Mixed – White and Asian	3		
Asian or Asian British – Indian	159	1	
Asian or Asian British – Pakistani	14		
Asian or Asian British – Bangladeshi	11		
Asian or Asian British – any other Asian background	4		
Black or Black British – African	1		
Black or Black British – any other Black background	0		
No ethnic group recorded	2		

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 quality of education is **good**.

Teaching and learning

The overall quality of teaching is **good**. It is consistently good in the nursery and reception year. In years 1 to 6 teaching ranges from very good to unsatisfactory. Teaching of mathematics is good and sometimes very good.

Main strengths and weaknesses

- Teachers use a good range of strategies to help pupils to learn
- Support staff are used well, particularly to help pupils with learning difficulties and those in the early stages of learning English
- Pupils are well managed and teachers generally have high expectations of what they might achieve
- Homework is used well to support learning but there are weaknesses in the way work is marked
- Resources are generally used well but occasionally time is not used in the most efficient way

Commentary

12. All staff working in the nursery and reception year have a good understanding of how young children learn. Activities are made exciting and interesting so that children are keen to try new experiences and to gain confidence as learners. There is a good balance between adult-led activities and opportunities for children to make choices and to explore and learn independently. Adults use talk well to extend children's knowledge and use of English; bilingual support is very effective in helping children to be confident and to enhance their understanding.

13. In many lessons throughout the school, teachers use demonstration and explanation effectively. This is often the case in mathematics lessons throughout the school and in ICT lessons in years 3 to 6. Teachers' good subject knowledge leads to effective teaching and learning.
14. Work in withdrawal groups and targeted support in class lessons is helpful in enabling specific groups of children to participate in and benefit from lessons. Teachers work closely with their support staff so that pupils make good progress. For pupils with learning difficulties, specific areas for improvement and clear targets are identified so that children are clear about what they need to achieve. For pupils in the early stages of learning English, the support of EMA teachers and bilingual staff ensures that pupils understand their tasks and maintain a high work rate. As a result, pupils are well motivated, stay focused and are keen to learn.
15. Teachers have clear and consistent expectations of behaviour and pupils respond well. The vast majority apply themselves well to work in each lesson. When given the opportunity, pupils collaborate well in pairs or small groups; there is scope to use this strategy more to help them to help each other with their learning. In most lessons, teachers also have high expectations of what pupils might achieve. This is particularly noticeable in mathematics and is an important element in the improvement in standards. Just occasionally, work is not challenging enough for higher attaining pupils. Extension activities are planned, but sometimes the whole class starts at the same point when some pupils could begin immediately with the more challenging tasks. In some subjects, particularly in years 3 to 6, opportunities are missed to extend pupils' skills in writing. There is an over-use of worksheets; these might be helpful for pupils who struggle to write down their ideas but they limit the scope for reasonably competent writers to organise their work independently.
16. Homework plays an important part in pupils' good learning. The vast majority takes it seriously and activities such as reading regularly at home are having a positive impact on standards. Work in most subjects is regularly marked, but the marking is rarely evaluative and is not linked to pupils' targets so it is not clear how well they are achieving.
17. Resources are used well to support learning and make lessons interesting. In a science lesson, for example, the teacher had a good range of materials that are used for insulation. This was helpful in clarifying pupils' understanding of the importance of air in keeping things warm. In a reception class, the children's knowledge of place was extended by looking at a globe and identifying animals that live in cold climates. In a few lessons, the use of time could be sharper. Occasionally too much time is spent on one aspect of learning and sometimes introductions to lessons are over-long.

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (13%)	22 (55%)	12 (30%)	1 (2%)	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.

The curriculum

The school provides a **good** curriculum with many opportunities for enrichment. The accommodation and resources are satisfactory overall and are used effectively.

Main strengths and weaknesses

- Provision for curriculum enrichment is very good

- There are good arrangements to ensure that all pupils have access to experiences that meet their needs
- The provision for pupils' personal, social and health education is good
- There is good provision for pupils with special educational needs
- There is inadequate provision to support some aspects of physical development
- Pupils in years 1 and 2 have insufficient opportunities to use the computer suite

