

INSPECTION REPORT

ARCHBISHOP HUTTON'S (VC) PRIMARY SCHOOL

Warton

LEA area: Lancashire

Unique reference number: 119404

Headteacher: Mr D Ingram

Lead inspector: Dr B Blundell

Dates of inspection: 12th - 14th January 2004

Inspection number: 258309

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 controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 163

School address: Back Lane
Warton
Carnforth
Lancashire

Postcode: LA5 9QU

Telephone number: (01524) 734 305

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Appropriate authority: The governing body

Name of chair of governors: Mr I Noon

Date of previous inspection: 2nd March 1998

CHARACTERISTICS OF THE SCHOOL

Archbishop Hutton's Voluntary Controlled Primary School is a school for boys and girls, aged four to 11, situated in Warton, Lancashire. There is an overall gender balance among the pupils, who are mainly white British, with very small minorities of white pupils with other backgrounds and pupils with African and Chinese heritage. No pupils are at early stages in the acquisition of English. The proportion of pupils entering or leaving the school at other than the normal times of the school year is low. The proportion of pupils having special educational needs is in line with the national average. Pupils' special needs include moderate and severe learning difficulties, speech and communication problems, social and behavioural difficulties and autism. The school, which is situated in a largely rural area, received the Schools Achievement Award in 2002 and 2003, and the Basic Skills Quality Mark in 2002. Pupils' attainment on entry is broadly average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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11037	T Anderson	Lay inspector	
22740	M Leah	Team inspector	English Special educational needs Geography History
29261	P Ward	Team inspector	Music Art and design Physical education Foundation Stage Religious education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 14
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 29
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is **very good**. The school provides **very good** value for money.

The school's main strengths and weaknesses are:

- Standards by the age of 11 are well above national standards in English, mathematics and science; pupils achieve very well indeed.
- The overall quality of teaching is very good; pupils learn very well.
- The school is very well led and very successfully managed by the headteacher, deputy headteacher and the governing body.
- Pupils behave very well and have very positive attitudes to their work.
- Provision for children in the Foundation Stage is very good.
- The school's links with parents and the community are very good.
- The school uses information and communication technology (ICT) well to support work in other subject areas.
- Assessment procedures and tracking of pupils' progress in the foundation subjects, whilst sound, could be further improved.

The school is very effective and has made very good improvement since the last inspection. The roles of the senior managers have been successfully clarified. Schemes of work are now suitably detailed. Higher attaining pupils are provided with more challenge in their science and standards in design and technology have improved. The school improvement plan is much improved and is a useful document to drive the school forward. Extra classroom space has been usefully created by reducing the width of the large corridors.

STANDARDS ACHIEVED

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

Key : A - very high, being in the top five per cent of such schools; 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.*

Pupils achieve **very well** overall in the school. Their achievement is very good in all three phases of the school. Children in the Foundation Stage make very good progress and are on course to meet or to exceed the Early Learning Goals, which are the nationally expected standards. Standards for pupils currently aged seven are above those expected in reading, writing, mathematics and science. Pupils aged 11 are currently attaining well above expected standards in English, mathematics and science and above expected standards in music and swimming.

Pupils' personal qualities are nurtured very well. Their spiritual, moral, social and cultural development is **very good**. Pupils' attitudes are very positive; they are keen and eager to come to school and learn; they **behave** very well. Pupils' attendance exceeds national averages and is **very good**, as is their punctuality.

QUALITY OF EDUCATION

The quality of education provided by the school **is very good**. Teaching is **very good** throughout the school; in the lessons seen during the inspection, in all three phases of the school, pupils learned very effectively. The quality of teaching in literacy, numeracy and science is particularly good through the school.

The curriculum is **very good** and is well enriched. Care for pupils is very good; pupils are supported well academically. The school works very well in partnership with its parents and works very effectively with the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management by the headteacher and deputy headteacher are **very good**. They have a very clear and appropriate vision for the school. The work of the governing body is very good and very effective; the governors bring a considerable range of expertise to this school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied indeed with the school. Parents are especially pleased with the arrangements made by the school for their children to settle in and pleased with the high level of endeavour expected by the staff. Pupils feel that they are made to work hard and that teachers show them how to make their work better.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Develop assessment procedures and tracking in the foundation subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement through the school is **very good overall**; during the inspection, achievement was very good in the Foundation Stage and in the infant and junior phases. Girls and boys now perform at a similar level overall. Standards in the core subjects of English, mathematics and science for current 11-year-old pupils are well above national expectations and in information and communication technology (ICT), they match national expectations. In religious education, standards meet the requirements of the Local Agreed Syllabus. Standards in music and swimming for pupils aged 11 are above those expected nationally. In all other subject areas, standards match national expectations.

Main strengths and weaknesses

- Standards in English, mathematics and science by the age of 11 are well above those expected nationally.
- Achievement throughout the school in the core subjects is very good; children enter the school with broadly average levels of attainment and greatly exceed nationally expected levels by the time they leave.
- In other subject areas, standards at least meet national expectations by the age of 11.
- The provision of extra-curricular sporting activities is very good; standards in swimming are above those expected.
- The use of ICT to support work in other subject areas is good.

Commentary

1. In the national tests in 2003 for pupils aged seven, standards were in line with national expectations in reading and mathematics, but well below average in writing. They were also well below national expectations in the teacher assessments in science. Compared with that of pupils from similar schools, pupils' performance was below average in reading, well below average in writing and very low in mathematics. The two cohorts who entered the school in 2000 and 2001 had lower standards of attainment than previous and succeeding groups of pupils and this is reflected in the 2002 and 2003 end of infant phase tests. Table 1, below, shows the 2003 results (with 2002 results in brackets).

Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.0 (13.9)	15.9 (15.8)
writing	12.9 (14.0)	14.8 (14.4)
mathematics	16.3 (16.5)	16.4 (16.5)

Figures in brackets are for the previous year.

** Please note that pupils are expected nationally to go up by one point every term. It may be helpful to the reader to think of the mathematics example in the table above. In 2003, pupils nationally averaged 16.4 points but at Archbishop Hutton's they averaged 16.3 points and pupils were therefore 0.1 terms behind pupils nationally.*

Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	29.4 (29.6)	27.0 (27.0)
mathematics	27.7 (28.7)	27.0 (26.7)
science	29.4 (29.4)	28.8 (28.3)

Figures in brackets are for the previous year.

