

# INSPECTION REPORT

## **ST ANNE'S CATHOLIC PRIMARY SCHOOL**

Leyland, Lancashire

LEA area: Lancashire

Unique reference number: 119578

Headteacher: Mr M Barrett

Lead inspector: Mrs P Allison

Dates of inspection: 2 – 5 February 2004

Inspection number: 260780

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:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	217
School address:	Slater Lane Leyland Lancashire
Postcode:	PR25 1TL
Telephone number:	01772 422769
Fax number:	01772 455188
Appropriate authority:	Governing body
Name of chair of governors:	Rev J Cotton OSB
Date of previous inspection:	19 October 1998

## **CHARACTERISTICS OF THE SCHOOL**

St Anne's is a voluntary aided Catholic primary school, whose trustees are the Liverpool Archdiocese. With 217 boys and girls on roll, it is a similar sized school to other primary schools. The school has falling rolls, as have other schools in the area. The school caters for pupils from the age of three to 11, and they are taught in nine classes and a 26 place nursery. The school is situated in the Seven Stars area of Leyland and draws mainly from the immediate area, which is one of identified social deprivation. However, the school serves the parish of St Mary's and also draws pupils from a wider area, making the intake very mixed. Twenty four per cent of pupils are eligible for free school meals, which is broadly average. Overall, the socio-economic circumstances of pupils are below average. Ninety four per cent of pupils are of white British ethnic origin. A few pupils are from ethnic minority groups, but all pupils have English as their first language.

Children enter the school with a range of skills, but overall their attainment is below what is expected for children of this age. A number of children enter with under-developed communication and language skills. Nineteen per cent of pupils have been identified as having special educational needs, which is broadly average. Their needs are mainly learning difficulties, but there are a few pupils with physical and behavioural difficulties.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21420	Paula Allison	Lead inspector	Foundation Stage Science Art and design Design and technology
19419	Susan Boyle	Lay inspector	
21910	Gordon Longton	Team inspector	English Geography History Special educational needs
3942	Keith Sanderson	Team inspector	Mathematics Information and communication technology Music Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school**, providing a good quality of education for its pupils. A particular strength of the school is its positive and supportive ethos based on the Catholic faith, which permeates everything that it does. Pupils enjoy being in school and their attitudes and behaviour are very good. Standards are similar to those achieved nationally and pupils achieve well. The quality of teaching is good and pupils learn effectively in lessons. The school is well led and managed and it provides **good value for money**.

The school's main strengths and weaknesses are:

- The school is a positive learning environment in which pupils behave responsibly and are interested in all that the school offers them.
- Teaching is of a consistently good quality throughout the school; teachers encourage and support pupils so that they make good progress in lessons.
- The headteacher and other key staff provide good leadership and the school is managed and governed effectively.
- The school has very good links with the community and with the local High School to which pupils transfer.
- The school is developing some good procedures for monitoring pupils' achievements, especially in literacy and numeracy, but does not sufficiently involve pupils themselves in assessing their own work.

The school was last inspected in October 1998. Since then the school has improved well. Standards and achievement in Years 3 to 6 are better, particularly in writing, which was a weakness at that time. Developments in the curriculum, for example in experimental and investigative science, have helped higher attaining pupils to achieve well. The quality of teaching has improved and is now good throughout the school. The school monitors pupils' achievement much more accurately and has supported subject co-ordinators in taking more responsibility for the quality of provision in their subjects.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	D	C	D	D
Mathematics	C	C	C	C
Science	D	C	B	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 good.** Children enter the nursery with attainment that is below what is expected for children of this age. They make good progress through the nursery and reception classes and most reach the goals children are expected to reach by the end of reception. They achieve particularly well in personal, social and emotional development

Standards in reading, writing and mathematics in Year 2 are usually in line with the national average, and are above those achieved in similar schools. There were some weaknesses last year, but inspection evidence indicates that pupils are achieving well in Years 1 and 2 and pupils are on course to reach better standards this year.

Standards in Year 6 in English and mathematics are usually in line with the national average, and are often above those achieved in similar schools. Pupils achieve well in Years 3 to 6 and the school is on course to reach its targets. Standards in writing have been below those in reading and mathematics, but they are improving all the time, because of action being taken by the school and the efforts made by the teachers. Standards in science are particularly good. They are above the national average and well above those in similar schools. This is because of the good teaching, the more practical approach to investigative science and pupils' enthusiasm for the subject. Achievement in information and communication technology has improved considerably and pupils are now reaching above average standards.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good.** Pupils' attitudes and behaviour are very good. Attendance and punctuality are good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching is consistently good through the school.** Teachers encourage pupils and have high expectations of what they can achieve. They manage behaviour well and ensure that all pupils are able to achieve. Pupils attend well in lessons and gain skills, knowledge and understanding at a rapid rate. Support staff make a valuable contribution to the effectiveness of pupils' learning. Teachers are developing systems of assessment and these are well used, particularly in literacy and numeracy, although not in other subjects. However, pupils are not sufficiently involved in this and do not themselves have a good enough understanding of how they can improve.