Commentary

18. The national curriculum is fully in place and pupils are receiving a broad education. Their learning is enhanced considerably because the school provides many additional opportunities to boost their basic skills and enrich their learning. A very strong emphasis is placed on developing pupils' language skills, particularly in the provision for reading. The involvement of many adults, including volunteers from the community and local businesses, provides pupils with many opportunities to read and talk about books. The range and quality of books has been improved since the previous inspection. There are two attractive libraries and pupils have a wide choice of books to interest them. This is resulting in improving the good levels of reading throughout the school.
19. Pupils' experiences are widened through special weeks, for example, where the focus is on history or geography. Involvement in initiatives such as the school sports co-ordinator partnership means that pupils benefit from additional experiences and outside expertise. Adults in school volunteer to provide various sports activities and music, gardening and games clubs. For the first time this year, a residential visit is planned so that pupils in year 6 can experience outdoor activities and extend their personal development. There is a good programme for personal, social and health education (see paragraphs 78 and 79).
20. Teachers and support staff ensure that all pupils benefit equally from the curriculum. Staff work very effectively in teams so that pupils are often supported in small groups to ensure their full inclusion. This includes pupils with special educational needs who also have tasks which are well suited to their needs. Children from Traveller families and those in public care have full access to all curriculum opportunities. The good number and quality of staff means that various small groups of pupils who are identified as needing extra help are able to receive it.
21. The accommodation is very spacious, providing many additional rooms which are constantly in use. Some very attractive classroom displays and features such as the quadrangle garden greatly enhance the learning environment. The new large computer suite is used well by pupils in years 3 to 6 but not in years 1 and 2 and this has an impact on their learning in ICT. The lack of a playing field and limited access to play facilities for children in the reception year impacts on the provision for physical education.

Care, guidance and support

Care for pupils is **good** and ensures they are happy and feel safe in school. Pupils are given **very good** guidance as a result of monitoring their work and are **very** involved in the work of the school.

Main strengths and weaknesses

- Pupils are well known and their progress is carefully checked
- Procedures to ensure health and safety are effective but some staff are not aware of child protection procedures
- Many good initiatives help pupils to feel well nurtured and supported
- Pupils' views are regularly sought and taken seriously

22. Teachers know their pupils well. Their progress is checked very carefully and work is adjusted to meet their personal needs. Assessment information is used well to target extra help for pupils who need it, but not always to provide extra challenge for more able pupils.
23. There is a good awareness of the need to ensure that pupils are working in a safe environment by carrying out the required checks regularly. All non-teaching staff have recently updated their first aid qualifications and meals supervisors make sure that any injuries during the lunchtime are reported to class teachers. Whilst most staff are aware of the school's arrangements for child protection, some meals supervisors have not had the required training. The deputy headteacher has a very good awareness of the individual needs of the small number of children in public care, checking their progress and working with other agencies to ensure their wellbeing.
24. A committed approach to working with community initiatives ensures that pupils are given good opportunities to make the most of their time at school. For example, the learning mentor* provides a very good first line of communication for families to help them get any medical or social help they need to ensure that their children are not missing out on their education. She has recently started a very popular breakfast club and will be accompanying pupils in year 6 when they go on their first residential trip.
25. Most children start nursery and reception with a good deal of confidence. This is because teachers and bilingual staff meet them and their families in the comfort and safety of their own homes and already know a lot about their needs when they first start school.
26. The school council provides very good opportunities for pupils to make their views known and pupils like the way it gives them the chance to have a say in making their school better. Having convinced the school that there is a need for more play equipment to make lunchtimes interesting, the councillors are now seeking pupils' views and deciding what should be bought.

Partnership with parents, other schools and the community

Partnership with parents is **very good** and links with the wider community are **excellent**. Both provide strong support for pupils. Links with other schools are **very good**.

Main strengths and weaknesses

- Very good strategies help parents become partners in their children's education
- Excellent use is made of resources within the community to support pupils' learning
- Parents are given good information about what their children are learning, but some published documents do not include all the required details
- Good links with the local secondary school ease transfer for pupils

Commentary

27. The school works very effectively with all parents. Most importantly, good communication is encouraged and plenty of formal and informal opportunities are provided for parents to find out how well their children are doing. A very good range of groups and workshops, particularly for children in the nursery and reception classes, helps parents find out about what their children are learning and how they can help them. For example, the early years club provides good quality resources which parents can borrow to support their child's learning at home. These programmes help parents to feel confident about the help they can give their children and also about their day to day dealings with the school.

* A learning mentor provides additional help for children and their families to enable them to benefit from the educational opportunities offered by the school.