- In 2003, standards for pupils aged 11 were well above the national averages in English and above average in mathematics and in science, as shown in Table 2, above. Compared with those of schools of a similar type, standards were very high in English, being in the top five per cent of such schools and above average in mathematics and science.
- Pupils achieve very well** by the time they leave at the age of 11. Children enter the school with average attainment overall and make good progress through the Foundation Stage. In the inspection, no difference in achievement between boys and girls was noticed.
- Standards of attainment in English by the age of 11** have improved since the last inspection and are well above those expected. Pupils make very good progress in the subject as a result of the very good teaching and high quality leadership by the subject leader. Pupils currently aged seven are reaching standards above those expected. **In the infant and junior phases, reading, writing, speaking and listening** are consistently developed; pupils are given the opportunities to extend their oral skills through annual productions and in assemblies. **In the Foundation Stage, children's literacy skills** are well developed with children reaching at least the expected standards, known as the Early Learning Goals. Standards of attainment through the school are helped by the use of extra guided reading and spelling sessions, timetabled on a regular basis.
- Standards of attainment in mathematics** for pupils currently aged 11 exceed those reported at the last inspection. The subject is taught very well indeed and numeracy is very well developed across the curriculum, especially in science and design and technology. **Through the infant phase and on into the juniors**, pupils make very good progress overall in the development of their mathematics, as a result of the high quality leadership by the subject leader. **In the Foundation Stage, children's number work** is well developed as a result of the good quality resources and the teacher's high expectations.
- Standards of attainment in science** exceed those reported at the last inspection. Pupils really enjoy their science; teachers have high expectations and the subject is well led and managed. The subject coordinator has had a big impact on raising standards.
- In other subject areas**, standards at least meet national expectations and in the case of swimming and music, by the age of 11, pupils exceed them.
- Pupils with special educational needs** make a similar rate of progress in their learning as other pupils, as a result of the good quality provision.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good and their personal development is also very good. Pupils' attendance and punctuality at the school are very good.

The main strengths and weaknesses are:

- Most pupils exhibit very good attitudes and behaviour in the classroom.
- Pupils are very well behaved around the school and in the playground.

- Pupils' personal development at the school is very good.
- The provision of spiritual, moral, social and cultural development is very good.
- The attendance and punctuality levels for pupils at the school are very good.

Commentary

9. Most pupils behave very well in lessons and around the school. In a whole-school assembly, pupils walked quietly into the hall and responded appropriately to the story told by the local minister, which contained a powerful element of spirituality and to his subsequent questions. In the playground, pupils were observed to play well together and they demonstrated very good relationships with all teaching and supervisory staff. There have been no recent pupil exclusions from the school, as shown in Table 4.
10. Teachers have very high expectations of pupils' behaviour and this can clearly be seen in the classroom; most lessons were very well paced and children's concentration levels were high. In one personal development lesson, for example, younger children worked in close harmony with their teacher as they gave individual impressions of a balloon in various stages of inflation and deflation.
11. The school council has been in operation for a few years, and provides a very good forum for pupils to debate the issues of the day as seen through their own eyes. The whole school has input into the school council system and it is thus a very inclusive provision, which adds significantly to pupils' personal development at the school. Many other opportunities are provided for pupils to undertake responsibility, whether for their own standards of work or for carrying out various tasks around the school. Some Year 6 pupils, for example, act as 'playground friends', a role which enhances group and individual well-being.
12. Provision for the spiritual, moral, social and cultural development of pupils is very strong and they are provided with many opportunities to work together in the classroom and to explore the local environment by means of many curricular linked visits into the community. The school encourages a wide range of visitors to work with the children and the proximity of a local training college enables a strong multicultural presence among those who come into school to share their experiences. Moral and social development is enhanced by close co-operation with the local police and fire brigade, several representatives of whom are regular visitors to the school.
13. The overall attendance at the school, as shown in Table 3, is well above the national average. The incidence of unauthorised absence is low and is well below the national average. A very small number of pupils are occasionally late, but the vast majority of parents are very supportive of the school and ensure that their children attend regularly and promptly.
14. Pupils' attitudes, behaviour, personal development and attendance are all very good and they are a significant strength of this school.

Table 3 Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
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

Table 4 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	159	4	0
White – any other White background	1	0	0
Mixed – White and Black African	2	0	0
Chinese	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Strengths include the most effective teaching and very good curriculum, coupled with the very wide range of sporting opportunities available to pupils.

Teaching and learning

Main strengths and weaknesses

- The overall quality of teaching is very good, with examples of very good teaching in each of the three stages of the school; planning is very good throughout the school.
- The use of support staff is very good throughout the school.
- The school provides very well for equality of opportunity.
- Assessment and tracking are carried out very well in English, mathematics and science.
- Assessment and tracking in the foundation subjects, whilst satisfactory, could be improved.

Commentary

15. The school has a very dedicated team of teachers and support staff, who are committed to their pupils and work diligently on their behalf. This is recognised by pupils and parents alike, who feel that teaching is a strength. Pupils feel that teachers are particularly effective in helping them to improve their work and making them work hard! The school has a very happy working atmosphere.
16. Table 5 below, shows the quality of teaching observed during the inspection. In just over half the lessons seen, teaching was very good or excellent. Excellent lessons were seen in the Reception class and in Years 4 / 5 and 5 / 6. In the Reception class, the teacher delivered two excellent lessons and four very good ones.

Table 5 Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
6 (15%)	18 (45%)	11 (28%)	5 (12%)	0 (0%)	0 (0%)	0 (0%)

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

17. Strengths in teaching include the use of the support staff, who work well with teachers to promote pupils' learning, the quality of the planning, the high degree of challenge in the

lessons, the manner in which teachers encourage their pupils and the promotion of equality of opportunity.

18. Assessment procedures are of a high standard in English, mathematics and science; pupils' learning is monitored conscientiously. Strengths in these procedures are the involvement of all those who work with the pupils and the regular setting of targets for further improvement. Teachers also track pupils' work particularly well in English, mathematics and science; assessment and tracking in the foundation subjects are in their infancy and should be further developed.
19. Pupils with special educational needs are taught well in class, although there is little extra support available for pupils on the school's own special educational needs register but without a statement. Teachers overcome this by planning work specifically to meet their needs. Teaching assistants provide good support in class for pupils with statements, working closely to the requirements of pupils' individual educational plans.
20. In a very good science lesson for pupils in the infant phase, the teacher used very effective questioning to assess pupils' knowledge and understanding of what materials could be used for particular purposes. The pupils explained carefully to the inspector why clothes made out of glass or cardboard would leave a lot to be desired! The teacher had provided a wide range of resources to be tested, so that the pupils could classify them according to their durability. This, coupled with the systematic way in which pupils recorded their investigations, greatly helped their learning.
21. In a very small minority of lessons, the pace was a little too slow and the pupils could have been challenged even more; in these lessons learning was not quite as great as it could have been.
22. Children's learning was excellent in a lesson for the Reception class on the life cycle of butterflies. The teacher made excellent choices of resources to stimulate children's learning. In an excellent numeracy lesson for the same class, the level of challenge was very high, with children using their fingers to count backwards.
23. The contribution of the learning support teachers and assistants is also effective in improving pupils' learning. They are involved very effectively in planning, supporting, assessing and monitoring pupils' progress.

The curriculum

The overall quality of the curriculum is very good and it is enriched by a very wide range of extra-curricular activities. The accommodation is good and supports the teaching of the full curriculum. The curriculum is supported by resources of good range and quality.

Main strengths and weaknesses

- The regular review and development of provision by subject teams is particularly effective, ensuring a very good curriculum specifically answering the school's needs.
- In the Foundation Stage, the very high quality of the curriculum is a significant factor in the children's very good achievement.
- In Years 1 to 6, the particular emphasis given to English, mathematics and science enables pupils to achieve very well and to reach well above average standards in these subjects.
- The curriculum is adapted very carefully to challenge all pupils, so that all have equal opportunities to succeed.
- The range and quality of extra-curricular provision is very good, with particular strengths in opportunities to participate in competitive sport and to develop musical talents.
- Although personal development is promoted through a wide range of opportunities, a formal scheme of work to ensure progression of skills is not fully in place.

