

INSPECTION REPORT

**TRINITY ST MICHAEL'S VA CofE/METHODIST
PRIMARY SCHOOL**

Croston

LEA area: Lancashire

Unique reference number: 131309

Headteacher: Mr N Norcross

Lead inspector: Mr A Markham

Dates of inspection: 28 - 30 June 2004

Inspection number: 258238

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: Voluntary Aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 210

School address: Out Lane
Croston
Leyland
Lancashire
Postcode: PR26 9HJ

Telephone number: 01772 600379
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Appropriate authority: Governing body
Name of chair of governors: Mr J Rigby

Date of previous inspection: 1 – 4 June 1998

CHARACTERISTICS OF THE SCHOOL

Trinity St. Michael's Primary School is about the same size as most other primary schools with 210 boys and girls aged 4 -11 years. Currently about 1.9 per cent of pupils are in receipt of free school meals, which is lower than most other schools. The proportion of pupils with special educational needs is below what is usually found. The percentage of pupils with a statement of special educational needs is in line with national figures. The school has no pupils for whom English is not the mother tongue and the proportion of pupils from ethnic minority groups is low. Mobility of pupils in and out of the school other than at the normal time of admission is below average.

The socio-economic circumstances of the school are better than elsewhere. The attainment of most pupils on entry to the school is average.

The school has Investor in People status and the Basics Skills Quality Mark.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1390	Mr A Markham	Lead inspector	Mathematics Art and design Physical education Personal, Social and Health education English as an additional language
9649	Mrs J. Smith	Lay inspector	
19709	Mrs J Fisher	Team inspector	English Information and communication technology Geography Special educational needs
17877	Mrs C. Ingham	Team inspector	Science Design and technology History Music Areas of learning in the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school that provides **very good** value for money. Pupils have very good attitudes to learning, achieve very well and attain high standards in English, mathematics and science because the teaching is very good. The headteacher leads the school very well and staff are a committed, hard working team who care for the pupils very well. Parents and pupils have very positive views of the school.

The school's main strengths and weaknesses are:

- Very good teaching creates very positive attitudes in pupils, who consequently attain high standards and achieve very well.
- The school is very well led and managed.
- Provision in the reception class is very good and children make a very good start to their learning.
- The curriculum is very good; it meets the needs of all pupils very well and is enhanced by a wide range of extra-curricular opportunities.
- The ethos of the school ensures that all groups of pupils are fully included in the experiences it offers - inclusion is very good.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- There is no dedicated outdoor play area for the children under five.

The school has made very good improvement since the last inspection. All the issues raised have been tackled successfully and standards have been maintained at a high level. The school has successfully raised the attainment of the higher attaining pupils in Year 2 in English, mathematics and science. The number of pupils achieving the higher level 3 is now very good overall. Provision in information and communication technology has improved. Teachers are now more confident when teaching the subject and computers are used effectively in other subjects. The quality of teaching has improved and pupils' attitudes and behaviour are very good. The accommodation is very good, the school now being sited in a pleasant new building.

STANDARDS ACHIEVED

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

*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.*

Achievement is **very good**. Children in the reception class make very good progress and by the time they enter Year 1, many attain standards above those expected in the six areas of learning. Pupils in Years 1 and 2 make very good progress and achieve very well. Performance in tests at Year 2 has been high over the last three years and in 2003 was well above national averages in reading, writing and mathematics. Inspection evidence indicates that the current Year 2 pupils are achieving standards that are well above average in mathematics and above average in speaking and listening, reading and writing. In Years 3 to 6 pupils continue to

achieve very well. Performance in tests in English, mathematics and science at the end of Year 6 has been very good over the last four years and has generally compared well with that in similar schools. In 2003 standards were well above average in all three subjects and a high proportion of pupils attained the higher Level 5. The present Year 6 pupils are attaining standards that are well above average in English, mathematics and science. Standards in information and communication technology have improved and are above those expected. Standards in other subjects are generally above those expected.

Pupils' personal qualities are **very good**. They relate very well to one another and to the adults in the school. Their spiritual, moral, social and cultural development is **very good**. Pupils behave very well in lessons and around the school. They have very positive attitudes towards their work and enjoy coming to school. Attendance is very high.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. Teaching and learning are **very good**. Examples of very good lessons were seen throughout the school and there is some excellent teaching in the reception class and Year 5. Teachers have very good subject knowledge and very high expectations of standards and behaviour. They plan their lessons very well and use an effective range of teaching strategies to make lessons interesting so that pupils enjoy their learning and work hard. Assessment procedures are very good, but marking does not always give pupils clear pointers for improvement.

The curriculum is very good. It is well organised and benefits from very effective links with the local community. A wide variety of school visits and visitors, and a very good range of extra-curricular activities enrich pupils' experiences and motivates them as learners. Provision for children in the reception class is very good. Good attention is given to the development of basic skills in English and mathematics, but the school also ensures that the arts are developed well. The school cares for its pupils very well and very good assessment arrangements are in place for ensuring that their progress is carefully monitored. Support staff are used very effectively to ensure that the differing needs of pupils are catered for and equality of opportunity is consequently very good. The links with the nearby secondary school are very good and pupils are supported well as they go on to their next school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The headteacher is a driving force behind the school's excellent level of commitment to inclusion. His motto 'Only the best will do' is reflected in all the school's work. He presents a very positive role model, motivates staff well and has created a committed team approach within the school. He is well supported by the deputy headteacher and senior staff. The governing body is supportive and fulfils its statutory responsibilities very well. Governors are committed and enthusiastic and have a very good awareness of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are extremely pleased with the quality of education that their children receive and feel strongly that the staff expect their children to do their best and that, as a result, they make very good progress. They particularly like the arrangements that are made to help their children settle when they first start school. The pupils have very positive views about the school and enjoy taking on responsibility. They feel very confident that there is an adult they can go to if they are worried.

IMPROVEMENTS NEEDED

There are no significant areas of weakness, however, the most important things the school should do to improve, which are already included in the school improvement plan, are:

- Maintain the very good provision in order to further raise the high standards achieved by pupils.
- Develop a dedicated outdoor play area for children under five.
- Ensure that a more consistent approach is made to the marking of pupils' work in order that it gives pointers for development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall standards in the school are **well above average**. Achievement throughout the school is **very good**. By the end of Year 2, standards are above average in reading and writing and well above average in mathematics and science. By the end of Year 6, standards are well above average in English, mathematics and science.

Main strengths and weaknesses

- Achievement throughout the school in English, mathematics and science is very good; children enter the school with average levels of attainment, and greatly exceed national levels by the time they leave.
- Children make good progress in all areas of learning in the reception class and achieve well. Their attainment by the time they enter Year 1 is above average.
- Standards have generally been maintained at a high level in national tests over the last four years.
- Standards in information and communication technology, geography, history, art and design and design technology are all above average.
- Pupils with special educational needs make very good progress and achieve very well.