28. Links with the community are excellent and make a sustained contribution to pupils' good achievements. The school capitalises on the expertise and goodwill available in the community very well and receives a high level of support from local organisations. For example, a local 'learning partnership' scheme helps the school to provide games and books which parents can borrow to take home and reading partners from a local business help improve pupils' reading skills. The City of Preston Excellence Cluster (COPEC) helps to provide the services of the learning mentor who works hard to provide support for the inclusion of pupils of all abilities, including those who are considered gifted and talented.
29. Parents are provided with good quality information about the school. Translations are always available for them. Termly class letters tell them what their children will be doing in school and set out requirements for homework and PE. Annual written reports are satisfactory, but do not share targets for improvement or development; some are also missing information about attendance, which is a legal requirement. The prospectus is well presented but both it and the governors' annual report are missing some required information. For example, details of how well pupils have done in the most recent standardised tests.
30. The school works very closely with the local secondary school to ensure that when pupils transfer to year 7 they are given the best possible opportunities to settle quickly and get on with their education. Membership of COPEC enables pupils to benefit from specialist teaching in PE and this is having a positive impact on their achievements. The partnership with Preston College enables the school to host valuable courses for parents including ICT, arts and crafts and English for Asian women.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good**. The leadership of the headteacher and senior staff is **good**. The school is **well managed** and runs smoothly. Governors give **good** support to the school and generally meet their responsibilities well.

Main strengths and weaknesses

- The headteacher gives strong educational direction with an emphasis on the raising of standards
- The school's self-evaluation procedures are good and information is effectively used
- There is strong team work and a very good commitment to equality of opportunity
- The governing body gives good support and works well with the headteacher to shape the direction of the school
- A good start has been made to rearranging staff deployment
- Financial management is well organised

Commentary

31. The headteacher leads the school well. His hard work and determined approach to improving the work of the school are having a positive impact. Relationships are good, with all staff giving careful attention to the needs of the pupils to ensure equality of opportunity. Similarly, pupils care well for each other and there is a positive ethos throughout the school. The headteacher and staff have successfully created an enthusiasm for learning in pupils and, as a result, they achieve well.
32. The school development plan gives a clear direction to school improvement. All staff and governors work together to determine the priorities for attention and action to be taken. Progress in the plan is closely monitored and evaluated. The school monitors and evaluates its work rigorously and this ensures that there is a good awareness of the areas requiring attention. The quality of teaching has improved as a result of the effective monitoring and evaluating of lessons. Teachers have benefited from constructive feedback and targeted training covering particular aspects of the curriculum. For example, most teachers are now much more confident and skilled in teaching ICT.

33. Assessment procedures are good. Performance in tests is carefully analysed and this ensures that pupils' progress is tracked throughout their time in the school. Information gathered on individuals and different groups of pupils is used to plan support and intervention, but not always to extend the more able. The support given to pupils with English language skills at an early stage of development and those with special educational needs is well organised; as a result, they make good progress.
34. The governing body effectively supports the headteacher and staff. Although there are some minor omissions in the governors' annual report to parents and the school prospectus, governors carry out their duties well. They monitor the work of the school closely and have a good awareness of its strengths and weaknesses.
35. The good level of staffing has enabled a positive start to be made to reorganising the workload of staff. Tasks have been examined and allocated appropriately to accommodate new legal requirements.
36. Financial management and control are good. The very competent administrative staff work well with the senior management team to ensure that the budget is carefully monitored. The governors are very conscious of the effect a fall in numbers would have on the budget and have built up a reserve to accommodate problems that might occur in the future. Whilst this reserve is large, they have clearly identified, and planned for, the difficulties that would be encountered as a result of reductions in the level of staffing and the possible need for the school to fund EMA staff in the future.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	813,350
Total expenditure	761,484
Expenditure per pupil	2,625

Balances (£)	
Balance from previous year	116,525
Balance carried forward to the next	168,391

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The majority of children start nursery knowing very little English and around half have very limited skills in their home languages. Teaching is consistently good and as a result children make rapid gains in most aspects of learning. Provision has improved since the last inspection and is now good in most areas. However, there are still some shortcomings in the provision for physical development for reception children. In the areas of learning that are largely practical, many children are working at expected levels at the start of year 1. However, because so many are still in the early stages of learning English, few attain expected levels in areas that are very dependent on understanding of language.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are secure and many are confident in trying new activities
- Relationships with adults are very good
- Children begin to organise activities for themselves and often work with good concentration