The curriculum is good. It is well planned and there is a breadth of learning opportunities for pupils, both in lessons and outside of the school day. Pupils are very well cared for in the school and they thrive in the supportive learning environment. The school works well with parents and has very close links with the community. There are particularly strong links with the local High School, which helps older pupils make a positive transition.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher has a strong commitment to the school and its pupils and positively promotes the values that are so much a vital part of what the school is about. Parents recognise the special ethos of the school that permeates all aspects of its work. Key staff have effectively driven the developments that have improved pupils' achievement, for example in writing and science. The governance of the school is good. Governors have a clear vision for the school and work effectively and efficiently to ensure that the school provides a good quality of education for its pupils.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have positive views of the school. They particularly like the way in which the school provides for the personal development of their children through the ethos of the school and the breadth of learning opportunities. Pupils' attitudes are positive. They enjoy being in the school and know that they have to work hard, but that they are well supported and treated fairly. Some parents and some pupils have concerns about the behaviour of a few pupils, but during the inspection behaviour was seen to be very well managed by teachers and pupils were confident that any incidents are dealt with effectively and fairly.

## **IMPROVEMENTS NEEDED**

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

- Develop further the procedures for assessing pupils' work and monitoring their achievements, so that they apply to all subjects, and so that pupils themselves are involved and understand how they can improve their work.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

The achievement of pupils is good. From below average attainment on entry, pupils leave the school having reached average, and often above average, standards.

#### **Main strengths and weaknesses**

- Children make good progress in the nursery and reception classes and continue to achieve well through the school.
- Achievement in Years 3 to 6, particularly that of higher attaining pupils, has improved since the last inspection.
- Standards overall are usually better than those in similar schools.
- Standards in science are particularly high.

#### **Commentary**

1. Attainment on entry to the nursery is below what might be expected for children of this age. There are particular weaknesses in communication and language skills and personal development. Children make good progress in the nursery and reception classes and most reach the goals they are expected to reach by the end of reception. There are, however, still some weaknesses in literacy skills.
2. Standards in reading, writing and mathematics in Year 2 are broadly average. Standards were lower than this in the last end of key stage tests, as the table below shows, but were still broadly in line with similar schools. The problem has been with the smaller than average number of pupils reaching higher than expected levels. There is now more challenge in Years 1 and 2 and better achievement as a result. Improvements in standards in writing have been particularly noticeable.

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

Standards in:	School results	National results
reading	14.7 (15.2)	15.7 (15.8)
writing	14.4 (13.2)	14.6 (14.4)
mathematics	15.0 (16.2)	16.3 (16.5)

*There were 42 pupils in the year group. Figures in brackets are for the previous year.*

3. Standards in English and mathematics in Year 6 are broadly average. The table below shows how close to the national average standards were last year. Standards were above and well above similar schools. Currently, standards in writing are better because of the focus the school has placed on this. The table also shows how good the standards are in science. Pupils reach above average standards and standards that are well above those in similar schools.



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

Standards in:	School results	National results
English	26.3 (27.4)	26.8 (27.0)
mathematics	27.4 (27.0)	26.8 (26.7)
science	29.8 (28.5)	28.6 (28.3)

*There were 34 pupils in the year group. Figures in brackets are for the previous year.*

- Standards have been rising over the last few years and are considerably better now than they were at the last inspection. The school sets realistic but challenging targets and, with effective assessment systems now in place, the senior management team monitors closely their progress towards these targets and adds support as necessary to ensure that the targets are met.
- Achievement is good. From below average on entry to the school, pupils leave with standards that are at least average, and are often above this. This shows they have made good progress through the school. In the last inspection, higher attaining pupils were found to be underachieving. This is no longer the case, as the high percentage reaching above expected levels in mathematics and science illustrates. The school is working hard to emulate this success in English. Pupils with special educational needs are well supported and they make good progress towards their own targets. They very often reach the levels expected for their age. Boys and girls achieve similarly to other boys and girls nationally. Parents are very happy with the progress that their children make in school.
- As far as inspection evidence can show, pupils reach the expected standards in all other subjects. Standards in information and communication technology (ICT) are above average. Achievement in this subject has been particularly good over recent years.

### **Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes to their learning. Behaviour is very good. The school makes very good provision for pupils' spiritual, moral, and social development. Attendance and punctuality are good.

### **Main strengths and weaknesses**

- Interesting lessons and the range of activities and experiences provided by the school ensure the pupils' continuous desire to learn and strengthen their interest in school.
- Pupils respond well to the school's high expectations of behaviour and responsibility.
- Pupils enjoy coming to school; attendance is good.
- Teachers' encouragement and the school procedures successfully boost pupils' self-esteem and confidence.

### **Commentary**

- Pupils enjoy their time in school and respond enthusiastically to the formal and informal curriculum offered. In lessons, pupils are keen and interested and want to learn, wasting no time in completing tasks. Very good relationships exist between pupils, and between teachers and pupils. These are based on a foundation of mutual respect. All adults in the school are very good role models and the pupils copy their good example. The very good provision for the pupils' spiritual, moral and social development results in a strong community feeling within the school. The pupils are polite and helpful. Older pupils enjoy supporting younger ones, for example by helping them to improve their reading. Year 5 and 6 pupils display a good deal of maturity in the way they help others and in the conscientious fashion that they carry out tasks they have been given to do. Through the questionnaire replies and in discussions with inspectors, pupils made it clear that they enjoy their lessons and like their teachers.