Commentary

24. Statutory requirements are met in all subjects. Since the last inspection, the improvement in the curriculum for design and technology has helped to raise standards.
25. The rich curriculum for children in the Foundation Stage is based appropriately on well-planned, practical experiences, which meet the children's needs closely. The curriculum is broad and balanced and gives high priority to personal, social and emotional development, communication skills and mathematical development.
26. In Years 1 to 6, the curriculum is balanced, with appropriate links between subjects that support learning very well. Particular emphasis is given to English, mathematics and science. The National Literacy and Numeracy Strategies are very well adapted to meet the school's needs. In literacy, additional short, clearly focused sessions at the beginning of each afternoon promote progress in reading, spelling and handwriting very successfully. In numeracy, setting by prior attainment in the junior phase is very effective in promoting skills.
27. Curriculum teams, each led by a co-ordinator, regularly review and develop the curriculum in every subject area, ensuring that the curriculum is consistently relevant to the school's needs and responsive to national initiatives. For instance, in response to evidence that girls outperformed boys in reading, the school has widened its range of books and introduced paired reading in order to meet boys' needs more specifically.
28. The curriculum is planned carefully in all year groups to meet the needs of pupils of different attainment, so that all have equal opportunities to succeed. Good attention is given to providing appropriate and interesting challenges for boys and girls. Provision for pupils with special educational needs is good. Individual education plans are clear and well focused, with small steps in learning leading to relevant targets.
29. The curriculum is enriched by a very good range of visits and visitors, as well as extra-curricular clubs. The school is particularly committed to competitive sport and teams do well in football, netball, cricket, athletics and cross-country. The provision for swimming is a particular strength and leads to above average standards. Peripatetic music lessons in brass, string, woodwind and keyboard, together with choir and recorder groups, enable pupils to develop their musical talents successfully. Educational visits include trips to museums and theatres, as well as visits from, for example, professional drama or dance groups and local experts from a variety of fields contribute to the pupils' learning opportunities. A residential visit for Year 6 pupils provides very good scope for promoting independence.
30. Personal development is fostered soundly in weekly Circle Time sessions, when pupils discuss issues such as friendship and responsibility. The annual visit from the Life Education team enhances pupils' appreciation of healthy life styles and the danger of drugs, alcohol and smoking. A formal scheme of work to draw together the wide range of experiences offered and promote skills systematically is in preparation.
31. The good range of expertise amongst the teachers is shared effectively to provide a rich curriculum. Support staff are deployed effectively in class and in withdrawal groups. They make a significant contribution to pupils' learning.
32. Accommodation is good overall. The school enjoys a delightful rural setting and its grounds are extensive. Over the last three years, classrooms have been upgraded to improve the learning environment, but, even though rooms are light and airy, space is still at a premium. The colourful displays of the pupils' work are particularly effective in the Foundation and infant departments. Overall, the range and quality of resources are good. Very good use is made of the local library and of museums and book loans from the local education authority. Although the school's reference library is currently being redeveloped, opportunities for independent research are hampered by lack of space. Whilst the school has sufficient computers for the

delivery of the curriculum, lack of a computer suite limits pupils' access to information and communication technology.

Care, guidance and support

The procedures for child protection and welfare are very good, as are the procedures for monitoring pupils' support and guidance. The procedures for seeking and acting on pupils' views are very good.

The school has very effective procedures for child protection and for ensuring pupils' welfare. The systems and procedures for the monitoring of pupils' academic and personal progress are very good and the outcomes are used to provide support, advice and guidance where appropriate.

Main strengths and weaknesses

- Child protection procedures are in place and are very effective.
- Relevant staff are trained in child protection systems and procedures.
- School teaching and support staff know their pupils very well.
- Medical records are well maintained and regular fire drills are undertaken and recorded.
- Very good risk assessments take place in advance of school trips.
- The school provides a very high level of support and guidance as pupils progress through the school; very good systems are in place to seek and act on pupils' views of the school.

Commentary

33. Good governance ensures that child protection systems and procedures are in place and known to all staff in the school. Relevant staff training in child protection matters has also taken place. The school is well supported by a range of external agencies and provides a high level of welfare support to individual pupils. Pupils' academic performance and personal development are monitored formally and informally by the school and steps are taken to solve individual problems with a range of effective strategies.
34. Teachers and support staff know their children very well and are responsive to their particular concerns. The school operates a very good first aid system for minor accidents and appropriate records are maintained. Regular fire drills are carried out and the school also maintains a record log. A further log is maintained of pupils' medical records, including details of food allergies, which are copied to relevant staff around the school. The school also carries out occasional health and safety audits of the site and is highly proactive when considering possible risks on external trips out of school.
35. Lessons such as those in personal, social and health education and citizenship (including circle time) are used well to provide pupils with the opportunity to talk about themselves, although this part of the school's curriculum is in development and is not yet implemented across the whole school. The school council enhances this provision, by providing every pupil with a voice and the opportunity to contribute to discussion as to how the school should evolve. Pupils' personal development is further enhanced through the provision of both classroom and individual targets, towards which pupils are expected to work.
36. The school acknowledges pupils' achievement through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies. The walls in the hall are lined with certificates, commending pupils' observing of the school rules and highlighting good work and behaviour. This practice is clearly a much valued and effective means of promoting pupils' personal development and self-esteem.
37. The very high level of child protection and welfare support to pupils at the school, together with the very good procedures for promoting pupils' personal development and wellbeing, have a positive impact on pupils' learning and they are a significant strength of the school.

Partnership with parents, other schools and the community

Parents' views of the school are very positive and the school's links with parents are very good. The school's links with the local community, including other schools, are very effective.

Most parents feel that the school is very good and that their children are happy.

Main strengths and weaknesses

- The great majority of parents and children like the school.
- Parents feel that the school is well led and managed.
- The teaching is felt to be good.
- Parents feel confident about approaching the school with any problem; the school reaches out very well to all parents.
- The school makes very good use of the community and liaises very well with other schools to support the curriculum.
- There are some weaknesses in the reporting of pupils' progress in the foundation subjects in the annual report to parents.

Commentary

38. The parents' meeting with the inspectors was reasonably well attended and the parental questionnaire was returned by a moderate number of parents. A significant majority of parents are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress. Parents also feel that the teachers are good and that the school is well managed. The pupils' questionnaire was completed by the majority of children and their overall response was positive. The only question that drew any significant negative response was in relation to whether children felt that there was an adult in school to whom they could go if they had any worries or concerns. This point was checked during the inspection and it was confirmed that this was due to a misunderstanding of the question on the part of the children. Upon clarification, it was established that the vast majority of children do feel confident about approaching an adult, should any difficulty arise.
39. The information provided by the school, through the prospectus, the annual governors' report to parents and the regular, well-designed newsletters, is of a high standard. Annual academic reports to parents are of a good standard in reporting of the main core subjects and they also include targets for pupils' further development. However, the reporting of pupil progress in the foundation subjects is unsatisfactory and the school is already conducting a review of its present practice with a view to an early design improvement. There are two parents' evenings each year, during which parents have the opportunity to discuss their child's progress and these evenings are generally well attended by parents.
40. A few parents are frequent visitors to the school, providing very welcome classroom support or assisting with external visits and occasional residential trips. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at school concerts, celebrations and sports days is very good. The school is also highly proactive in arranging courses for parents' own personal development in areas such as information and communication technology named 'ICT for the Terrified!' (other course titles were, Parents and educators and Keeping up with the children). They also assist parents in helping their children with homework and listening to them read both at home and in school. Parents in the Reception class are also encouraged to have an informal chat with teaching staff two evenings each term and this facility is very much appreciated by parents.