Commentary

37. Well established routines and sensitive support from staff help children to settle readily into nursery. A very well organised range of practical activities engages children's interest and most are very eager to explore their surroundings and experiment with materials such as playdough. Most children learn to organise the equipment that they need and show a high level of interest in their tasks. Some children in the reception year show remarkable perseverance in practical activities and almost all show rapt attention when listening to a story. Most children readily approach adults and, particularly in the nursery, are very attracted to adult led activities. A minority in the reception year cooperates well with their peers, but many children still play alongside, rather than with, others. A range of experiences and well focused discussions encourage children to understand the needs of others. They also learn to appreciate special events; during the inspection, nursery children were tasting Chinese food and making lanterns in preparation for Chinese New Year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make very good progress in their speaking and listening skills
- Children enjoy stories and begin to understand the main features of a book
- Children make a start on writing but their skills could be further extended

Commentary

38. All staff pay very good attention to extending children's understanding and knowledge of language. Bilingual support is very effective in helping many children to communicate in their mother tongue and in English. Children in the nursery quickly develop a good understanding of questions or instructions and begin to use simple phrases to express their ideas. In the reception

year, most children use short sentences and some engage in a short discussion. Most children recognise their names and several make good attempts at writing them independently. By the start of year 1, most read some commonly used words and know the sounds that many letters make. Children learn to dictate sentences and copy an adult's writing and some higher attaining children begin to write independently. However, there are limited opportunities for children to experiment with writing and adults do not extend this aspect of literacy as much as they might.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve particularly well in their understanding of number
- A good range of practical activities promotes children's understanding of aspects such as shape and measure

Commentary

39. Many children develop very good skills in their recognition of number. Adults make good use of opportunities to reinforce knowledge of number in everyday situations, for example, by counting the number present at the start of the nursery session. Early skills are extended well in reception and teachers have high expectations of children's abilities to cope with mental calculations. In one session, for example, children were asked to work out first 'one more' and then 'two more' using random numbers between 1 and 10; many showed a good understanding of practical addition. Work with sand and water, and activities such as sorting objects, help children to understand mathematical ideas, but few have the vocabulary to describe shape or position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Interesting activities excite children's curiosity and interest in the world around

Commentary

40. A wide range of activities is carefully planned to encourage children to learn about early aspects of science, geography and technology. Daily use of a weather board and a visit to a local park supports observation of the environment and how it changes. Role play is very effective in helping children to learn about the world of work; nursery children enjoyed being at the 'hairdressers' and making frequent appointments for the nursery nurse to have her hair done! Children are introduced to the computer and learn how the mouse is used to give instructions or change images on the screen. Work often successfully links with other areas of learning such as literacy. During the inspection, reception children were introduced to animals that live in a cold country before listening to a story about 'Penguin Small' and making penguins. Many successfully used split pins to make their flippers move. The teacher used the opportunity to show the children the location of the South Pole on a globe; some were keen to find hot countries that their families had visited in the Indian sub-continent.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children develop good control of tools such as scissors
- Nursery children enjoy regular play in a well-equipped area, but reception children do not have access to this sort of facility

Commentary

41. Practical activities such as threading beads, cutting and sticking and model making help children to develop their finer skills. Many show good improvement, for example, in drawing with recognisable form. However, pencil control often remains weak despite regular opportunities for making and copying patterns. Nursery children have daily opportunities to practise their skills in climbing, crawling through a tunnel and controlling wheeled vehicles. Groups of reception children make some use of the nursery play area, but overall the opportunities for them to extend their skills are limited. There are timetabled PE sessions but overall the provision for physical development for reception children is limited. In movement lessons, children respond well to the music and try hard to follow the adults' good instructions and demonstration. Their control and confidence are very varied, however, and several lack awareness of space and of each other.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children develop good skills in representing their ideas and understanding in a variety of ways

Commentary

42. In nursery and reception, children learn to use a variety of techniques such as painting, printing and making collages. They enjoy exploring colour, shape and form; this was evident in the nursery as children made 'monsters' from large bags, tearing coloured tissue paper for the face and arranging black paper strips for hair. Staff are ambitious with some of the art activities that they introduce; children have had opportunities to make colourful fabric prints and an African patchwork quilt. Very little music was seen, but children clearly enjoy singing and one group use percussion instruments with great enthusiasm to frighten off the monster that kept appearing as they were told a story! Imaginative play is promoted well, but limited language skills means that it is difficult for many children to create a story or express themselves in role.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- There is a high awareness of the need to develop all aspects of pupils' skills in English
- Good provision for reading is promoting high standards
- Teaching of all aspects of English in years 1 and 2 is good; in years 3 to 6 teaching is satisfactory but pupils have insufficient opportunities to extend their skills in writing
- Assessment is good but the information is not fully used and teachers' marking does not always help pupils to see their progress