8. Pupils with special educational needs have good attitudes to school. They are very well integrated within the school community. The level of support and encouragement that they receive has a significant effect on their self-esteem and on their achievement. They are confident to ask for assistance and assured that it will be readily available.
9. Pupils enjoy coming to school. Attendance is good and pupils get to school on time. The table below shows that attendance last year was above the national average and this has been the pattern for a number of years.

**Attendance in the latest complete reporting year (%)**

Authorised absence	
School data	4.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

10. The pupils are very interested in their lessons; they are eager to join in discussions and answer questions. They are confident that their teacher, support assistants and fellow pupils will listen to them and respect their views. They have good powers of sustained concentration; take an active part in their lessons and the vast majority work very hard. There is very good support for the activities held before, during and after school. This is particularly true of the computer clubs. On most days, all the computers are in use as often as possible and the pupils obviously enjoy the opportunity to improve their computer skills in an informal atmosphere. The breakfast club opens at 8 o'clock in the morning and many pupils arrive at this time.
11. The pupils live up to the very high expectations their teachers have of them. They clearly know and understand their class rules which they help to make at the beginning of the year. As a result, hardly any time needs to be spent in correcting inappropriate behaviour. There were no exclusions last year. The pupils in the reception class already know what is expected of them. This was evident during the assemblies seen. The youngest pupils joined in with the hymns and prayers and sat quietly when teachers, other pupils or visitors were speaking. The pupils are equally well behaved when moving about the school, and during breaks and lunchtime. They show respect for the environment and take good care of school equipment.
12. The school provides very good support for the personal development of the pupils. There are good opportunities for pupils to reflect upon their own views, and to consider the effects of their actions on others. As a result, the school is a harmonious and considerate community. Pupils are encouraged to appreciate the needs of others in the wider world. During Lent, Year 6 pupils take the lead in helping to raise money for charity. Last year they raised over £1,200 by involving all pupils, friends and parents in a wide variety of activities. The curriculum provides good opportunities for cultural development. They experience different cultural traditions by studying music and art from other countries and times. In subjects such as history and geography they learn about different ways of life and have opportunities to see events from various viewpoints. The curriculum prepares them effectively for life in a culturally diverse society.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. Teaching and learning are good. There is a breadth of learning opportunities for pupils. Pupils are very well cared for.

**Teaching and learning**

Teaching and learning are good. Assessment is satisfactory.

## Main strengths and weaknesses

- There is consistently good teaching through the school; an improvement since the last inspection.
- Positive relationships in classrooms encourage pupils to be involved in lessons.
- Teachers have high expectations and challenge pupils to achieve well.
- Support staff make a valuable contribution to the learning of individuals.
- Assessment is used well in some subjects, but not in others.

## Commentary

### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (10%)	13 (31%)	24 (57%)	1(2%)	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.*

13. The table above shows how consistently good the teaching is in the school. With these high percentages of good and very good teaching, it is not surprising that pupils learn effectively and make good progress. Parents are very confident in the quality of the teaching that their children receive and pupils themselves enjoy their lessons and know they are supported in their learning.
14. Teaching in the nursery and reception classes is good overall, with some very good and excellent aspects in the nursery in particular. Adults in both classes work together as effective teams and support children very well. In Years 1 to 6, there are many good qualities to the teaching. In all lessons teachers encourage and support pupils. The positive relationships make pupils feel secure and the enthusiasm of teachers inspires them to do well. Teachers manage behaviour positively and the classrooms are orderly learning environments. All pupils are involved in lessons and they have the opportunity to achieve. In many lessons, the teacher has so engaged pupils that they are completely engrossed in what they are doing and do not want to stop. An example of this was in a Year 2 ICT lesson, when pupils became totally absorbed in creating *Mondrian* pictures. They were making rapid progress in learning techniques and were pleased with what they were achieving. The quality of teaching was excellent and pupils learnt extremely effectively.
15. Teachers have high expectations of what pupils can achieve and they constantly challenge them. This is recognised by parents and pupils alike and is a good improvement from the last inspection, when there were many lessons where pupils were not sufficiently challenged. Lessons in Year 5 in particular show this, although it is a characteristic of lessons in other classes also. The Year 5 teacher asks questions to make pupils think. She keeps lessons going at a good pace and with her friendly approach manages to involve all pupils in what is going on throughout the lesson. Not surprisingly, pupils work hard and achieve well in her lessons.
16. Support staff are well deployed and make a valuable contribution to the quality of teaching and learning in the school. When working alongside teachers in lessons they are sensitive to the needs of individuals. They also provide effective support for individuals and groups of pupils who need extra help in order to improve their skills.
17. Assessment systems are in place and working well in literacy and numeracy. They work particularly effectively in literacy. Teachers know what pupils can and cannot do and they use this information to help them plan and set targets for pupils. Assessment systems are not so well developed in other subjects. Teachers have clear objectives for lessons and in the best lessons these are shared with pupils so they have an idea of what they are going to learn. However, other than this, pupils are not involved in assessing their own work or in monitoring

their progress. Teachers mark pupils' work conscientiously and their evaluative comments are encouraging, but generally pupils are not aware of what they have achieved and how they can improve.