Commentary

1. Performance in tests has been very good over the last four years, both at Year 2 and Year 6, with significant improvement in the number of pupils attaining higher levels. This is a result of very good teaching and strong leadership that has focused upon improving standards. The provision of extra support for pupils and very good assessment procedures have had a positive impact on the standards achieved. In 2003, test results at the end of Year 2 were well above average in reading, writing and mathematics with a high proportion of pupils achieving the higher Level 3. Teacher assessments indicate that all pupils achieved the expected level in science. In the same year, the test results of pupils at the end of Year 6 were also well above average in English, mathematics and science with well above average numbers achieving the higher Level 5. The school successfully achieved the targets it had set for attainment at both Level 4 and the higher Level 5. In comparison with similar schools performance over the last four years has varied, but has generally been well above average. This good performance in tests is reflected in the average points score tables below.

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

Standards in:	School results	National results
Reading	17.6 (18.1)	15.7 (15.8)
Writing	16.3 (15.6)	14.6 (14.4)
Mathematics	18.1 (18.6)	16.3 (16.5)

There were 30 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	28.8 (29.6)	26.8 (27.0)
mathematics	29.2 (28.5)	26.8 (26.7)
science	31.2 (31.5)	28.6 (28.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

2. When children join the school in the reception class attainment varies, but overall is average compared with that expected for children of this age. Because of the very effective teaching they receive, children make good progress in all areas of learning and, by the time they enter Year 1, most have exceeded the expected standards in all the areas of learning.
3. Pupils make good progress and achieve well throughout the school because there is a very positive learning ethos in the school. Pupils consequently have very good attitudes to learning. The standards being attained in mathematics and science by the present group of Year 2 and Year 6 pupils continue to be well above average. Standards in English are above average by the end of Year 2 and well above average by the end of Year 6. The attention given to the development of the basic skills in English language and literacy enables pupils to access the wider curriculum well and to make good progress. Pupils have good mathematical skills and use these well across the curriculum. They have a good understanding of scientific methodology and their knowledge of a wide range of topics is very good.
4. In subjects other than English, mathematics and science, pupils reach standards that are generally above those expected and achieve well. In the inspection, no difference in achievement between boys and girls was noticed. Since the last inspection there has been a good improvement in the standards pupils attain in information and communication technology (ICT), standards are now above average. Pupils show well-developed skills and use ICT in other subjects effectively. The school has invested well in ICT resources and training for teachers and teaching assistants and their improved expertise has resulted in the good standards seen.
5. There is a determined approach to improving standards and the school works hard to ensure that the differing needs of pupils are met. Careful attention is given to meeting the needs of pupils with special educational needs and gifted and talented pupils. Good provision is made for the small number of gifted and talented pupils who have been identified and consequently they achieve well. Teaching assistants are used very effectively to support those pupils with special educational needs and, as a result, these pupils make good progress and are achieving very well in relation to their prior attainment.

Pupils' attitudes, values and other personal qualities

The school promotes personal development very effectively. As a result, pupils' attitudes, behaviour and the development of their personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Pupils' enjoyment of school is reflected in their **very good** attendance and punctuality.

Main strengths and weaknesses

- Pupils' very positive attitudes and their very good behaviour promote very effective learning.
- A strong Christian ethos provides pupils with a firm bedrock of spiritual and moral values.
- Relationships throughout the school are very good and the school forms a very harmonious community.
- The school is working effectively to help pupils learn about other cultures.
- Attendance is well above the national average.

Commentary

6. The school provides a very orderly, happy and purposeful learning environment. Children in the reception class are highly motivated by the lively and challenging teaching they receive. Pupils throughout the school are keen learners, work hard in their lessons and frequently get totally absorbed in their tasks. They take pride in ensuring that their work is well presented. Pupils also participate enthusiastically in all the clubs and other out of school activities which the school provides. Teachers have very high expectations of good behaviour and pupils have a good level of self-discipline. Pupils' enjoyment of school is the main reason why attendance and punctuality are so good. In the words of one parent "my child can't get here early enough".
7. All pupils in the school are made to feel special and valued members of a Christian community. As a result they grow in self-esteem and self-confidence and learn to value and appreciate others. The school's Christian ethos permeates all aspects of the school's work and is powerfully conveyed through the daily act of worship. For example, in one assembly, younger members of the audience were riveted by the lively telling of a tale about Mr Frog and Mr Mouse throwing pebbles into the sea, but at the same time all pupils were being taught in a very graphic way that each individual is different but special.
8. Pupils' pupils' personal, social and emotional development is very good. The very good relationships, which exist throughout the school, help to make pupils feel cared for and secure. Pupils are very friendly and courteous to adults and are very appreciative and caring of each other. They often burst into spontaneous applause in lessons if a fellow pupil has achieved something special. Children in the reception class are on course to meet, and many will exceed, the early learning goals for personal and social education by the end of the Foundation Stage. Parents and pupils agree that incidents of bullying are infrequent and that if they do occur the school deals with them very effectively. There have been no exclusions.
9. The school promotes pupils' spiritual, moral, social and cultural development highly effectively through its rich curriculum, high quality displays and very good assemblies. Pupils demonstrate helpful, caring attitudes towards others' difficulties and a clear awareness of the difference between right and wrong. They are generous in their charitable fund-raising activities. The school is very aware that, because of their background, pupils have little experience of life in multi-cultural Britain. It is working hard to provide opportunities for pupils to learn about other peoples and cultures. Regular visits from people and artists from different cultures and also from different Christian cultures help to widen pupils' experience and understanding of these. The school has established a good link with a school in Preston which has mainly ethnic minority pupils and this is a broadening experience for Year 4 pupils. Year 6 pupils learn about European cultures through the language teaching they receive as a result of the close link with the nearby secondary school.

Attendance

Attendance in the latest complete reporting year (96.9%)

Authorised absence	
School data	3.0

Unauthorised absence	
School data	0.1

National data	5.4
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Teaching is very good and an enriched curriculum is provided. Pupils are cared for very well by staff. There are very good links with parents, the community and other schools.

Teaching and learning

The quality of teaching is **very good overall**. Pupils' learning is **very good**. Pupils are enthusiastic learners and make good progress throughout the school. Formal assessment procedures are very good.