Commentary

43. The school has a clear focus on developing pupils' skills in English language. This is evident in the most successful lessons where teachers display key vocabulary, ensuring that the pupils can read and understand it. In a lesson with pupils from years 1 and 2, very effective work by teachers and a teaching assistant explored pupils' understanding of a range of basic words. They also discussed a range of alternatives, thus extending pupils' knowledge of key vocabulary. Pupils behave well in lessons and most listen attentively. This is because teachers use interesting materials and try hard to engage the interest of all. In most lessons, pupils are encouraged to answer questions in full sentences and on occasions read their work to the class.
44. The teaching of reading has been, and is, a high priority. It is taught well throughout the school. Pupils' progress is measured and recorded regularly so that they are being moved on continually. Teachers encourage the pupils to read, introducing them to a variety of books and authors so that many of them become enthusiastic readers. The involvement of many adults as listening and reading partners means that pupils are given a good amount of time and attention. By the end of year 2, pupils read confidently and with reasonable accuracy. Older pupils know that they must try to read with understanding and expression. This is resulting in high standards developing through the school. Year 6 pupils also read with confidence, showing good understanding of what they read. They enjoy books and discuss different stories and authors.
45. The need to improve the writing skills of all pupils is recognised. Various actions have been taken to address this and this is having an impact, particularly at the lower end of the school. Year 2 pupils write for different purposes. They recount stories such as Cinderella and write diary extracts and simple poems. Pupils begin to use dictionaries and try to spell words correctly. In some lessons in years 3 to 6, specific guidance on how to structure a piece of written work gives older pupils help with planning their writing in an organised way. In a very good lesson, year 4 pupils shared in writing and improving a short passage. Part of the story was read by the teacher, ending in a 'cliff-hanger' for the pupils to write the conclusion. There was a very purposeful atmosphere with the pupils applying themselves very well. The high expectations of the teacher and her very good rapport with the class ensured that very good learning took place. Overall, however, insufficient time is allocated for older pupils to write creatively or about matters of personal interest. The standard of their written work varies greatly; too many pupils still do not use basic punctuation regularly and a number of them still print their work. Many year 6 pupils are still unsure of the use of speech marks and paragraphs. Some pupils also appear to find the task of writing at any length somewhat laborious.
46. Reading records are very helpful. Teachers know how well their pupils are progressing in reading and set them further challenges. Writing is also assessed regularly and there are yearly tests for junior pupils. Results from these are used for setting targets for the following year. However, in some instances, the information is not used sufficiently to influence changes in grouping and in pupils' individual targets. For example, a year 6 pupil who had become a very competent writer was still in a special targeted group for extra support, although this was no longer necessary. Work is regularly marked. Teachers point out spelling errors and write encouraging comments, but miss opportunities to indicate how pupils might improve their work.
47. Good improvement has been made in provision since the previous inspection. The wide range of books and the large numbers of adults involved are promoting enthusiasm for the language and raising achievement. The subject co-ordinator works hard in this respect. However, the monitoring of work in years 3 to 6 is not sufficiently rigorous so that the variation in the quality of experiences in these years is not being noted and addressed.

English across the curriculum

48. Pupils use their good reading skills in many aspects of their learning. For example, year 6 pupils carried out research before planning to make bridges in design and technology. Writing, however, is not promoted well enough in other subjects. Opportunities are missed, in subjects such as history and science to reinforce and extend pupils' experiences in writing. In addition,

whilst handwriting is generally neat in English books, skills are not transferred to other subjects and presentation is sometimes untidy.

MATHEMATICS

The overall provision for mathematics is **good**.