## **The curriculum**

The overall quality of the curriculum is good. Opportunities for enrichment outside of the school day are very good. Accommodation and resources are good.

## **Main strengths and weaknesses**

- The curriculum is well planned to meet the needs of all pupils.
- The school provides a wide range of activities for pupils outside of the school day.
- Preparation for the later stage of education is very good.

## **Commentary**

18. The curriculum for children in the nursery and reception classes is good. It is planned to provide activities and experiences in all areas of learning. The two teachers have been working effectively on planning topics, to ensure that children have a variety of learning experiences and that what they are provided with builds on what they have already learnt. There are, however, not enough opportunities for children to be independent and initiate their own activities.
19. The curriculum in Years 1 to 6 meets statutory requirements. The quality and range of opportunities provided are good with some very good elements. The National Strategies for Literacy and Numeracy have been well integrated into the school's overall planning framework, and are contributing well to the pupils' learning. National guidelines are used for much of the school's planning framework, and the school is developing a whole curriculum overview so that links between subjects can be planned systematically. The school has developed more opportunities for using and applying mathematics and for experimental and investigative science. This is an improvement from the time of the last inspection and has had a positive effect on pupils' achievement, particularly that of the more able pupils.
20. All pupils have access to the curriculum and this is a good feature of the school. Pupils with special educational needs are well supported, so they can work alongside their peers as often as possible to take advantage of the curriculum offered. Provision for pupils with statements is good. When necessary the curriculum is carefully adapted to suit their needs so that their individual education programmes are met.
21. A very good range of additional curriculum opportunities enriches pupils' learning outside of classes. Participation in sport and the arts is good. The use of accommodation outside of school hours for such initiatives as the ICT club is very popular, and the overall contribution of links with the parish, the High School and parental involvement programmes such as *Better Reading* and *Lads and Dads* is very positive and valuable. Links with the local High School through extensive induction practices, for example the use of brass instruments, the high achievers mathematics group and visits from the High School band to boost musical involvement, help prepare pupils very well for the next stage of education.
22. The accommodation overall is good. The school, with the help of parents, has created a new, well equipped ICT suite, made some environmental improvements through tree planting and providing benches and generally uses the available space well. The accommodation is very clean and attractive which reflects well on the caretaker and his staff. Resources for learning are good overall.

## Care, guidance and support

The care, welfare and health and safety for pupils are very good. Provision for support, advice and guidance based on monitoring is good. Involvement of pupils through seeking, valuing and acting on their views is good.

### Main strengths and weaknesses

- There is a strong emphasis on pastoral support.
- Pupils are well cared for.
- There is an open climate in which pupils are listened to.
- Support for pupils in their learning is not always based on well informed assessment information.

### Commentary

23. The school is very caring and concerned for pupils' welfare. The child protection policy is in accordance with the local child protection committee guidelines, and all staff are clear about procedure. The health and safety of pupils is a priority, and all staff have had first aid training. In line with local education authority policy, the school is careful to ensure that the risk of any activity that takes place outside school is carefully assessed. The issues to do with health and safety that were identified at the previous inspection have all been addressed.
24. Pastoral support is seen as a very important aspect of the school's work. A number of staff have worked at the school for many years, know the pupils well and have established good relationships with them. This means that pupils are confident to go to them with concerns, and feel well supported. This, alongside effective monitoring, enables pupils' needs to be well met. The school also works well with other agencies to ensure that families have all-round support. For example, initiatives such as the breakfast club have been particularly successful in tackling attendance and punctuality. In this case, because the project manager for the breakfast club works so closely with the families, she is able to put them in touch with other agencies if need be. In the nursery, there are good induction procedures for new children, and very clear routines that ensure that children settle well and feel secure.
25. A strong ethos of valuing others makes pupils feel that they are listened to, and taken seriously. There are no formal forums for pupils to air their views but the school does respond to pupils' requests. An example of this is the benches in the playground, which were installed because pupils asked for them. The benches have improved the playground facilities, although the school recognises that there is scope for further developments.
26. Special educational needs pupils' difficulties are identified early. The school has good relationships with outside agencies which are used regularly.
27. Teachers help pupils with their work, by giving support and advice, and there is good extra help for some pupils through, for example, the better reading partnership. Pupils have learning targets to aim for and feel that they are helped towards the targets. However, because these targets are often the same for everyone, rather than ones arrived at following individual pupil assessment, it does mean that the support for learning in these instances, is not always firmly based on precise information.

### Partnership with parents, other schools and the community

The school has established good links with parents. Links with other schools and the community are very good.

### Main strengths and weaknesses

- The school has very effective links with the local High School.

- Parents have very positive views of the school.
- Very effective use is made of community links.
- The school makes every effort to involve parents in their child's learning, but does not regularly consult with all the parents.