Main strengths and weaknesses

- Teachers' subject knowledge is very good and lessons are well planned with tasks that interest and engage pupils very well.
- Teachers manage their classes well and have very high expectations of pupils' behaviour.
- Formal assessment procedures are very good, but marking does not always give pupils guidance on how they can improve.
- Teachers ensure equal opportunity for all pupils by planning tasks that are appropriately challenging and making very good use of teaching assistants.
- The pace of some lessons slows.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (7%)	13 (43%)	11 (37%)	4 (13%)	0	0	0

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

Commentary

10. Teaching has many strong features. Teachers demonstrate very good subject knowledge and their explanations are lively and stimulating, which successfully develops an enthusiastic response from pupils. Lessons are well planned and work is very well matched to pupils' abilities so that all pupils are fully included and achieve well. In nearly all cases teachers explain the objectives of the lesson to pupils in order that they develop a clear understanding of what they are to learn. In the particularly good lessons these objectives are returned to at the end to enable pupils to evaluate their progress. These well-organised approaches result in pupils developing a good understanding of the topics being taught. Teaching is particularly effective in the reception class and in Year 5. In these classes teaching is exciting, a rapid pace is maintained and the teachers have an excellent understanding of the needs of their pupils. As a result, the children in these classes achieve particularly well and attain high standards. Although in general the pace of lessons is very good, in a few lessons it slows and this results in less successful learning.
11. Teachers' give a high emphasis to the teaching of the basic skills in literacy and numeracy and, as a result, pupils make very good progress in these subjects. They make good use of resources to ensure that tasks are interesting and challenging and links with other subjects are used effectively. They create exciting, stimulating learning environments so that pupils are well motivated and keen to learn.
12. Teachers know their pupils well and work hard to ensure equal opportunity. They use targeted questions to monitor pupils' understanding during lessons and, in the better lessons, adapt their approach accordingly if pupils are having difficulty. Formal

assessment arrangements are very good, the information obtained is used to set targets for pupils and their progress is carefully monitored. However, the marking of pupils' work does not always focus on these targets and give pupils pointers for development.

13. Teaching provision for pupils with special educational needs is very good with very effective use being made of teaching assistants in lessons. Teaching assistants have good relationships with pupils and support them very well individually or in groups so that they can make good progress and achieve well. The encouragement and opportunities given to all pupils are very good and result in standards, which are well above average. Homework is used well to reinforce and extend learning from lessons and pupils often bring work in from home to contribute to work in school.
14. Teachers have high expectations of pupils' behaviour and use a range of strategies to foster learning and develop pupils' social skills. For example, pupils cooperate well when given opportunities to work in pairs and groups in lessons such as science and ICT. The atmosphere in lessons is very good with pupils working well together and having very positive and enthusiastic attitudes to their learning. This successfully creates a very effective learning atmosphere in the school, and pupils enjoy their lessons and work hard.

The curriculum

The curriculum is **very good**. The range and quality of extra curricular activities is **very good**. The accommodation and learning resources are **very good overall**, but there is no secure outdoor play area for children in the reception class.

Main strengths and weaknesses

- The school provides a very well planned and stimulating curriculum within and beyond the school day and which fully meets statutory requirements.
- The ethos of the school ensures that all groups of pupils are fully included in the experiences that it offers.
- The curriculum in the Foundation Stage is very good.
- The provision for both special educational needs and personal, social and health education is very good.
- A very wide range of extra-curricular activities enriches the curriculum.
- Links to support learning outside the school day are very good.
- The quantity and quality of resources are very good and meet the needs of the curriculum well.

Commentary

15. The success of the curriculum is based on the very strong leadership of the headteacher and subject coordinators and profitable in-service training, which has given the staff the opportunity to develop and share their knowledge and expertise. This has resulted in very good teamwork and a well-planned curriculum, which meets the needs of all pupils very well. The imaginative and sensitive delivery of the curriculum, both within and beyond the school day, brings excitement and challenge to learning, extends pupils' skills and raises their self-esteem. Due emphasis is placed on literacy and numeracy and many effective links are made between subjects. These factors stimulate all pupils'

learning and contribute to the high standards of achievement. The curriculum has improved well since the previous inspection.

16. Close attention is given to ensuring equal access to the curriculum for all pupils. This begins in the Foundation Stage where the curriculum is very good and a wide range of stimulating and exciting activities engage children's interest very well. Throughout the school, teachers work very hard to involve all groups of pupils in the curriculum. Provision for pupils with special educational needs is very good. The learning needs of pupils are diagnosed and analysed from a very early age and careful attention is given to planning appropriate learning programmes for individual pupils. Teachers are very well assisted by the highly trained support staff and, as a result, pupils are supported very well and consequently make very good gains in their learning and achieve very well. Close attention is given to ensuring that the gifted and talented pupils who have been identified are given suitably challenging programmes of work.
17. Provision for pupils' personal, social and health education is very good, both in specific lessons and through work in other subjects. In Years 1 to 6, pupils experience a very good range of well-planned opportunities including drugs and sex education, which are well covered and dealt with by the school. Pupils work collaboratively and independently in lessons and class discussions develop their understanding of themselves, relationships and the world around them.
18. A very wide range of interesting and exciting opportunities enriches the curriculum. The quality of regular visits, including a residential visit to Winmarleigh by pupils in Year 6, helps to structure and enhance learning beyond the classroom. Pupils participate in a very wide range of extra-curricular activities varying from choir and drama, to clog dancing and sports. In addition, very good use is made of visitors to extend pupils' all-round education. The teaching of French as a result of the close links with the nearby secondary school further enriches the curriculum for older pupils. Links with the school's community through the performance of concerts and musicals, visits and visitors and the sponsored fundraising activities, all help to support learning beyond the school day.
19. The accommodation is stimulating and conducive to good learning. It is used very effectively and contributes very well to the quality of pupil's education. The school is aware of, and has immediate plans, to make secure the outside play area for the reception children. Resources are very good. The new ICT suite is a significant improvement in provision and is used effectively to enhance learning across the curriculum. The level of staffing is good. Much thought is given to the deployment of teachers and support staff and this is effective in contributing to the pupils' good achievement.

Care, guidance and support

The school provides **very good** care for pupils and **very effective** support and guidance based on the monitoring of pupils' achievement and personal development. Although there is no school council the school seeks out and responds to pupils' views **well**.

Main strengths and weaknesses

- All staff work very effectively as a team to ensure pupils' well-being and happiness.
- Health and safety procedures are very good.

- Arrangements for helping children to settle into reception and also for the transfer to the local high school are very good.
- Support for pupils with special educational needs is very good.

Commentary

20. Everyone in the school community works together to ensure that pupils are secure and well cared for. Pupils are very confident in turning to their teachers when they are upset or need help and the headteacher leads the way in the great care he shows for pupils as individuals. Parents express great confidence in the care that the school takes of their children and are delighted by the way in which the school makes each child feel special. The school has very good procedures for ensuring pupils' health and safety; for example, careful risk assessments are drawn up for all visits outside school and for any activities which might involve risk. There are effective procedures for child protection.
21. Parents value the school's very good arrangements to help their children settle in the reception class. Features of these arrangements include the very good links which exist between the school and pre-school providers and the good series of visits which the school arranges both for children and parents in the term before entry. There is also very friendly and regular communication between the reception teacher and parents and this helps parents to feel in touch and children to feel secure. The school has very well organised arrangements to ease the transition of Year 6 pupils to the nearby high school. In a sensitively handled Year 6 discussion session, pupils were given the opportunity to express their hopes and fears about their forthcoming move and ask questions of a group of Year 7 pupils who were present. The school's meticulous preparation of documentation also helps to secure a smooth transfer.
22. The school provides very good support for pupils with special educational needs and parents agree that as a result of this their children make very good progress. The school works very well with external agencies to provide specialist support when this is needed and keeps parents well informed about ways in which they can support their children.
23. The school listens and responds to pupils' views well. As part of its plans to develop the school grounds the school recently set up a democratically elected playground council in order to give pupils a voice in decisions. Pupils made many good suggestions, for example, on improvements to the quiet area, and these have been incorporated in the school's plans. The school is so pleased with the success of the playground council that it plans to introduce a school council next year. This would be a good means of further developing opportunities for pupils to exercise responsibility and for increasing pupils' sense of ownership in the school.