Main strengths and weaknesses

- Teachers' expectations are high and pupils achieve well
 - Planning is good and adapted appropriately to meet pupils' needs
 - Teachers use support staff well
 - Marking needs to be more consistently used to inform learning
49. In the past few years standards have risen and pupils achieve well. Overall, teachers have high expectations and the pupils are very enthusiastic about mathematics. They are well behaved and willing to learn. They listen carefully to instructions and work well together, sharing ideas and using resources confidently and sensibly and in general spend the majority of their time on task.
50. Teaching is good and sometimes very good. The lessons are well planned and adapted appropriately to meet the needs of the pupils, taking account of their abilities and language requirements. Able pupils in year 2 read, write and order three digit numbers accurately. Year 6 pupils suggest a range of strategies to divide a three digit number by a two digit number. They apply a range of methods to a series of problems and carry out calculations with increasing accuracy. Teachers make good use of opportunities to develop pupils' understanding of mathematical language. In a very good lesson on addition and subtraction, the teacher reinforced vocabulary successfully by rephrasing explanations and encouraging pupils to read questions aloud.
51. Support staff make a very positive impact on what pupils learn and achieve. They work in close partnership with teachers and are well informed. They have appropriate expectations of the pupils in their care, both in terms of behaviour and their learning.
52. Although there is some evidence of the use of assessment to guide marking and feedback to pupils, this approach is not used consistently throughout the school. Pupils are not always clear how well they have achieved or what they need to do to improve.
53. Overall the subject is well managed. The national numeracy strategy has been embraced by the school and this is having a positive impact on teaching and thereby the pupils' learning. Monitoring is regularly carried out by the co-ordinator. The focus has been on the quality of the teaching and this has resulted in improvements being made.

Mathematics across the curriculum

54. Satisfactory use is made of pupils' numeracy skills across the curriculum. In science, for example, they measure and record the results of experiments.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils make good progress and achieve well
- Pupils' ability to devise and carry out their own investigations is limited because insufficient attention has been given to this aspect of the subject

- Teachers give good attention to developing pupils' understanding of specific scientific vocabulary
- The quality of marking is inconsistent
- Good use is made of mathematical skills and ICT to support learning in the subject

Commentary

55. Pupils develop a satisfactory understanding of science as they progress through the school. Considering their low starting point, pupils make good progress and achieve well because teaching is effective. By the end of year 2, standards are similar to the national average. Pupils in years 1 and 2 have a reasonable understanding of a wide range of topics and the importance of making tests fair. By the end of year 6, standards are below the national average because, until recently, insufficient attention has been given to developing pupils' investigative skills. Although the amount of practical work has increased, much of this is teacher directed and pupils are given insufficient opportunities to use their own ideas to plan and carry out investigations.
56. Teaching is satisfactory overall and good in a third of the lessons. Teachers prepare their lessons well and ensure that work builds on previous learning. They work hard to overcome the problems many pupils encounter with the English language by giving good attention to scientific vocabulary in lessons. Teachers explain ideas carefully and use targeted questioning well to make sure that pupils know what they are going to do and what they are going to learn about. Pupils are consequently attentive, generally very enthusiastic about the subject and keen to learn. Teachers use support staff effectively and as a result both pupils with special educational needs and those with English as an additional language achieve well.
57. Teachers give satisfactory attention to developing pupils' ability to record their work using an appropriate scientific method, but this often results in similar work for pupils with differing capabilities. The marking of pupils' work is inconsistent and often fails to make comments that would develop pupils' understanding or stress the importance of presenting their work tidily.
58. There have been some improvements since the last inspection. Standards in years 1 and 2 have improved and there is more support for teachers' planning that is based on national guidelines. However, standards at year 6 are not as high because pupils are still given insufficient opportunities to plan and carry out their own experiments. The recently appointed co-ordinator is aware of these issues and a start has been made to address the situation, but it is too soon to determine the impact of the changes being made.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** in years 3 to 6 but **unsatisfactory** in years 1 and 2.

Main strengths and weaknesses

- Standards in years 3 to 6 have improved but in years 1 and 2 are still well below average
- Teaching in years 3 to 6 is good overall
- Resources have improved and are now good
- ICT is used well to support other subject areas

Commentary

59. Standards are higher than at the previous inspection. By the end of year 6, standards are close to the national average. Most pupils use computers with appropriate levels of skill. They access programs with ease, create graphic designs, change the layout, font and style of their work and add labels, pictures and diagrams confidently. Pupils use spreadsheets, saving their work to disk for future use, and they use desktop publishing well when producing a school newspaper. Their skills in multimedia presentations and control are less well developed, although there is

planning for work in these areas later in the year. Standards have not improved to the same extent in years 1 and 2. By the end of year 2, standards are well below average. Pupils have low-level skills because of their very limited access to computers. Whilst the pupils in years 3 to 6 benefit from timetabled sessions in the well-equipped computer suite, this is not the case in years 1 and 2. This is limiting the progress made by pupils in these years.