## **Commentary**

28. The school works very closely with the High School, in a variety of ways. Good use is made of the expertise of staff from there, who have supported ICT developments and accompanied the annual residential visit. Some pupils benefit from the higher attainers' mathematics course, and all pupils are helped with the process of transfer through the well established transfer programme. This includes work in science, mathematics and English that is started in the primary school and completed at High School. The school works effectively with other schools; for example, the joint venture with another local primary school, which led to the setting up of the breakfast club.
29. In past years, the school has run workshops and curriculum sessions for parents, but these have not been particularly popular. More recently the school has worked with a local college to provide courses for parents, which are proving much more successful. The courses range in content and length, but are reaching out effectively to good numbers of parents and encouraging them to be more involved in their children's learning. As far as possible, the school establishes close relationships with parents of pupils with special educational needs children.
30. Parents are very positive about the school and very willing to support the school through the work of the PTFA (Parent, Teacher and Friends Association). The PTFA raises a great deal of money for the school by organising very many activities. Of special note, is the school calendar which is compiled by the PTFA in conjunction with parents.
31. The school has developed its community links particularly well to meet the needs of the curriculum, and to support pupils' personal development. An established link with a local community group was developed well to involve older pupils in a survey about car crime. Through this, pupils had a very valuable personal experience of working alongside the police, and interviewing the public. The survey depended on the co-operation of a local supermarket and led to press coverage. The work from this very exciting project involved English, mathematics and science, with pupils producing graphs and reports based on their findings. It culminated in a visit to the school from the High Sheriff. There are good links with the church, and good use is made of the building by groups and organisation, such as, the after-school club.
32. Parents generally feel welcomed in school, that they are listened to and complaints are sorted out effectively. Teachers and other staff are available to talk to parents, and on a personal level this works well. The PTFA and the parent governors are both effective ways for the school to find out how parents feel about the school, and what they want for the school. However, although this consultation is undoubtedly valuable, there is not the regular consultation with all parents about levels of satisfaction and policy that would normally be expected.

## **LEADERSHIP AND MANAGEMENT**

Leadership, management and governance are all good.

### **Main strengths and weaknesses**

- The headteacher successfully promotes the positive ethos of the school.
- Governors are a well established team, who work effectively to maintain their vision of the school.
- The school is a well organised place with clear procedures and systems.

## Commentary

33. The leadership of the headteacher is good. He has a strong commitment to the ethos of the school, which is based on the values of the Catholic faith. He promotes very well the concern for individuals and the ethos of care and opportunity for all that is so much a vital element of what the school is about. This is recognised and valued by parents, indeed it is often the reason they have chosen to send their children to this school.
34. Members of the senior management team work well together in leading curriculum development. They have been key movers in bringing about improvements, for example in literacy and science. Staff are supported and encouraged and, with some very strong newcomers, they make an effective team. The role of subject co-ordinator is developing and has improved since the last inspection. Teachers manage subjects well and are taking more responsibility for standards and quality in provision.
35. Governors form a well established team with a loyalty and strong commitment to the values of the school. They provide a range of expertise and interests and work very effectively in committees. They understand the strengths and weaknesses of the school and are involved well in the school development planning cycle. The chair of governors, through his role as parish priest, knows many of the families and works closely with them. This gives him a clear understanding of the needs of pupils in school.
36. The management of the school is good. Systems for monitoring performance and analysing data have been improved considerably since the last inspection. With the help of these, members of staff can track the progress of pupils and evaluate how well certain groups are doing. This is used effectively as a management tool for targeting support and informing staff changes. For example, the weakness in writing was identified and action was taken to bring about changes in curriculum delivery and in raising expectation generally. This has been successful in improving standards.
37. This is a well-managed school on a day to day basis. There are clear procedures and systems and a general air of things being organised. The school's administrative officer is a welcoming face to parents and visitors and keeps all the systems going efficiently. Financial administration and planning are good. Governors are closely involved and make decisions based clearly on helping the school to achieve its educational priorities. For example, they invest in support staff in order to help individual pupils have opportunities to achieve. The school has long been aware of the implications of falling rolls and reductions in specific grants and the accumulated balance has been carefully kept. It is now being used to make up for a shortfall in budget and to protect staffing levels during this difficult time.

### ***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	619,380
Total expenditure	569,097
Expenditure per pupil	2,371

Balances (£)	
Balance from previous year	126,481
Balance carried forward to the next	96,000

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

38. The school provides well for children in the Foundation Stage. Children attend the nursery on a part time basis before transferring to the reception class. Both classes are housed in their own buildings and are well resourced. The nursery is extremely well managed and the adults provide a high quality of care and education for the youngest children. This very good quality has been maintained since the last inspection. Provision overall in the reception class is good. Expectations are high, skills are effectively taught and children are well prepared for their next stage of education. However, there are not always enough opportunities for children to be independent, to explore and choose their own activities and materials.
39. As they enter the nursery, many children have poorly developed language, communication and personal skills and attainment on entry is generally below what might be expected for children of this age. Children make good progress in the nursery and reception classes and they achieve well. Many are on course to reach the goals expected by the time they enter Year 1, although a number still have weak skills and some have significant learning needs. In both classes, children are very well supported by experienced adults, who work together well to provide a secure learning environment in which children thrive.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The teaching is very good, achievement is very good and most children are on course to reach the expected goals.
- Supportive relationships in both classes encourage children to gain confidence and become positive learners.
- Shared experiences and celebrations enable children to learn respect others and gain positive social skills.