Partnership with parents, other schools and the community

Very good links with parents, the community and other schools make a significant impact on pupils' learning and personal development.

Main strengths and weaknesses

- The shared commitment of school and parents to work together forms the basis of a very effective partnership.

- The school keeps parents very well informed and parents value the good open communication between home and school.
- Parents provide the school with very good help.
- Strong community links add an extra dimension to pupils' experience.
- Very good links with other schools help to enrich the curriculum.

Commentary

24. Parents have enormous confidence in the school and the way it is led. They appreciate the school's commitment to working with parents and the systematic way that it works to promote the partnership. Parents are very appreciative of the very good channels of communication which exist and the way that the school responds to their suggestions and concerns. Informative newsletters are sent home weekly and each half term an information leaflet and timetable for each year group helps parents to be involved in their children's learning. The home school diary is an effective mechanism for enabling parents to be meaningfully involved in the homework that is set the pupils. Parents are kept well informed about their children's progress and targets through parents' evenings and the good annual reports.
25. The school welcomes and values the very good help which parents provide. Many parents, as well as grandparents and members of the community, help in the classrooms or with practical jobs. The Parents' Teachers' and Friends' Association plays an important role in both school and community by arranging well supported social and fund raising events.
26. The school plays an important role in the community and pupils benefit greatly from the many and varied community links built up by the school, including the close links with the foundation churches. Pupils enjoy maypole dancing at village events and take part in local festivals. A course on clog dancing taken by Year 6 pupils ended with a clog dancing festival. Pupils also carry out an annual river study of the river close by and plans for them to develop a marked trail in cooperation with the Parish Council are progressing well. The school is working closely with the Green Centre to raise funding for the development of the school grounds.
27. Close links with the high school to which pupils transfer add an extra dimension to the curriculum as well as helping pupils move on smoothly to the next phase of their education. Strong links with the eight local primary schools present pupils with many opportunities to take part in a variety of sports.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The governance of the school is **very good**; governors give very good support to the school and meet their responsibilities very well. The school is **very well** led by the headteacher, who has developed a strong sense of teamwork between staff, governors, pupils and parents. Management of the school is **very good**.

Main strengths and weaknesses

- The headteacher presents an excellent role model to staff and provides a very clear educational direction to the school.
- The deputy head and other senior managers support the headteacher very well.

- The school monitors and analyses its performance very well and the information derived is used well to inform actions in order to support school improvement.
- Governors are very committed and fulfil their responsibilities very well. They have a very good understanding of the strengths and weaknesses of the school.
- Performance management is used very well to support improvement.
- The school leadership is very highly committed to inclusion, promotion of equality and concern for the needs of individuals.
- Finances are managed effectively.

Commentary

28. The headteacher provides very good and enthusiastic leadership. He is committed to raising standards further, but is equally dedicated to providing an enriched curriculum and ensuring that the personal and social skills of all pupils are fully enhanced. He is a driving force behind the school's very high level of commitment to inclusion, promotion of equality and concern for the needs of individuals. He has a very clear vision for the future development of the school and his hard work and determined approach to improving the work of the school presents an excellent role model for staff. He is highly regarded by staff, governors, parents and pupils alike.
29. The headteacher is very well supported by the deputy headteacher and other senior staff. Relationships in the school are very good and there is a very committed team approach that creates a happy, hard working atmosphere. Whilst there is a determined approach to raising standards, emphasis is also appropriately given to ensuring that pupils are developed as responsible and caring individuals. This has created a very positive ethos throughout the school, which successfully enables all children to experience success and achieve their full personal, social and academic potential.
30. The school runs very smoothly because it is very well managed. Procedures for monitoring and evaluating the work of the school are rigorous and the information gathered is used effectively to plan action to further improve provision. As a result, the school improvement plan gives a clear direction to school improvement. Priorities for attention and action to be taken are clearly identified, and progress is closely monitored and evaluated. The quality of teaching has improved as a result of this process. Teachers have benefited from constructive feedback after lesson observations and the consequent targeted training covering particular aspects of the curriculum. For example, the teachers are now much more confident and skilled in teaching ICT. The school has been awarded the Investor in People award, and this is reflected in the well-organised procedures for reviewing and developing the performance of all staff. The particular skills and abilities of staff are employed effectively and a good start has been made to the requirement to remodel the workload of the workforce.
31. Leadership and management of the provision for pupils with special educational needs are very good. There is a clear vision of equality and inclusion for the pupils concerned, which is shared by governors, staff, parents and the other pupils. The provision for pupils in the Foundation Stage is very well managed. Routine administration is very effective.
32. Governance is very good. The governing body has a particularly wide range of expertise, including professionals from the world of education and other sectors. Governors carry out their statutory duties very well, monitor the work of the school closely and have a good awareness of its strengths and weaknesses. The chair of

governors keeps well abreast of pupils' progress at the school and meets with the headteacher on a regular basis. Other governors are linked to a subject and have meetings with subject coordinators to discuss progress in the subject. This ensures that they are well informed in order to both challenge and support the school, which they do very well.

33. Financial planning and control systems are good and spending is closely linked to priorities in the school development plan. The budget reflects the school's needs well. The last financial audit showed that the finances are well managed. The governors have clear plans for the use of the larger than usual carry over including the provision of a designated outdoor play area for the reception class. The school evaluates the cost-effectiveness of financial decisions in relation to the impact they have on pupils' learning and development. The principles of best value are effectively applied.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	500,539
Total expenditure	517,959
Expenditure per pupil	2,466

Balances (£)	
Balance from previous year	64,066
Balance carried forward to the next	46,646

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good** and is a strength of the school. When children start in the reception class their skills and knowledge are around average for their age, although there is a wide range of ability in this year's cohort. Children make very good progress in all areas of learning because the teaching is very good. There is a highly committed staff team including a nursery nurse and a special support assistant who make a significant contribution to the children's achievements. Very good assessment procedures are in place and all staff know the children well so that activities are always realistically challenging. A real strength in teaching is the very effective and imaginative provision of resources to support learning. They are always of high quality and frequently made by staff and parents. Activities are exciting for the children, good links are made across the areas of learning and no time is wasted in this lively classroom. As a result, the children achieve very well and attain standards above those expected in all the areas of learning.

The Foundation Stage is led by a very good teacher who has an excellent understanding of how young children learn. Much of her teaching and ideas are inspirational. Accommodation is good, but the outdoor area is not enclosed by fencing, although there are plans for this to be completed in the near future. Improvement since the last inspection is good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well and attainment is above that expected.
- Relationships are warm and friendly.
- Children have very high standards of behaviour.
- Very good teaching develops high levels of confidence, independence and enthusiasm for learning in children.