60. There has been a marked improvement in resources since the last inspection. The well-equipped computer suite now enables pupils to have good access to a computer and this has aided the development of skills in years 3 to 6. The school has benefited from an effective partnership with Preston College, which, together with other in-service training, has raised the level of skill of many teachers. There is now clear guidance for teachers which specifies what is to be taught in each year and published materials have been purchased that give good ideas for the teaching of each topic.
61. Teaching and learning in years 3 to 6 are good. Most teachers now have a reasonable level of subject expertise and confidence. Teachers make effective use of the inter-active whiteboard and demonstrate activities to pupils confidently. Lessons are well planned with teachers maintaining a good balance between formal instruction and time to allow pupils to practise skills. Teachers make lessons interesting and tasks challenging with the result that pupils enjoy their activities. Pupils' enthusiasm for the subject is good and they maintain a good level of concentration when working at a computer. In years 1 and 2, teachers do not display the same level of confidence and pupils consequently make slower progress.

Information and communication technology across the curriculum

62. ICT is used well to support other areas of the curriculum. For example, in a year 6 lesson, pupils' knowledge of the work of Matisse was enhanced by using a program to imitate his style and create graphic patterns. In a lesson with year 4, the teacher linked the development of ICT skills in cutting and pasting text with work in literacy. In science, the effective use of computers enabled pupils to develop understanding of circuits by interchanging resources using the *Virtual Experiments* program.

HUMANITIES

63. No lessons were seen in history and only one in geography and it is not possible to judge the quality of provision. Inspectors looked at teachers' planning for these subjects and samples of pupils' current work and work from last year.
64. In **history**, teachers plan lessons carefully and ensure that the requirements of the curriculum are met. Use of a range of photographs and artefacts helps to bring the subject alive. Pupils develop a satisfactory understanding of people and events from the past and learn to compare this with their own lives. For example, year 6 pupils study the life of a child in Victorian times and compare this to their own experience. Pupils in year 2 have a reasonable understanding of the lives of Mary Seacole, Florence Nightingale and Samuel Pepys and events such as the Great Fire of London.
65. The majority of pupils' work shows an emphasis on developing their knowledge; less attention is given to developing research skills. Whilst there is some evidence of pupils using the Internet and using census forms to gather data on child deaths in Victorian times, this is not a strong feature of the work. Opportunities are missed to extend pupils' writing skills because much of the work is on worksheets or involves copying pieces of information.
66. In **geography**, pupils experience a broad and balanced curriculum. In year 2 work is matched to the pupils' levels of understanding and they make progress in their learning. For example, pupils match objects on a plan and move on to looking at objects from above and drawing what they

see. Last year pupils covered some interesting work on China. At the beginning of the topic, pupils recorded what they already knew and would like to find out about the country. At the end, pupils had learned about some of the different types of food eaten by Chinese people and their religious customs. In year 6, good use was made of ICT to support research and contribute to a class book on Australia. Pupils used the information they collated as the basis of articles about housing, tourism and changes in the lifestyle of Aborigines.

Religious Education

Provision in religious education (RE) is **good**.

Main strengths and weaknesses

- The school provides an interesting and stimulating programme of learning
- Pupils throughout the school achieve well and acquire positive attitudes to different world faiths
- The subject is well managed and makes a good contribution to pupils' personal development

Commentary

67. Standards are in line with the expectations of the locally agreed syllabus. This is a similar situation to that found in years 1 and 2 at the previous inspection but indicates slightly lower attainment in years 3 to 6. Weaknesses in the written work of pupils in years 3 to 6 limits their abilities to show what they have learned in RE.
68. Only two lessons were observed, but in both of these pupils displayed a lively enthusiasm for the subject and good awareness of the similarities and differences in features of different faiths. In a lesson with year 2, pupils showed a good understanding of signs and symbols of Judaism and compared these to those in their own faith. In a lesson with year 6, pupils enthusiastically discussed the similarities of features of Islam and Christianity and showed a good understanding of the five pillars of Islam.
69. Other evidence indicates that pupils make steady progress throughout the school and that achievement is good. Much of the work for years 1 and 2 is based on discussion and there is limited written work. This is extended for older pupils with information from discussion being used as the basis for some recorded work. Overall, the work covered develops pupils' knowledge and understanding of beliefs and moral values well and makes a positive contribution to their spiritual and cultural development.
70. The curriculum is well planned with clear guidance on the topics to be covered in each year. Visits to the local mosque and churches, together with visits from representatives from a range of faiths, enriches the curriculum and develops an enthusiasm for learning in pupils. The co-ordinator manages the subject well and has a clear view of strengths and weaknesses based on lesson observation and the monitoring of pupils' work. This enables her to draw up an action plan for future development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No **art** lessons were seen but work on display and photographs shows that pupils have very good opportunities to learn a variety of techniques and to use a wide range of media. Many learn to work with good attention to fine detail; this was evident, for example, in careful studies of irises using pastels. Pupils work in the style of a wide range of artists including Klee, Picasso and Hockney. Striking landscapes in mixed media resulted from studying the work of Clarice Cliff. Work with visiting artists makes a very good contribution to the curriculum and pupils' work has been displayed in a local gallery. A recent project with other local schools has involved pupils in silkscreen printing to represent the symbols of a church, temple and mosque. The subject