#### **Commentary**

40. Many children enter the nursery with poorly developed personal and social skills, but the quality of the learning environment, and the high level of care and concern shown by the adults, soon encourages children to gain the confidence they need to start relating to others positively. The nursery is organised meticulously and there are well established routines, which make children feel secure and give them a framework for their behaviour. This is illustrated daily as children happily enter the nursery at the start of the session and immediately become part of what is going on. They really feel they belong here and parents are very happy to leave them, secure in the knowledge that they are going to be well looked after.
41. The nursery teacher has very high expectations of children and they soon learn to behave responsibly and to listen to adults and to each other. They are taught social skills, for example how to ask others whether they would like a piece of fruit at snack time, and the very good role models that the adults provide ensure that children make very good progress in their interactions with others. Very good relationships are fostered. For example, during a lovely session when one child's birthday was celebrated, everyone was involved with and really enjoyed the singing and the opening of a card. It was a positive experience, illustrating the quality of the provision in the nursery.
42. Similar care is shown in the reception class and children make the move from one class to the other very positively. The nursery nurse in the reception class is very sensitive to the needs of



individual children and provides particularly good quality support, especially to those who need it most. The teacher has high expectations and children show many signs of becoming confident learners. They attend well, respond to the adults and most work hard at the tasks they have been given to do. They are becoming much more confident in their relationships with each other and happily work alongside or co-operatively with others. There is a very good emphasis in this class on developing children's self-esteem. This was illustrated in another birthday celebration that took place. Children sang with great gusto and shared in the giving of cards that they had made. It was a self-affirming, joyous occasion and had a positive impact on children's learning. Children are given a lot of support in the reception class, but sometimes they are not given enough opportunity to be independent.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The teaching is good and, although most children achieve well, not all are on course to reach the expected goals.
- Children listen attentively as they enjoy stories told by their teachers.
- Early literacy skills are well taught and children make a good start to learning to read and write.

### **Commentary**

43. Children enter the nursery with a wide range of communication skills. Some are already confident talkers and recall their experiences well. Others are very reticent and find it difficult to communicate with others. In the secure environment of the nursery, children develop their skills and are encouraged to talk in large and small groups. They listen to stories and join in with rhymes and songs. They are carefully taught the very beginnings of literacy skills. For example, in one session children were identifying initial sounds in words and were being encouraged to match the sound to a letter shape. With lots of repetition and praise from the teacher, they made good progress.
44. In the reception class, children further develop these skills and some children are already beginning to use their knowledge of sounds to help them read words and spell them in their own writing. However, many are a long way from this and still struggle with hearing the sounds and matching them to letter shapes. There are some weak language skills here that are likely to carry through into Year 1. All children listen attentively to and enjoy stories. The teacher tells them well and keeps all the children involved and they respond very well to questions. The adults in the reception class interact well with children and encourage them to develop their language skills. This is particularly effective in small groups. Sometimes, however, the whole class group is too large and many children are doing too much listening and not enough speaking.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Teaching is good, children achieve well and most are on course to reach the expected goals.
- Early numeracy skills are carefully taught and children gain a good understanding of mathematical ideas.

## Commentary

45. In the nursery there are regular sessions aimed at developing number skills, and children make good progress. They take part in number rhymes and songs, which provide a lot of opportunities for counting. Some are starting to recognise numerals and are confident with ordering them. Others can count, but do not confidently recognise the numerals and are unsure about ordering them. The teacher skilfully targets individual children, so that she can challenge them appropriately.
46. Number skills are developed well in the reception class and children become much more confident with working with them. During a whole class counting session, many counted in twos and tens and some pointed out specific numbers on a 100 square. Children have adequate opportunities to develop mathematical ideas. For example, they talk about shapes and their properties and are beginning to classify them according to such things as straight and curved sides. The teacher has very high expectations of children, but sometimes the challenge is too much. For example, this particular work was carried out very well in a small group with the nursery nurse, with children here having the opportunity to develop their mathematical language as they talked about the shapes they were handling. In the large class group it was too difficult for a number of children, the pace slowed and concentration levels waned.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Teaching is good and children achieve well. They are generally on course to achieve the expected goals.
- The curriculum is sufficiently well planned to ensure that children have a range of relevant experiences.
- Adult-directed activities are effective, but there are not enough opportunities for children to explore independently.

## Commentary

47. One of the major strengths of the nursery provision is the way in which activities are very carefully planned and children have a range of opportunities to take part in activities that interest them and develop their skills and understanding. For example, in a small group they all had the chance to ice a biscuit and they gained a range of skills and understanding during this activity. They use computers confidently and build with a range of construction toys. In small groups and with sensitive adults, they are taught many skills, such as cutting and gluing. However, there are sometimes not enough opportunities for them to use these skills on their own in their self-chosen activities.
48. In the reception class, children take part in a range of activities, usually linked to a theme. They are interested in the world about them and keen to learn. For example, after they had read *The Rainbow Fish* they talked about different fish and about the sea. The teacher's very good use of resources, such as actual fish and a globe, made the whole session interesting and it provoked a lot of talk. Later, children took part in a range of activities that further developed their skills, such as using a paint program to draw fish on a computer screen. However, again too many of the activities are adult directed and there are not enough opportunities for children to explore and investigate freely, to ask questions and follow their own interests.