Commentary

34. By the end of the reception year most children attain standards above those expected and achieve very well because teaching of this area of learning is very good. The staff effectively develop the children's understanding that good behaviour is expected and provide activities that encourage them to work together and co-operate. This area of learning is central to the work in the reception class and contributes very effectively to the children's achievements in the other areas of learning. The reception classroom is an exciting environment with very well planned learning opportunities so that children are eager to try activities.
35. Confidence and independence in learning is well developed. The staff encourage the children to make their own decisions and persevere to overcome problems. A typical feature of the reception class is the way that groups of children, who are clearly good friends, enjoy working together. A good example was seen when a group worked

industriously together outdoors to create an impressive model of a village and a town and construct a train link.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- The rich and varied activities ensure children want to talk about them.
- Early reading and writing skills are developed well through purposeful tasks.

Commentary

36. The children attain standards above those expected and achieve very well because of the staff's purposeful and imaginative approaches to developing early language and literacy skills. Teaching and learning are very good and are underpinned by excellent relationships. The staff have considerable skill in engaging the children in early writing. In an activity in the school hall, effective use of the story of 'The Town and Country Mouse' and the children's holiday experiences, resulted in children writing a huge postcard. On returning to the classroom, the children were eager to write their individual postcards and showed good early writing skills. The very skilled use of resources, and setting learning in a context, totally captures the children's interest and attention and significantly impacts on learning. For example, children's speaking skills were developed well by playing with a model of an arctic region. They talked about the model enthusiastically and showed a good understanding of geographical vocabulary such as 'polar' and 'mountain regions'. Children's early reading skills are developed well. Their understanding of letter sounds is good. In an activity involving the packing of a suitcase, the teacher successfully developed the children's understanding of the 'ch' sound by presenting them with a wonderful range of objects to fill the case.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Mathematics lessons are very good with examples of excellence in teaching.
- The staff plan activities which are linked across the different aspects of mathematics.

Commentary

37. The children attain standards above those expected. They achieve very well because teaching is very good and they are presented with a wide range of activities which provide very good opportunities for them to solve problems and use their mathematical thinking and ideas. The children acquire a good level of understanding through the use of practical activities. Learning is improved because the staff support the children well and focus their attention on specific learning points. The linking of work to a theme such as 'pattern', reinforces the children's understanding well. This was very successful in one lesson when some children were engaged in creating symmetrical patterns in

different colours whilst others created patterns with numbers. The children's skills in number are given a high level of attention and the teacher takes every opportunity to relate this to real events. For example, in an excellent lesson, which followed the calling of the dinner register, the teacher very successfully developed the children's understanding of odd and even numbers.

Example of outstanding practice

Children's enthusiasm and ability to use mental skills were demonstrated when dinner registration showed 11 children wanted a school meal. The teacher's question, "What do we know about the number 11?" Resulted in hands shooting up. Answers included, "It's nine and 2", "It has 2 digits", "It has no doubles". A lively explanation of odd and even numbers was exemplified by successfully dividing groups of children. The teacher's, "What should we do with the extra child?" followed by a suggestion to cut the child in half, led to children learning that odd numbers cannot be divided equally. The teacher's warm and caring approach successfully developed excellent behaviour. The range of practical activities which followed were exciting, challenged all levels of ability and the organisation and management of the children was excellent. Pupils of higher attainment worked hard as 'number detectives' and discovered many facts about odd and even numbers when they were added together. Other children developed their understanding by sorting a huge range of socks into sets. Learning was extended outdoors where pupils of lower attainment used large blocks to make odd and even patterns. All children were totally engaged in their tasks throughout the lesson and achieved very well because learning was such fun!

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Learning opportunities are varied and the area of learning is taught very well.
- The children are encouraged to be curious and the emphasis on investigation contributes well to the children's understanding.

Commentary

38. Children attain above the expected levels and achieve very well because of the very effective teaching that presents a wide range of opportunities to learn through observation and investigation. Learning is consequently an exciting experience incorporating interesting activities, both inside and outside the classroom to arouse the children's curiosity. For example, an excellent interactive display with a range of suitcases filled with different clothing and objects was very successfully used to develop the children's awareness of contrasting climatic environments in the world. Children learn about the local area through 'Pedestrian Training' when they observe features in the environment. In the school Wildlife Area the children explore plants and minibeasts and a visit by the 'Bug Man' brings the natural world into the classroom. There are many opportunities to explore materials in science and technology activities, including an interesting investigation involving trying to join honey and chocolate!

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- The children achieve very well and attain standards above those expected.
- There is much enthusiasm and enjoyment in all aspects of physical activity.
- There is no secure outdoor area for activities.

Commentary

39. The children learn quickly and achieve very well in the skills of coordination, control and movement because of the very good teaching and well planned outdoor and indoor activities. Staff work hard to ensure that the outdoor provision is not unduly affected by the lack of a fenced area. The full involvement of the staff in physical activity lessons ensures the children can observe the expected movements and work hard with the same enthusiasm as the staff. The children's skills when working on apparatus are very well developed. They have confidence and work safely because the staff reinforce the safety rules and closely supervise each piece of apparatus. High levels of confidence and enjoyment are the result of challenging activities using a very good range of apparatus and direct skills teaching by staff.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Extensive resources significantly contribute to learning.

Commentary

40. The children attain standards above those expected and achievement is very good because the children have access to a very good range of carefully chosen resources, which provide interesting opportunities to explore the elements of this area of learning. Children's artwork shows very good progress and reflects their developing understanding and skills in painting, drawing and collage work. The children's efforts are valued, with pictures carefully mounted and displayed with suitable captions. When the children paint they concentrate very well and their paintings of the environment show very good use of the colours available. Cutting, sticking and gluing techniques are developed well when they create collage patterns. Many children make good use of role-play areas either co-operatively or alone. In the 'Travel Agents', work is closely linked to other areas of learning, for example, seat numbers on aeroplane tickets to practise number.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in all aspects are well above average by the end of Year 6 and pupils achieve very well.
- Teachers place importance on teaching basic literacy skills so that activities are well targeted, very well planned and prepared to enrich learning.
- Pupils with special educational needs achieve very well because of the very good support they receive.
- The subject coordinator provides excellent leadership.

- Very good assessment systems are in place and are used very well to track pupils' progress through the school, but there is inconsistency of approach in the way that individual targets are used.
- High quality marking is seen in Years 5 and 6, but is used less effectively in other years.
- The use of ICT is incorporated well in the development of literacy skills.