makes a very good contribution to pupils' cultural development. Pupils have created a rainforest banner and paper sculptures based on African masks, studied Aboriginal art and Indian miniatures and made three dimensional 'dreamcatchers' in the style of native Americans. Art has been used effectively as a vehicle for whole school projects on the theme of sculpture, collage and portrait.

72. Pupils in year 6 explained clearly how they plan and design projects in **design and technology (DT)**. They explained that they are taught basic skills, for example in joining materials in different ways. The 'winders' constructed by year 2 pupils were of differing designs and showed good quality of construction. They had been compared and evaluated for different attributes.

Physical Education

Provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- The curriculum is good and extended well by the use of outside expertise
- Pupils enjoy PE but their general level of skills is below average

Commentary

73. Pupils have the opportunity to play a wide range of sports including cricket, netball, basketball, rounders and football. The lessons seen during the inspection indicated that teaching is at least satisfactory.
74. Pupils generally behave well during lessons. They listen attentively to instructions and are aware of the need to work safely together. Lessons proceed at a brisk pace as teachers have appropriate expectations for sensible behaviour. However, although the majority of pupils participate enthusiastically, their skills are not well developed. Year 2 pupils, for example, found difficulty in moving in a controlled way as they tried to make zigzag patterns during a dance lesson. Year 6 pupils also had difficulty in controlling and linking movements in a gymnastics lesson.
75. In the best lessons, activities are well planned and teacher expectations are high. Effective use of demonstration by pupils and teachers has a positive impact on learning. Very good use is made of outside agency support. In a very good lesson on introduction to flight in gymnastics with year 6, a specialist teacher was able to share her own good skills and this ensured that pupils tried really hard. Very good attention was paid to extending pupils' subject knowledge, for example, by drawing attention to the muscles being used as they worked.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- There has been an improvement in provision since the previous inspection
- Pupils enjoy singing but opportunities are missed to extend their appreciation of music

Commentary

76. Planning shows that pupils receive a suitable curriculum and a music specialist has been appointed recently. The two lessons observed during the inspection comprised mainly of singing. The majority of pupils clearly enjoy the variety of songs that they learn. Older pupils listen well and try hard to follow the lead set by the teacher. With practice, they pitch notes accurately and adjust the volume as necessary. Year 4 and 5 pupils worked hard in the lesson to clap to the pulse, although some of them found this difficult. Pupils in years 1 and 2 tended to shout at times, not listening to each other. A few of them ignored the teacher and lacked self-control when playing untuned percussion instruments.
77. In assemblies pupils show their enjoyment in singing and participate with gusto but also tunelessly. At these times opportunities are missed for pupils to listen to and appreciate music as they enter and leave.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Provision in personal, social and health education (PSHE) is **good**.

Main strengths and weaknesses

- All pupils benefit from regular circle time and PSHE lessons
- There is a structured programme of work from the nursery to year 6

Commentary

78. Only two lessons were observed, therefore no judgement can be made about teaching and learning. However, all pupils benefit from regular lessons dedicated to their personal, social and health education and from circle time, during which they are given the opportunity to discuss their feelings with their teachers and peers.
79. Pupils learn about their role in a community through the school council and buddy programme and about the importance of keeping healthy. They find out about the dangers of substance abuse by participation in a local project, which involves children and parents in learning about the dangers of drug abuse. Governors have decided that sex and relationships education will not be provided and have published this policy in the prospectus.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
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).