41. The school also makes good use of the local environment to enhance the pupils' curriculum and the range of extra-curricular clubs and activities is very impressive. The school has good links with the local church and library and regular field trips are made to study the local area. The school nurse and other community representatives, such as members of the clergy, the police and the fire brigade, are frequent visitors to the school.
42. Very close links are also maintained with several local primary and secondary schools. The school's sporting links are particularly strong, and several pupils play for the local under 12s-football team who use the school playing field. The school has particularly good links with the local high school, with whom several science and ICT projects have been undertaken; a teacher from the high school has also visited to provide 'tester French' lessons to senior pupils. The headteacher meets representatives of other member schools of the local cluster frequently and joint preparation for Standard Attainment Tests is a regular feature. The school also encourages a wide range of visitors to enhance the curriculum for all pupils, particularly in music and literacy.
43. The school's links with parents and the community make a very strong contribution to pupils' learning and personal development and constitute a major strength of the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher and deputy headteacher are driving the school forward.
- Leadership and management by the headteacher are very effective.
- The governing body is involved well in the school's initiatives and fulfils its statutory duties very well; it incorporates a very wide range of expertise.

Commentary

44. The headteacher is an enthusiastic and able leader. He has structured the senior management team (SMT) carefully, with the extended SMT appropriately including the coordinators for assessment and special educational needs. The senior management team is providing very effective leadership for the school and its pupils and this impacts well on standards. The headteacher leads by example in all areas. His perception of the current priorities for the school, which include improving reading and writing in the infant phase, further improving ICT, developing assessment, improving outdoor play for the children under five and increasing curriculum time for physical education, are entirely appropriate.
45. The headteacher manages the school's budget very efficiently. The school improvement plan is a very effective working document, initiated each year by the headteacher and subsequently developed by the staff and governing body.
46. Performance management is fully on course, with appropriate whole-school targets, including teachers setting literacy and numeracy targets each half term.
47. The headteacher regularly monitors and evaluates teaching effectively through the school. However, whilst subject coordinators do monitor planning, only the coordinators for the core subjects have monitored and evaluated teaching in the subjects for which they are responsible.
48. Governors fulfil their duties very well. The chair of governors keeps well abreast of pupils' progress at the school and meets with the headteacher on a regular basis. Governors liaise well with subject leaders, who regularly attend meetings of the curriculum committee. The

governors act well as critical friends of the school. The governing body has a particularly wide range of expertise, including professionals from the world of education and finance. Finances at the school are tight with the school currently in a slight deficit. The governing body is keeping a close watch on the situation. It ensures full statutory compliance.

49. The co-ordinator for children with special educational needs manages the school's provision well. She provides good support for staff and pupils, involving herself fully in the assessment of pupils and the drawing up of individual education plans. She liaises effectively with outside agencies, and co-ordinates the work of the 0.1 special educational needs teacher and of the two support assistants efficiently.

Table 6 Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	413,437	Balance from previous year	10,166
Total expenditure	424,557	Balance carried forward to the next	-11,120
Expenditure per pupil	2,421		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage of learning is **very good**.

Many improvements since the previous inspection have had a significant impact on the quality of teaching and learning. These include a new scheme of work, extended activities for reading and writing and also increased opportunities for role-play and outdoor activities. A date is set for the redevelopment of the outside play area. The recommended curriculum is being implemented very well and enables children to make very good progress in their skills, knowledge and understanding. Very good relationships have been forged with parent and pre-school provision in order to ensure that children settle into the Reception class with ease. The transition when children move from the Reception class into Year 1 is also carefully planned.

This phase of the school is very well managed; the teacher and nursery nurse, who work as an effective team, have improved their professional expertise and have ensured that they are up to date with recent changes. The teaching methods used in the areas of communication, reading, writing, mathematics and personal development are excellent. The detailed records of children's progress show that the attainment of children who enter the Reception class varies from year to year. The attainment of the present Reception children, when they entered school in September, was broadly average. Their present work, when compared to earlier examples, shows clearly that they are achieving very well, have made very good progress and are likely to attain beyond the recommended early learning goals by the end of the summer term, in all areas of the foundation curriculum.

PERSONAL AND SOCIAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching enables children to achieve very well.
- Relationships are very good.
- Most children are likely to attain levels that exceed the recommended goals.

Commentary

50. The children are eager to learn and they have very good relationships with each other. They play and work together well and know how to tidy up after themselves. They are very well behaved, respond politely and they do as they are told. They show increasing independence in selecting resources. When completing jigsaws, they do so cooperatively. The majority change quickly for their physical education lesson. In all lessons, children show respect for each other and for adults and demonstrate good understanding of the difference between right and wrong.
51. The quality of teaching in this area is of a high standard. The relationships between adults and children are friendly. There are high expectations of the children, to grow in independence and to have good behaviour. There are well planned opportunities for children to discuss a wide range of feelings. Staff act as positive role models. Children are taught how to tidy up after themselves and to look after their own belongings. The carefully planned activities promote self-esteem and encourage children to form good relationships.

COMMUNICATION LANGUAGE AND LITERACY

Provision is **very good**.

Main strengths and weaknesses

- The teacher and nursery nurse take every opportunity to develop children's speaking, reading and writing skills.
- The children achieve very well.
- The majority are on course to exceed the early learning goals.

Commentary

52. Reception children listen attentively and most are confident when speaking, although records show that, when they first entered the class, several children were hesitant about initiating conversation. Children are encouraged to talk, but there are still a few who prefer at times to work quietly and keep their thoughts to themselves. Most children attempt to write their name and simple captions. Higher attaining children are able to attempt writing simple sentences with very little assistance. Lower attaining children require more adult help in the correct formation of letters and write underneath the teacher's script. They are all keen to play in 'the office' and enjoy writing and attempting to address their envelopes. When sharing a story, most children are able to identify sounds and simple words. They take good notice of the pictures and use these to assist them in answering questions about the story. The higher achieving children suggest what may happen next. Most are able to discuss the structure of the book and understand the role of an author and an illustrator.
53. Teaching and learning are very good. The varied and very well prepared activities encourage children to communicate their thoughts and feelings. They are offered carefully planned opportunities to investigate, share books and develop writing skills, which enable them to learn and achieve very well. Adults increase children's listening and speaking skills by chatting with them, and challenging them to explain what they are doing and what they will do next, examples of this being when they are investigating in the 'hide', in the exciting jungle area and when they are writing their letters and lists in 'the office'. Great care is taken when directing questions, to ensure that all children, including those with special educational needs, are fully involved. During shared reading time, the teacher's very good discussion skills are used to widen children's vocabulary and increase their knowledge of letter sounds and simple rhyming words. Because the teacher involves children in deciding their individual targets, children respond very well to the high challenges set.