Commentary

41. Standards of attainment in reading and writing are above average at the end of Year 2 and well above average at the end of Year 6. This is an improvement since the previous inspection. Standards in speaking and listening are good and have been sustained. All pupils, including those with special educational needs, achieve very well.
42. Speaking and listening skills are good throughout the school. Teachers focus on developing a wide range of vocabulary to help pupils explain themselves clearly. When addressing pupils in lessons all adults provide good role models of how to speak. Skills are developed well through work in pairs, groups and whole class sessions. In most lessons teachers use questioning skilfully to extend pupils' speaking skills, but in a small number of lessons too much reliance is placed on those pupils who raise their hands and other pupils in the class are not covered effectively.
43. Reading standards are very high by the end of Year 6. Pupils are enthusiastic readers and enjoy the stories they read. Teachers use their very good knowledge of how to teach reading effectively. From Year 1 onwards, pupils are taught clear strategies to help them to read and have a good knowledge of the alphabet. Group sessions are very well organised so that all pupils at different levels of reading receive a good deal of attention from adults, helping them to make very good progress. Pupils read regularly to adults and teachers keep very good records of the progress they make. Pupils in Year 2 can summarise parts of a story and older pupils can predict events and use the information to support their views. Higher attaining pupils in Year 6 have very good analytical skills, for example, when reading challenging texts such as *Kensuke's Kingdom* and *The adventures of Harry Potter*. Other pupils are beginning to be able to understand what is being inferred in a text and draw a conclusion.
44. Standards in writing are very high by the end of Year 6. Pupils from Year 1 onwards write extensively and well. By Year 2, pupils use a range of writing styles. They know the difference between writing an account and an invitation to a party and use sentences well as they compile a report about their walk in the *Wild Life* garden. Older pupils write interesting, very descriptive accounts and develop a good awareness of the characteristic features of different styles of writing. Pupils' poetry writing is very good. For example, in a poem about World War II, a pupil in Year 6 writes, *Never weep, Never cry, For I won't die, No matter what, I won't be shot, I shall fight on, Even when I'm almost gone*. Marking is encouraging and the best practice seen in Years 5 and Year 6 offers very detailed advice on how to improve, but this aspect is less evident in other year groups. Children use ICT well to word process their work and create attractive book covers.
45. Pupils with special educational needs make very good progress towards their appropriate individual targets and are supported very well by classroom assistants. The classroom assistants successfully encourage pupils to contribute confidently in the shared parts of the lesson and when working independently. They know the targets the pupils are working on and what they can do to help them achieve their targets.

46. Teaching is very good and teachers' expectations are high. Teachers' very good subject knowledge is reflected in the very good planning. Close attention is given to the increased use of a wide range of independent writing and the setting of work that suitably challenges the differing learning needs of individual pupils. Teachers have high expectations of work and behaviour and this generates very good attitudes to the subject. The effective use of targeted questioning in lessons ensures that pupils understand the tasks they are set. Lessons have a very good pace and are well organised with clear structure. There is usually a well-managed, effective session at the end of lessons to recap and check on learning. Assessment procedures are very good and information is used to set individual targets for all pupils, but the school is aware that there is a lack of consistency in this process. As a result, some pupils lack a clear understanding of their individual targets.
47. The management of English is excellent. There is very good monitoring in the subject by an excellent leader and manager, who has a very good knowledge of what is working well, where improvement needs to be made to raise standards further and the necessary action to achieve them.

Language and literacy across the curriculum

48. A high emphasis is given to the development of literacy skills across the curriculum. The very high standards achieved in reading and writing enable pupils' to access all subjects of the National Curriculum very well. Writing skills are being used well across the curriculum, but insufficient attention is given to punctuation and handwriting in some independent work.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average and pupils achieve very well due to very good teaching.
- Pupils have very good attitudes and enjoy mathematics lessons.
- Pupils apply their well-developed mathematical skills effectively.
- Formal assessment procedures are rigorous and information is used very well to track pupils' progress and provide additional support.
- Marking does not give enough attention to making developmental pointers to further improve pupils' learning.
- The subject is very well led and managed.

Commentary

49. Performance in national tests is generally very good, both at the end of Year 2 and Year 6. The much higher than average proportion of pupils attaining higher than expected standards in the tests shows that more-capable mathematicians are suitably challenged. Standards of the current Year 2 and Year 6 pupils are well above average and pupils look set to achieve the challenging targets set for them in the 2004 national tests. Their mental arithmetic is fast and accurate and pupils apply their knowledge very well to solve problems. Pupils with special educational needs are catered for very well and make very good progress in meeting the targets on their individual learning plans.

50. The quality of teaching in Years 1 to 6 is very good overall. Lessons are well planned and teachers' explanations are clear and succinct, with the result that pupils understand what they are doing and acquire new knowledge well. Teachers' expectations are high and so pupils apply themselves well, take a pride in their work and have very positive attitudes to the subject. Teachers have good subject knowledge and understanding of the approaches to learning that lead to the higher standards being attained. This was demonstrated best in a Year 5 lesson where teaching is of a particularly high standard. In a fast moving oral mental session the Year 5 teacher posed challenging questions and expected quick responses. The pupils rose to this challenge well and gave clear and well-reasoned responses to supplementary questions, which required them to explain their answers. Excellent use was made of a range of resources to support explanations and problems were posed that required pupils to interpret the pertinent information in order to work out their answers. This very effectively developed their learning.
51. Assessment is very good. Procedures enable pupils' attainment to be recorded and individual performance to be tracked. Teachers make effective use of this information to plan challenging work for different abilities and to ensure that teaching assistants are used well to support those pupils who need it. Assessment is also used rigorously for identifying gaps in learning in the various aspects of mathematics, as a result, more work is being done in developing a common approach to improving pupils' skills in carrying out calculations. Teachers diligently mark pupils' work, but not enough use is made of pointers for development to improve pupils' understanding of where they can improve.
52. The subject is very well led and managed. Good improvement has taken place since the previous inspection. Standards have been maintained at a high level with an increased proportion of pupils achieving the higher level three at Year 2. The coordinator monitors the subject well and gives good support to colleagues in order to further develop the quality of teaching

Mathematics across the curriculum

53. Mathematics is well promoted through other subjects. For example, in science, pupils apply mathematical skills in measuring accurately and in recording data collected in the course of investigations. In art and design, pupils make references to shapes when they design and paint pictures. Opportunities to apply mathematical skills in data handling and to practise basic skills in number are extended through the use of ICT. Opportunities for pupils to apply numeracy skills across the curriculum are also found in subjects such as design and technology, history and geography.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Good teaching means that pupils achieve well and attain standards well above those expected.
- Higher-attaining pupils are appropriately challenged.
- The curriculum is well planned and presented through approaches based on scientific enquiry.

- Science is linked well with other areas of the curriculum.
- Marking is not used well to help develop pupils' understanding of how they can improve.