## PHYSICAL DEVELOPMENT

49. It was not possible to observe this area fully during the inspection, mainly because of inclement weather and the lack of opportunity to use the outdoor areas that the two classes have. The

nursery does not have enough space for children to be given the opportunity for indoor physical activity. So staff are dependent on using the outdoor area as often as possible, in order to ensure that children regularly engage in physical activity. Fine motor skills are well developed, as children use tools and equipment and gain skills through careful teaching. The reception class has more space, but it is not used well enough on a regular basis for children to develop physically. They do have the regular opportunity to use the school hall, and most children move with confidence and control as they run, jump and balance. Most, however, are not ready for the formal physical education lesson and need to be given more freedom to develop their confidence in a less formal setting.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Achievement is satisfactory, but many children do not have the confidence to reach the expected goals.
- The teaching of skills is good, but children are not given enough opportunity to use these skills in their own work.

### **Commentary**

50. In both the nursery and reception classes, children are given a lot of opportunities to take part in creative activities and they gain a range of skills. However, these activities are often very closely adult directed and children do not have enough freedom to choose their own materials, to explore and experiment. Too often the result is pre-determined, and whilst children in this way produce good quality pieces of work and are proud of them, they also need the opportunity to develop their own ideas and use their own imagination. Only in this way can they become confident in their own skills and learn to express themselves imaginatively.

51. Children are given the opportunity to use their imagination in well-equipped role play areas. For example, children in the nursery acted out fairy tales as they dressed up as princesses and cast spells and sorted through jewels. In the reception class, they played in an igloo and dressed warmly.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **very good**.

### **Main strengths and weaknesses**

- The National Literacy Strategy has been very effectively introduced.
- Teachers have good subject knowledge and make lessons interesting
- The quality of teaching (including specialist teaching) and learning is very good and pupils achieve very well.
- Very good subject leadership gives a successful impetus to improvement.
- Other subject areas increase and extend pupils' literacy skills very well.
- Pupils' attitudes to the subject are very good.

### **Commentary**

52. The observation of lessons and an analysis of work in pupils' books indicate that pupils in Year 2 and Year 6 attain standards in line with national expectations. This represents an improvement since the previous inspection when writing by the end of Year 6 was found to be

unsatisfactory. The improvement in attainment is due to the efficient implementation of the National Literacy Strategy, and the school's new initiatives in English which are now beginning to bear fruit.

53. Pupils throughout the school enjoy English lessons and achieve well. They are given many opportunities to develop speaking and listening skills. For example, pupils often discuss with a partner before attempting to write. By Years 5 and 6 pupils attain above average standards in speaking. They converse with adults confidently and fluently and read aloud with expression. For example, Year 5 read the poem *The Listener* with very good understanding of how to build a climax into their performance. Pupils' listening skills throughout the school are very good, especially in situations such as in special assemblies. In one assembly held during the inspection the High Sheriff of Lancashire addressed the whole school, congratulating them on their involvement in a police initiative aimed at preventing car crime. The pupils listened with rapt attention and Year 5 pupils, who had explained to the whole assembly exactly what they had done to help prevent car crime, were congratulated on their very good speaking skills.
54. Teachers have worked very hard to improve the standard of reading and pupils are now making good progress and are receiving good help from many parents. There is additional help in reading for pupils with special educational needs and classroom support assistants provide valuable help to many younger pupils. Pupils in Years 3 to 6 continue to make good progress in reading. Higher attaining pupils in the upper juniors are very confident readers. For example, they are very familiar with the *Harry Potter* books and many are members of the local library. In some year groups there are still pupils who find reading difficult, especially when it comes to tackling unfamiliar words and texts. The school is doing everything possible to encourage these pupils and to teach them the strategies that will help them to read with greater accuracy and understanding.
55. In writing, pupils of all levels of ability make good progress. They develop good skills of writing different types of text, for example sequencing instructions or writing letters on a variety of topics. Pupils in Years 3 to 6 write at length when recording their work in other subjects, using an appropriate non-fiction style to match the subject matter. The school is introducing a new style of handwriting, though many pupils need to take more care with the presentation of their work.
56. The quality of teaching has improved since the previous inspection. It is never less than good, with several examples of very good and excellent teaching. It is enhanced by support staff, who make a valuable contribution to the pupils' achievement. In the best lessons observed, the pace was brisk, expectations were high, the pupils were very well managed and the teachers made very good use of praise and encouragement, which helped to boost the pupils' self-esteem.
57. The leadership and management of the subject are very good. The co-ordinator's own high level of knowledge and understanding of teaching and learning help her to support colleagues well. The National Literacy Strategy is now used very well. Assessment is also used well to inform future plans. For example, the school identified writing as an area for development and the school's initiatives to improve writing are beginning to have a positive effect.
58. Although there is a significant number of pupils in Year 6 this year who find the work quite difficult, the school has set challenging targets. Inspection findings indicate that it has a good chance of meeting these. Two factors contribute most strongly to the school's success in developing its pupils' skills in literacy:
  - Very effective teaching.
  - The pupils' own excellent attitudes to the subject.