MATHEMATICAL DEVELOPMENT

Provision is **very good** in this area of learning.

Main strengths and weaknesses

- Teaching methods are varied, interesting, enjoyable and great fun.
- Children achieve very well and are on course to achieve the early learning goals; a significant number is on course to exceed them by the end of the Foundation Stage.

Commentary

54. The children show a lively interest in numbers. They play games and are beginning to use number names correctly in play. Most children can count from one to ten and the higher attaining children can count to 20 and far beyond. All are able to count in twos. They put number symbols in the correct order. They are able to sort shapes and discuss the ways in which they are the same and how they are different. Lower attaining children need more adult assistance but, because the nursery nurse constantly asks probing questions and encourages

children to participate in games, for example, when identifying and standing on the matching number on the snake that is painted on the playground, they make good gains in their learning.

55. This area is very well taught. The wide range of opportunities for children to count, sort, match and sequence enables excellent increases in their mathematical language and development of their mathematical skills. Mathematical understanding is further developed through very well chosen stories, songs, exciting games and imaginative play. In all these activities, staff intervene to develop children's thinking through appropriate questions, such as, 'How many more?' and 'How many altogether?' The good quality resources are well chosen to capture the children's attention, be it through counting how many more or fewer passengers are on the pretend bus, matching dominoes or making number patterns using peg boards. Stimulating displays, such as one of Noah's Ark, are used to increase children's mathematical knowledge skills further.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good** and children learn well.

Main strengths and weaknesses

- There are excellent opportunities for children to explore and investigate for themselves.
- The majority of children are on course to achieve above the expected level of learning.

Commentary

56. Children show good understanding of the life cycle of the butterfly. They concentrate well and retain information. When answering the skilful questions of their teacher, they use appropriate vocabulary such as 'cycle', 'egg', 'cocoon', 'caterpillar' and 'butterfly'. At the computer, they listen intently and follow the instructions of a visitor who gives very generously of her time to extend their skills in the use of the mouse, location of shape and colour and knowledge of technical vocabulary. Children have written letters to the manager of the wildlife centre they are going to visit in order to find out more information. There is much joy and excitement when they receive a reply, and a parcel containing a toy lion cub. This motivates them further to learn more. Earlier work includes their experiments in making boats move. They also use the globe and a map of the world in order to find out where Australia is, as their friend has been there on holiday.
57. Interesting and attractive resources and real life experiences are used to stimulate the children's curiosity and to extend their knowledge. They are encouraged to talk about the things they can see around them. There are very good opportunities to widen children's knowledge and for investigation of, for example, life in the jungle. Children's own customs are celebrated. Their knowledge and understanding about other people's cultures are also increased through work on festivals such as Diwali and the Chinese New Year. Children are taught how to greet visitors in various languages, including Spanish and Japanese. Teaching also supports the children's spiritual development very well, enabling them to celebrate the Christian faith and to grow in awareness of others' beliefs. Exciting and interesting visits are made and visitors to the school include the members of the fire-service, which increases the children's awareness of safety issues. A story reader, who visits each week, encourages a love of books and use of the library.

PHYSICAL DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- Teachers pay very good attention to safety during physical and practical activities.
- Children achieve very well and their attainment exceeds the recommended goals.

Commentary

58. The Reception class children move with good confidence. They are growing in understanding of why they need to change for physical activities and follow the teacher's instructions to investigate different ways of traveling well. During a movement lesson, the teacher challenges the children to predict what will happen when the air is let out of the balloon. When imitating a balloon as it goes up and is then deflated, they dance, run, jump and hop around the hall with good agility, demonstrating very good use of the space and awareness of others. Children also show increasing control in the use of a good range of small equipment and are growing in confidence when using pencils and crayons and handling tools and objects.
59. Teaching in this area is very good. Extremely detailed records are maintained of the very good progress children make and the children's own drawings and writing are also saved, indicating, for example, 'I can skip' and 'I can play football'. The teachers and teaching assistant encourage children to try new experiences. Children are taught to move and play safely. Teacher demonstration increases their skills, one example being when rolling, stretching and manipulating clay to make caterpillars. A dad's workshop has enabled children to make junk models and furniture for the Three Bears' house. Extra equipment for the development of physical skills is to be acquired as part of the playground development scheme.

CREATIVE DEVELOPMENT

Provision is **very good** and children achieve **very well**.

Main strengths and weaknesses

- Teaching enables children to develop their own ideas and make things independently.
- Children make good progress in their creative skills and most are likely to exceed the Early Learning Goals in this area.

Commentary

60. Children use their imagination well in their drawings and paintings, exploring the use of paint, crayons, pencils, collage and printing. When drawing, they discuss what they are doing. Children join in singing rhymes and songs from memory. They use percussion instruments, which they tap in time to the music, demonstrating a growing sense of rhythm. They are growing in confidence in cutting, folding and using glue and tape. Their earlier work includes some impressive fabric designs and weaving.
61. Teaching is very good. A wide variety of activities are provided for the children to develop their imaginative skills including art, music, dance and creative play. Cheery songs provide a sense of happiness, so children are eager to join in. Very good attention is given to increasing children's cultural knowledge in the choice of music. While the children are engaged in activities, the teacher and nursery nurse are constantly alert for opportunities to extend their vocabulary. They teach skills and techniques which enable children to achieve very well.

Time is used well to enable children to explore, develop and finish their work and constant praise makes children aware that their efforts are highly valued.

SUBJECTS IN KEY STAGES 1 AND 2

Provision in English is **very good** and leads to very good achievement as pupils move through the school. Pupils with special educational needs make very good progress towards their individual targets. Standards are above average in speaking and listening, reading and writing in Year 2 and well above average in Year 6.

Main strengths and weaknesses

- Standards in Year 6 are a particular strength of the school.
- Teaching is very good and pupils achieve very well overall.
- Pupils' attitudes to learning are very good.
- The organisation of the curriculum to include extra short daily literacy sessions contributes significantly to pupils' achievement, especially in reading, spelling and handwriting.
- Assessment is used effectively to monitor progress and set targets.
- Management is good and is particularly successful in identifying areas for development and in adapting the curriculum to meet the school's needs.