Commentary

54. By the end of Year 2 and Year 6, most pupils attain well above the expected standards and they achieve well in lessons. In 2003, the number of Year 2 pupils achieving the expected Level 2 was in the top five percent of all schools. Since the previous inspection standards have improved. The percentage of Year 2 pupils achieving the higher Level 3 has been raised well. The performance of Year 6 pupils has been in the top five percent of pupils nationally in two of the last four years and in 2003 the percentage achieving the higher Level 5 was very high. The provision for higher-attaining pupils has shown a marked improvement because teachers now plan more effectively to match pupils' work to prior attainment. In Year 2, standards have improved as an outcome of the very high emphasis on investigative and observational activities. Some activities are very imaginative, for example, developing an understanding of 'Forces' by changing the shape of a face made with play dough by 'pushing' and 'pulling'.
55. All pupils enjoy the practical aspects of the subject and their work reflects a high level of self-esteem and positive attitudes towards science. The good quality of the pupils' recorded work reflects the very high standards attained. Work is very well presented and explanations reflect an in depth understanding of scientific processes. A strength in pupils' scientific writing is their developing ability to record scientific findings in different ways. Pupils make predictions before investigating and recognise what constitutes a fair test. Higher-attaining pupils compare and evaluate their findings. Throughout Years 3 to 6 they develop a deepening understanding of how to control the variables when carrying out experiments. Year 3 pupils gave careful consideration to determining the variables in their investigations on the properties of soil and how this might affect results and in a good Year 4 lesson, pupils identified the variables they needed to consider as they investigated filtering processes.
56. The quality of teaching is good. Teachers have good subject knowledge and much attention is given in lessons to making sure that pupils are clear about what they are expected to do and what this will help them to learn. Resources are used very well and lessons are stimulating and interesting. Pupils are encouraged to use an enquiring, critical approach to problems and develop skills in an atmosphere of enjoyment. Pupils with special educational needs achieve well because they are fully engaged in lessons. The high quality support from classroom assistants enables teachers to focus on individual needs and to challenge pupils appropriately. The presentation of learning through specific contexts to stimulate enthusiasm for science is a positive aspect of teaching, for example Year 6 pupils were engrossed in Forensic Tests with a real purpose linked to solving a crime. Whilst teachers mark pupils' work regularly, not enough attention is given to the use of developmental points to give pointers for improvement.
57. The curriculum is well organised. The completion of the science scheme of work since the last inspection is an improvement and the science policy gives teachers clear guidance on teaching strategies. The curriculum is enhanced by the use of visiting specialists and there is a high level of commitment to linking science with other

subjects. For example, the electrically powered vehicles made by Year 6 pupils show good links with design technology.

58. The subject is well led by the science coordinator who gives good support and encouragement to colleagues. Close monitoring of teachers' planning and observation of lessons has ensured that all elements of the subject are covered.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- All aspects of ICT are now covered well.
- Teachers' confidence and subject knowledge have been developed well by targeted in-service training.
- Teachers use the facilities in the computer suite effectively to raise standards.
- The subject is well led and managed.
- Pupils have good attitudes and are highly motivated.
- Cross-curricular links and visits are used very effectively.

Commentary

59. Standards throughout the school are above those expected and pupils' achievement is good. This is a significant improvement since the previous inspection. The school has taken substantial steps to improve the provision by in-service training, the development of a suite of new, networked computers and the purchase of a significant amount of good computer software.
60. By Year 2, pupils' skills show good improvement and they are reaching levels of attainment that are above national expectations. They change the font with ease, embolden and highlight text and capably amend and save their work. They use creative art programs well in lessons linked to other subjects. For example, in a lesson with Year 1, pupils used the Dazzle program well, successfully manipulating a range of tools such as spray and flood fill to create vivid pictures of the Great Fire of London. Pupils are highly motivated and work collaboratively and support each other well. They are very productive and have good levels of application and behaviour.
61. Pupils in Years 3 to 6 are offered a good range of opportunities to use all aspects of ICT, including spreadsheets, databases, multi-media presentations, CD ROMs and the Internet. All pupils log on and off, open and close programs and save work in folders, only a few younger pupils and lower attaining pupils needing support. The keyboard skills of pupils when word processing are generally good and pupils draft and redraft their written work well. Good use is made of the Internet to search for information and pupils capably import text and pictures to their work in history. They successfully design, create and adapt spreadsheets in mathematics to record the results of games and traffic surveys.
62. The quality of teaching and learning in ICT is good. Teachers are confident and have secure knowledge, which enables them to explain procedures well to the pupils. Teachers are well organised when they work in the ICT suite and they plan interesting

and purposeful activities that are linked well to other areas of the curriculum. They make learning purposeful and pupils respond well and show positive attitudes towards the work. Pupils enjoy the subject, are well motivated and work hard.

63. The subject is managed well. The coordinator has a clear overview of the subject and gives good support to colleagues. The curriculum now meets statutory requirements and all aspects of the subject are covered thoroughly. A comprehensive portfolio of pupils' work shows good continuity and progression in skills and good coverage of all aspects of the subject. An informative assessment system is in place and pupils' performance is carefully monitored. This helps teachers to understand how well pupils are progressing and where teaching should lead next.

Information and communication technology across the curriculum

64. ICT is used very well to support and consolidate learning in other subjects of the curriculum. In English, pupils use word processing to produce original stories and poems. Pupils interrogate databases in mathematics to abstract information and compose and record their music using the Cubasis program. A residential visit to Winmarleigh Hall effectively enhances the work in ICT, developing pupils' skills in data logging and the use of sensors.

HUMANITIES

65. No lessons were seen in history and only one in geography and it is therefore not possible to judge the quality of provision. Inspectors had discussions with pupils, looked at teachers' planning for these subjects and samples of pupils' current work.
66. In **geography**, pupils show good progression in knowledge and skills. Teachers' planning and pupils' work indicates that teaching is very good. Pupils have very good attitudes to the subject and achieve well. They acquire, use and extend their skills in geographical enquiry by interesting visits to places within their locality. Their understanding of geographical vocabulary is developed well through the study of different places. For example, Year 4 pupils understand the terms *Gros Piton* and *volcanic island* as a result of their study of the island of St Lucia. Pupils mapping skills are well developed. They have a good understanding of scale and identify features on a map confidently. They use globes, atlases and the Internet well to locate countries, continents and rivers. Links with other subjects are developed well. Pupils' skills in mathematics are used effectively to produce graphs and pie charts to show information. In English, pupils in Year 5 reflect and write thoughtfully on concerns involving issues arising from a local traffic survey. Effective links are made with art when Year 4 pupils create pastel landscapes of St. Lucia. The curriculum is good and geographical knowledge, skills and concepts are built upon systematically. The subject is well resourced and the curriculum is complemented well by a range of interesting and relevant visits. Assessment procedures are well organised.
67. In **history** the work in pupils' books indicates that standards are above average by the end of Year 2 and Year 6. This is an improvement for Year 2 from the last inspection when standards were average. Pupils in Year 2 are developing a sense of time well. They have a good factual knowledge and they vividly recall what they have been taught. Pupils are beginning to recognise the links between cause and effect in explaining why things happened. For example, in their reports to the king, written as if they were a witness, pupils in Year 1 show a good understanding of the factors that made the Great