Commentary

62. Improvement since the previous inspection is very good, especially in the junior phase of the school, where overall standards have risen considerably.
63. In 2003, test results for Year 6 were well above the national average and the average attained by similar schools. Girls did particularly well. When test results from 2001 to 2003 are averaged together, they show that girls left the school 2.3 terms ahead of the national average, whilst boys were 1.7 terms ahead. Evidence from the inspection indicates that in Year 6, very high standards have been maintained. Overall achievement is very good. There is no evidence of gender inequality, with teachers showing particularly good awareness of the needs of boys and girls and current initiatives are in place to reduce the gap in attainment. Pupils in Year 6 are confident and articulate, as seen in a group brainstorming session and can be succinct when feeding back ideas to the class. They listen appreciatively to the ideas of others. Pupils express opinions on the work of several children's writers, identifying favourites with good understanding of different genres. They show appreciation of texts from Shakespeare and Dickens. When tackling unseen reference texts, they are confident and successful in extracting information. Average and higher-attaining pupils write imaginatively, using interesting language, including figures of speech such as similes, to enhance meaning. Handwriting is well controlled. Spelling and punctuation, including speech marks and commas, are usually accurate.
64. Achievement in the infant department is very good. Standards are above average in Year 2. Pupils demonstrate extensive vocabulary when, for instance, they describe characters in a story. They listen carefully to adults in class. Average attaining pupils read confidently from graded readers, using phonic, context and picture clues successfully. Higher attaining pupils are independent and read extensively with understanding. All demonstrate competent skills in using information books. Almost all write neatly in sentences, in joined script, but several lack control because they do not hold the pencil correctly. They use their good knowledge of letter sounds to spell out unfamiliar words.
65. Current standards in Year 2 are much higher than the standards shown in the national tests in 2003. These were only average in reading and well below average in writing. Standards in 2003 were due in part to the nature of the year group, which scored below average in baseline tests on entry to school, and has also a higher percentage of pupils with special educational needs than in other year groups. Current standards are higher because the school constantly

assesses and seeks to improve its performance. Ongoing initiatives to raise standards include:

- a high priority for the teaching of writing skills throughout the school;
- daily short “skills” sessions beyond the literacy hour in Years 1 to 6;
- a very structured programme of teaching letters and their sounds, introduced in the infant department;
- paired reading sessions for boys, when older boys provide good role models for their younger partners by listening to their reading; and
- the review and extension of the range of reading materials, to ensure boys’ interests are met.

66. The quality of teaching is very good. A particular strength is the detailed planning and very clear lesson objectives, which provide a precise focus for learning and are shared with pupils so that they know what is expected of them. Group activities are especially well organised, with tasks matched very carefully to the needs of different ability groups. As a result, all are challenged to do their best. Pupils with special educational needs make very good progress towards their own targets, because of the teachers’ very good knowledge of their needs and the planning of specific tasks that enable them to succeed. Teachers are skilled in using questions to help pupils think for themselves and encourage them successfully to extend their own ideas. Relationships are very good and pupils are enthusiastic learners with positive attitudes to books. The short skills sessions beyond the Literacy Hour are taught particularly well in all classes, with a very brisk pace and especially sharp focus.

67. Overall management is good. The curriculum co-ordinator leads very effectively, developing the curriculum in response to the school’s identified needs. Efficient assessment systems are used to track the progress of individuals and of groups. The information gained is used constructively to set long term school targets, as well as to set half-termly individual and group targets in reading and writing. These help pupils to take some responsibility for their own progress.

Language and literacy across the curriculum

68. Although formal links are not consistently planned, language and literacy skills are exploited effectively in other subjects. For example, pupils act as scribes to feed back the main points of a brainstorming session in geography, write in a particular style to record an investigation in science or carry out research in books or on a computer in history. Particularly good attention is given to the teaching of subject specific vocabulary.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well by the age of 11 and attainment is well above national expectations.
- Teaching and learning are very good overall throughout the school.
- Multiplication tables could be practised in some classes more regularly.
- The subject is very well led and managed by two teachers.

Commentary

69. Children currently enter the school with standards that are broadly average in mathematics, but are on course to leave in 2004 with standards that are well above the national average. Over the years from 2000 to 2002 taken together, pupils have left the school with attainment six months ahead of that of pupils nationally. Results in 2003 for pupils aged 11 show standards above the national average and above average compared to those of similar

schools. The school is on course to meet its target for 2004. Between 2000 and 2003, girls performed a little better than boys, but no discernible difference in performance between the genders was seen during the inspection. Pupils' achievement is now very good.

70. Pupils' learning is very good as a result of the high quality teaching. In the five lessons seen during the inspection, teaching was excellent in one lesson, very good in two lessons and good in the remaining two. No differences were observed between the learning of boys and girls. Mathematics teaching is a real strength of the school.
71. In the excellent lesson, the pace was blistering and appropriate, with pupils given very short time slots to complete each task. Expectations were very high and the pupils were very well managed. For example, in the excellent lesson for Year 6 pupils on comparison of fractions, pupils were given short periods to complete each problem. Pupils rose to the challenge, remained focused on the task and worked both speedily and accurately. No time was wasted and pupils' learning was maximised. They thoroughly enjoyed a 30-second session in which they were asked to double the number four as many times as they could...the highest reached being 8,192!
72. Some of the pupils are occasionally hindered in their problem-solving by insufficiently prompt recall of their multiplication tables.
73. The subject is well led and managed by two enthusiastic and skilled subject coordinators. They are newly in post but have made a very good start in monitoring and evaluating standards. The numeracy curriculum team appropriately includes the headteacher and is very effective in the raising of standards. Standards exceed those reported at the last inspection.

Mathematics across the curriculum

74. Mathematics is developed very well across the curriculum in subjects such as geography, science, ICT and design and technology.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards for pupils currently aged 11 are well above national expectations.
- The quality of pupils' recorded work is very good.
- Teaching and learning are very good.
- The management of the subject is very good.

Commentary

75. By the end of Years 2 and 6, pupils are on course to exceed and greatly exceed, respectively, the standards expected nationally and they achieve very well in lessons. Test results over the three years from 2000 to 2003, taken together, have shown pupils leaving the school well over a term ahead of pupils nationally. Pupils who are in Year 2 can investigate the durability of a variety of materials using fair tests. They record their results in a scientific manner.
76. Pupils in Year 4 / 5 make excellent progress. In a lesson on conductors and insulators, pupils were provided with lots of challenge. Having reported on the conductivity of a range of known materials, they then had to assess the conductivities of unknowns; the recording of their work was exemplary.
77. The pupils in Year 6 make very good progress. In particular, their recording of their experiments, such as that on "the stretchiness of elastic bands", was very good. Good use is

made of the pupils' numeracy skills. The pupils' work shows their ability to use scientific language accurately to describe their activities. They record their methods, predict the outcomes of their investigations and the higher-attaining pupils compare and evaluate their findings. This is an improvement from the findings of the last inspection.

78. The quality of teaching was very good in the lessons seen during the inspection. Teachers have a very good knowledge of the subject and much attention is given to making sure that the pupils are clear about what they are expected to do and what this will help them to learn, through the very effective sharing of the learning objectives for the lessons. In a very good lesson for Year 2 pupils, the teacher obtained very good responses from her pupils by thoroughly involving them all in the experiments on properties of materials. Her open-ended questioning was very successful. Pupils with special educational needs achieve well because they are fully engaged in lessons.
79. The subject coordinator has a very good knowledge and understanding of the subject and has monitored teaching throughout the school. Standards have improved since the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards of attainment match national expectations; pupils' achievement is good.
- ICT is used well to support pupils' work in other subjects.
- The subject leader is very committed and capable.
- There is currently no dedicated ICT suite.

Commentary

80. Standards in all areas of ICT match national expectations. The lack of an ICT suite does not help in raising standards further.
81. Pupils take part in one dedicated ICT lesson each week. They then spend time each week practising the skills they have learned on an individual basis. ICT is routinely used to support work in other curriculum areas.
82. Teaching and learning are both good. Pupils want to learn because they enjoy their ICT lessons. The teaching of ICT observed during the inspection was good but was hindered by the lack of computers. Teachers use the one computer in each classroom to demonstrate skills. The school has a small number of laptops, but problems with internal power supplies have hampered their wider use. Year 6 pupils can create buttons to link one page of their presentations to others. They are appropriately aware of the needs of their audience. Younger pupils save and retrieve their work and routinely use ICT to support learning in other subject areas.
83. The subject is well led and managed by a dedicated subject coordinator. Assessment procedures, devised by the subject leader, are satisfactory. Better facilities would enable pupils to progress at a faster rate.

Information and communication technology across the curriculum

84. Information and communication technology is used well to support pupils' work across the curriculum in areas such as design and technology, science, English and, most especially, mathematics.

HUMANITIES

85. Only one lesson was observed in **geography**, therefore it is not possible to form an overall judgement about provision in this subject. Evidence from pupils' work and discussion with the subject co-ordinator and with pupils indicate that standards in Year 2 and Year 6 have been maintained since the previous inspection and continue to be broadly average. In the geography lesson seen in Year 6, very good teaching led to very good learning about rivers. The teacher used her excellent subject knowledge and high expectations to set challenging questions which encouraged pupils to extend and express their knowledge of the stages in a river's progress to the sea. Group tasks were planned carefully to meet the range of abilities in the class.
86. In **geography** and in **history**, assessment systems are at an early stage of development and are not used consistently to plan new work. A rolling programme of topics ensures full coverage of the curriculum. Cross-curricular links enhance learning considerably, as, for instance, in Year 6, a well-planned topic on Barcelona in geography is linked productively to work on Picasso and Gaudi in art. It is also a standard feature of the Year 6 geography curriculum for pupils to climb the Crag, the highest point locally, for a very 'hands-on' study of the immediate environment. The curriculum co-ordinators provide satisfactory leadership. They are particularly effective in developing the curriculum, but their role in monitoring the quality of teaching and learning and tracking standards is less well developed.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Standards match those seen at the last inspection.
- Teaching is satisfactory overall but sometimes good; pupils have positive attitudes to the subject.
- The volume of recorded work is low.
- Assessment is not used effectively to plan new work.
- A good range of visits and visitors bring the subject to life.
- Resources are good and support learning well.

Commentary

87. Standards in Year 2 and Year 6 have been maintained since the previous inspection and are broadly average. Pupils achieve soundly in gaining knowledge and skills as they move through the school. Pupils with special educational needs make satisfactory progress alongside their peers.
88. Teachers plan lessons thoroughly with clear learning objectives, which they share effectively with pupils. There is an appropriately strong focus on the development of research skills and good use is made of information and communication technology and of literacy skills as pupils become increasingly independent. Pupils respond with enthusiasm and interest when exploring high quality artefacts; history was given an inadvertent injection of fun when the head fell off a dummy wearing Victorian clothing as it was being carried through the school hall! Teachers make good use of museum loans and of educational visits and visitors, to bring the subject to life. The volume of work pupils record in books is low and does not reflect the breadth of the curriculum seen in lessons during the inspection. Marking does not always show pupils how to improve and, in some lessons, particularly in introductory or plenary sessions, teachers talk too long and the pace of learning slows.

Religious education

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment are in line with the expectations of the locally agreed syllabus by the age of seven and above these expectations by the age of 11.
- The overall quality of teaching is good.
- Monitoring of provision and the assessment of pupils' levels of attainment are not yet sufficiently developed.

Commentary

89. By the age of seven, pupils have satisfactory knowledge and understanding of Christian festivals. They listen to stories from the Bible. Junior aged pupils relate these stories to their own experiences and have developed their knowledge of Christian festivals and worship. Year 3 pupils have written their own short prayers and learn about the meaning of prayer. They also write about and discuss people who they and Muslims would go to for help in the case of an emergency or disaster. Year 5 pupils, know that Muslims, like Christians, are found in most countries of the world. Because of the very good teaching in Year 5, pupils achieve very well in their knowledge of the five duties that underpin Muslim life. Discussion with Year 6 pupils demonstrates good knowledge of the signs for the Holy Trinity. They are able to discuss landmarks in life's journey confidently, including the significance of christening, confirmation and marriage. They show growing appreciation of the similarities between the rules and laws of Muslims and Christians.
90. Overall, the quality of teaching is good. The work is appropriately and thoroughly planned on the basis of the locally agreed syllabus. Questioning is used well to encourage pupils to think about issues and to research information. A strong feature in one lesson was the way the teacher effectively extended pupils' learning by clarifying similarities and contrasts between different faiths, so the pupils made good very progress in understanding. In another lesson, pupils were encouraged to identify aspects of their own experiences and feelings, which were then used well to promote discussion of caring for others. Sound explanation clarified the meaning of religious terms. Pupils with special educational needs are well supported and positive comments enable them to have the self-esteem and confidence to participate alongside their peers. Much of the work in religious education is oral, so the quantity of written work provided for analysis was small. Marking does not always assist pupils in improving the quality of their work.
91. Religious education has been identified by the school as an area for review and development. The co-ordinator, who has only recently been given responsibility for the area, has made a satisfactory start in monitoring teacher's planning and a positive start on revising the school's scheme and overall provision. Other areas identified for further development are more formal monitoring in classes and the assessment and recording of pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Standards have been maintained since the last inspection.
- Pupils sample a good range of art and craft activities.
- The timetabling of the subject restricts the refinement of skills.
- Formal monitoring of teaching and learning within classrooms has yet to take place.
- Assessment is in the early stages of development.

Commentary

92. Standards have been maintained since the last inspection. By the end of Year 2 and Year 6, standards of work match the levels expected nationally and pupils make satisfactory progress. Year 1 pupils experiment successfully with pencil, pastel and paint and also learn how to mix colours, such as flesh colour in preparation for portrait painting. They show sound knowledge of what is meant by a portrait and participate in discussion as to how to show facial expression. No lesson was observed in Year 2, where the focus for the week was design and technology. However, the sample of work for the purpose of inspection shows that Year 2 pupils have experimented with printing, used colour, texture and pattern, painted self-portraits and have completed drawings using their imagination. They make satisfactory progress in the development of skills. Year 6 pupils are able to print a central motif and a border. They complete their work carefully, with a sense of purpose and pride. Discussion with pupils about their work shows that much of the work in art is linked to other subject areas; for example, Year 6 pupils have drawn pictures following a visit to the museum in their study of the Egyptians. In information and computer technology lessons, pupils have researched famous artists from Barcelona.
93. Pupils have the opportunity to sample a good range of art and design activities and experiment with a varied selection of media. Samples of work include examples of drawing, painting, collage, printing and sculpture and appreciation of the work of other artists. However, because the curriculum is taught in blocks, the development of skills in each of these areas is interrupted. A good example of this is seen in the portfolio of portraits and observational drawings throughout the school. Although pupils are beginning to be able to reflect shape, line and shade, many pupils have not yet developed the observational skills to record the finer detail accurately.
94. The standard of teaching in Year 1 is good and in Year 6, very good. Lessons are carefully planned. They are conducted at a good pace, with a brisk review of earlier work that consolidates knowledge; the teachers also make lesson objectives very clear. The teachers discuss and demonstrate the skills to be acquired. Time is used well to enable pupils to experiment. Effective questioning encourages pupils to review and to improve their work. Pupils with special educational needs receive encouragement and good support to enable them to participate fully.
95. The coordinator has contributed well to the development of art. There is a new policy and scheme of work and resources have been reorganised and relocated. More three-dimensional work has been introduced. A good initiative has been the organisation of an arts week, which enabled pupils to experience a wide range of activities. The subject is contributing well to pupils' spiritual, social and cultural development. Although there is monitoring of planning and the coordinator has collected samples of work, there has been little opportunity for her to monitor teaching and learning within classrooms and the progress pupils make as they move through the school. Assessment of pupils' attainments is in an early stage of development.