Fire of London so devastating. Extended project work in Year 6 reflects the pupils' skills in researching a historical topic. This work shows a sensitive understanding of the rigours of deprivation, which some children experienced in Victorian Britain. Higher-attaining pupils have good skills in researching information including the use of the Internet. Using this information they write at length. Teaching is well organised and effective. Teachers make very good use of resources, including visits and visitors, to support the pupils' learning. Very good use is also made of the LEA museum loan service, a display of artefacts from World War II being used with great effect as a source of historical evidence.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. No lessons were seen in each of art and design and design and technology. In music, only one lesson was seen. It is therefore not possible to judge the quality of provision in these subjects. Inspectors looked at teachers' planning, samples of pupils' work and talked with pupils.
69. In **art and design**, pupils' artwork is of a good standard and indicates that they achieve well. There is a reasonable focus on three-dimensional work, particularly in model making with different materials. Good attention is given to developing pupils' awareness of the work of famous artists and ICT is being used to enrich the curriculum. There are clear indications that teaching is very good. At the previous inspection standards in art and design were above average and the work that is currently on display indicates that this situation has been maintained.
70. In Years 1 and 2, pupils' artwork is of a high quality. The drawings in the style of Lowry, produced by pupils in Year 2, show very good observational skills and use of line, tone and shade. Their self-portraits in the style of Andy Warhol make very effective use of colour to depict changing moods. By Year 6 many pupils show very good artistic skills. The use of watercolour in their landscapes based on Van Gogh's 'Field under thunder clouds' and 'Seascape' show very good technique in the use of this medium. Across the school there is plenty of evidence to show that ICT is used well to create attractive designs and repeat patterns. Pupils' very imaginative artwork draws upon and extends their learning in other subjects, such as history and geography.
71. The school places a high emphasis on developing the arts and this is reflected in the high quality artwork around the school. Pupils' work is carefully done and well displayed and this creates a very stimulating and aesthetically pleasing learning environment. The subject is well led and managed by the coordinator. She has compiled a detailed portfolio of pupils' work and carefully annotated the examples to give colleagues guidance on the features that reflect art of high quality in order to support the raising of standards.
72. In **design and technology**, pupils' work on display around the school, and photographic evidence, indicates that pupils learn well and that their skills in designing, making and evaluating their work are above those expected. This is an improvement from the last inspection when they were average. The range of work available shows that pupils have a good understanding of the design process. The 'Perfect Puppets' made by pupils in Year 1 clearly show that they create their own designs well. Over time tasks become more challenging. For example, Year 3 pupils' Moving Monsters using compressed air to create movement, and Year 6 pupils' vehicles which move in

response to an electrical circuit, show how well pupils have responded to quite challenging work. A high focus is given to evaluating and improving designs. Year 2 pupils' written evaluations of their Victorian bathing machines clearly shows that their abilities to do this are developed well. Clearly annotated drawings also show evaluation and improvements.

73. In **music**, in the one lesson seen in Year 5, teaching was very good. The pupils achieved very well as a result of the structured approach to practise led by the teacher. By the end of the lesson, the pupils competently accompanied their singing using tuned and untuned instruments. In assemblies the pupils sing tunefully but with little volume and some pupils do not sing enthusiastically. Groups of pupils play recorders well at the end of assembly. Evidence indicates that the subject receives a high focus in the school. A portfolio prepared by the coordinator shows that there is a good balance between the performing and composing aspect of the subject. There is a wide range of after school clubs, including recorder groups, tuition for violin and woodwind and a singing club. Good use is made of visiting musicians to enhance the experiences presented to pupils. For example, in a project based on William Walton's 'Façade' pupils worked with the Lancashire Symphonia.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils attain standards that are above those expected and achieve well because teaching is good.
- Pupils enjoy the subject, have very good attitudes and put a good degree of effort into their activities.
- Pupils' achievement and standards in swimming are good.
- A very good range of extra curricular activities enriches provision.
- Accommodation and resources are very good.

Commentary

74. Pupils' achievements are good and standards above average for pupils of this age, maintaining the position at the previous inspection. Pupils in Year 5 and 6 have swimming lessons and by the time they leave the school virtually all pupils are able to swim the expected 25 metres.
75. The curriculum is well planned and covers all aspects of the subject. During the inspection lessons were seen in athletics and small ball games skills. Pupils in Years 1 and 2 have above average ball skills. They throw to their partner with a good degree of accuracy and most are able to catch the ball correctly. They show good skills when using a small tennis racquet to hit a ball to their partner. The enthusiasm shown by the pupils in these years is delightful and it is evident that from this early age attitudes to the subject are developed in a very positive way by the effective coaching skills of the teachers. In athletics, pupils in Year 6 show above average ability in the hop, step and jump. They link the three movements well and many achieve quite good distances.

76. Teaching is good. This successfully develops very positive attitudes to the subject. Lessons are well planned and teachers ensure that pupils start the lesson with a warm up activity and finish with a cool down. The pace of lessons is generally good and pupils are made to work hard. Teachers are good role models. They dress appropriately and demonstrate activities very clearly. They join in the activities with the pupils and make constructive comments in a pleasant manner. Good use is made of pupils to demonstrate to others in order to develop their ability to evaluate performance. These strategies successfully improve the pupils' skills and techniques.
77. A very good range of after school clubs and outside sports activities, such as dance, football, cricket, athletics and cross-country running, enhances pupils' physical education experiences and skills. A residential visit to the Winmarleigh Centre is used well to widen the experiences presented to pupils. Resources are good and well organised and the school has very good facilities, including a hall and large playing field.
78. Subject management is very good. The coordinator is very enthusiastic and works hard to develop the skills and confidence of other staff in order to improve provision for pupils. He has a good awareness of the areas for development as a result of his effective monitoring of the subject and has drawn up an appropriate action plan.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship were sampled.

79. Planning shows that this area is taught in specific lessons and also through other subjects in the curriculum. This indicates that the school puts a strong emphasis on pupils' personal development. In the three lessons observed pupils discussed transition to high school, gender issues, and the links being created with a school with a high proportion of Muslim pupils. Pupils were given opportunities to express their views, and this developed their confidence. Pupils in Year 6 talked about the features they were looking forward to in high school and were given good opportunities to allay their fears by asking questions of a group of visiting Year 7 pupils. Although pupils were somewhat subdued, the lesson made a very good contribution to the school's transition arrangements. In other lessons pupils show a growing awareness of gender issues and a refreshing inclination to challenge perceptions and stereotypes. They learn about and show a respect for the contrasting lives of Muslim pupils in the link school in preparation for a visit, which is to take place.

80. The ethos in the school is warm and friendly and there is a strong commitment to ensuring that each child is cared for well. Careful attention is given to developing pupils' awareness of the value of a good diet, sex and drugs education and personal health and safety. The very good relationships teachers establish with pupils provide an atmosphere in which pupils can openly address the sensitive issues that affect all their lives. Pupils consequently relate well to their peers and to teachers, and develop a mature and sensible attitude to school life. Pupils views are sought and heeded, for example, the members of the playground council take their responsibilities seriously and their positive suggestions about how to improve the playground have been acted upon.

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	2
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	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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