Music

Main strengths and weaknesses

- Standards have been maintained since the last inspection.
- Teaching is good.
- There are good opportunities for pupils to learn a musical instrument.
- Pupils do not always pay sufficient attention to dynamics and pitch when singing in assemblies.

Commentary

96. Standards have been maintained since the last inspection. For pupils aged seven, standards meet those expected nationally and for those aged 11, standards exceed national expectations. Pupils with special educational needs are fully included.
97. Year 1 pupils pay appropriate attention to pitch. Pupils listen to 'Here We Go Round The Mulberry Bush' and are able to identify whether or not there is a steady beat. They think of songs with a slow beat. Most can maintain a steady clapping rhythm and when marching, show a satisfactory understanding of tempo. They enjoy playing the percussion instruments and are able to identify fast and slow beats. Year 2 pupils show a developing awareness of pulse when singing with others and by the end of the lesson, most pupils understand what is meant by pitch. Year 4 and 5 pupils make good progress in their ability to follow graphical notation and the signals of a conductor. They are beginning to understand the musical terms of 'crescendo' and 'diminuendo'. No Year 6 lesson was observed; however, discussion with pupils indicates quite strongly that standards are above the national expectation for pupils of their age. One reason for this is that many of the Year 6 pupils receive specialist teaching; 65 junior pupils have additional instrumental tuition. Those heard playing flute, clarinet, euphonium, cornet and trumpet show growing musical and technical skills. There are good opportunities for all pupils to participate in school productions and also with to join bands in the area. Many pupils play the recorder. Those who accompanied the hymn singing in assemblies performed with good confidence, and were able to maintain their parts well. There is also a seasonal school choir. These opportunities complement and extend the work of the National Curriculum; they provide enjoyment as well as supporting pupils' social and cultural development.
98. Teaching is good overall and, where there is specialist teaching, excellent. Teachers plan carefully and choose interesting music and activities so that pupils are eager to participate. The good pace of lessons maintains pupil interest and the very good practical opportunities ensure pupils' involvement. Skilful questioning is used to check understanding and to extend skills. A wide range of music, from Miles Davis to Beethoven, is often played in other lessons and class assemblies, effectively supporting pupils' spiritual development.
99. The knowledgeable coordinator provides good leadership. Since the previous inspection, the curriculum has been reviewed and effective steps have been taken to increase staff confidence in teaching the subject, through the employment of a specialist teacher. Jazz and singing workshops, a visit from Asian musicians, visits to hear the Liverpool Philharmonic Orchestra and the planned visit for the infants to hear 'Peter and the Wolf', all help to increase pupils' knowledge and love of music. Although the co-ordinator monitors planning, she has not yet been able to monitor the quality of teaching and learning within classrooms in any formal way. The school is currently reviewing methods of assessment for this area.

Physical education

Provision is **satisfactory**.

Main strengths and weaknesses

- The provision for swimming is good and standards are high.
- There is a strong range of extra-curricular sporting activities.
- The allocation of time for teaching the subject within the school day is below the national average.
- The use of assessment requires development.

Commentary

100. Because of timetabling arrangements, it was not possible to see games, gymnastics or athletics. Judgements are therefore based on those aspects observed or discussed with pupils and teachers and no overall judgement can be made for standards at the end of Year 6.
101. By the end of Year 2, standards in dance are satisfactory and pupils make satisfactory progress. Year 2 pupils show competent body control whilst retelling a traditional story through dance. Year 3 and 4 pupils demonstrate developing skills and good standards when improvising freely, on their own and with a partner. They successfully interpret the music to reflect nervous, shy or pompous characters. In both the lessons observed, pupils used space well. They know about the effects of exercise on the body and maintain appropriate attention to safety. Pupils with special educational needs are encouraged to participate and receive additional support where required. This enables them to achieve well, attaining similar standards to those of their peers. Discussion with pupils indicated that they experience a wide range of extra-curricular activities, which include football, quick cricket, netball, rounders and country dancing. There is evidence of some very good achievement; for example, the Year 5 girls' team recently won a cross-country running competition. Pupils participate in the in the Healthy schools three kilometre fun run. A residential visit to Castle Head Field Centre provides the Year 6 pupils with a good range of adventurous experiences, including orienteering, climbing and canoeing. There is also an annual sports day. Pupils in Year 6 stated that they really enjoyed swimming. All pupils are able to swim the recommended length by the time they leave the school and the majority achieve very good standards for their age. Pupils have also experienced personal survival skills, such as treading water and swimming with some clothes on. One pupil swims for the county, while the school swimming team are the Lancaster Rural Schools' champions. These opportunities enhance the physical education curriculum and prepare pupils well for the next stage of their education and for a healthy future lifestyle.
102. Teaching observed was satisfactory in Year 2 and good in Years 3 and 4. Lessons begin with appropriate warm up exercises. Teachers' relationships with their pupils are friendly, which means lessons are enjoyable. Class management is good. This results in safe, controlled lessons where pupils follow their teachers' instructions. Positive comments encourage pupils to develop their dance skills. In both the sessions seen, the use of a taped lesson rather restricted the range of the teaching, although at times teachers did switch the tape off, in order to check that pupils understood what was required. There were also missed opportunities for pupils to evaluate their own and others' work.
103. The coordinator, the headteacher, is very well qualified and provides good leadership and he is currently reviewing the curriculum to ensure that two hours are allocated for physical education per week. The school policy and scheme of work have been reviewed and updated, in line with the local authority guidelines and safety procedures. There are now increased activities and visits from outside groups, such as a dance company who provided African dance sessions across the school. These opportunities support pupils' social and cultural development.

Design and technology

104. Due to restrictions on the timetable, it was not possible to make a judgement on standards. Nonetheless, the subject is very well led by the co-ordinator. The quality of teaching in the one lesson observed was very good. An analysis of work in pupils' books shows that there has been a big improvement since the last inspection, when standards were deemed unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

105. Although some classes are timetabled for PSHE and Circle Time, the school is aware that the overall provision for PSHE is currently at a developmental stage. A range of new resources are being purchased and the school is planning a variety of staff training courses in order to enhance the provision of PSHE across the whole school at the earliest opportunity.

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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	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).