## Language and literacy across the curriculum

59. At St Anne's, writing is not confined to English books but is found in every subject, and often to a very good standard. This was particularly evident in science, geography and history books. The use of ICT is now very good. It is often used to help pupils present their work.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Teaching is good overall.
- The National Numeracy Strategy has been well implemented, especially the oral/mental starter to lessons.
- The subject is well led.
- Pupils need a clearer idea of exactly what they have to do to improve.

### Commentary

60. The good teaching across the school enables pupils to achieve well and, from entering school with below average standards, by Year 6 standards are in line with expectations. The National Numeracy Strategy has been well integrated into the school's programmes of work. Particularly strong is the focus on teaching basic skills, especially during the oral and mental sessions that introduce lessons. Teachers skilfully employ a wide range of resources, such as whiteboards, individual number fans and counting sticks, to aid pupils' learning. Moreover, they demonstrate enjoyment themselves during these sharp, challenging, *quick-fire* sessions, and this helps to increase pupils' motivation. There are opportunities for pupils to develop skills in all areas of mathematics, with particular strengths in number and work on shape, space and measures. Scrutiny of pupils' books shows that the school is working hard to give pupils opportunities to use their mathematical knowledge in solving real life problems. This is an improvement since the previous inspection.
61. In all the lessons seen teaching was good and in one Year 5 lesson it was very good. Strengths include:
- Carefully planned lessons with clear objectives for the lesson.
  - Teaching which captures pupils' interest and enthusiasm.
  - Encouraging pupils to feel secure, and contribute with no fear of failure.
  - Clear explanations ensure all pupils understand what the tasks are.
  - Good emphasis on the correct use of mathematical vocabulary.
62. Support for pupils with special educational needs, or those less capable in mathematics is good. Teachers recognise that some pupils need an easier starting point for independent work, and support staff are active in helping pupils. Teachers mark work conscientiously but very often marking is just ticks, comments of praise or remarks about presentation. More could be done to use marking and target setting to make pupils more aware of their own learning, and to let them know exactly what it is they have to do to improve.
63. The subject leadership is good. The subject leader is experienced, realistic and has a good overview of the subject. He is well able to support colleagues, and feels that teachers are developing and adapting ideas well for the teaching of mathematics. The school has established extra provision in the form of *Springboard* booster groups, and has started *Able Maths* sessions, in conjunction with the High School, for more able, older pupils. The school is working hard to raise attainment. Because of the quality of the leadership and the teaching it is well placed to develop that innovative curriculum, which although still based on national guidelines, is custom built to match exactly the needs of St Anne's pupils.

## Mathematics across the curriculum

64. Pupils gain good mathematical skills and are then able to use them in other subjects, something many teachers make good use of. For example, in science pupils regularly measure with different pieces of equipment, as they record their findings from investigations.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards are high.
- Pupils really enjoy science and this is one of the key factors in their success.
- Teaching is consistently good through the school.
- There is now a good focus on pupils carrying out their own investigations.
- The subject is well led and managed, but assessment systems are not sufficiently developed.

### Commentary

65. The school achieves high standards in science. In Year 2, standards are in line with the national average. Most pupils reach the expected level, although few achieve higher than this. By Year 6, standards are above average and well above those in similar schools. Almost all pupils reach the expected level and many achieve higher than this. Standards have been improving over the last four years and are now considerably better than they were at the last inspection. Improvement generally since the last inspection has been very good.
66. Pupils achieve well. They make good gains in knowledge and understanding and develop scientific skills. Higher ability pupils are no longer underachieving, as they were before. This is shown in the high percentage of pupils who now reach higher than expected levels. Boys were achieving considerably better than girls, but this is now no longer the case. Pupils with special educational needs achieve well with the more practical approach. They are now much more likely to reach the expected levels than they were.
67. In the last inspection the quality of teaching varied from class to class and there were some weaknesses, such as pupils being under-challenged, work not matching pupils' needs and few opportunities for experimental and investigative science. Now the teaching is consistently good through the school, which has had a positive effect on pupils' progress. Teachers have good subject expertise and are well supported in their planning by clearly structured guidelines. They use resources well and apply a practical approach wherever possible. As a result, pupils learn effectively. They work hard and gain knowledge and understanding at a rapid rate. For example, in a Year 6 lesson, pupils carefully examined a flower head and were able to identify and label the parts on their own sketches. By the end of the lesson, they were beginning to understand the main functions of the parts of the plant.
68. There is now a good emphasis on developing scientific skills and involving pupils in carrying out their own investigations. In Year 3, pupils were taught skills such as measuring a specific amount of water and making sure that a test was fair. They were given the opportunity to use these skills in comparing different kinds of paper on the basis of their absorbency. By Year 5, pupils are able to carry out investigations independently, shown as they organised themselves very effectively to test out different materials for amount of friction they caused.
69. In all these lessons pupils showed very good attitudes. They were interested and keen to learn. They responded well to the practical approaches and confidently took part in discussions, as the findings of their investigations were brought together. Pupils really enjoy science and this is a key factor in their achievement.

70. The subject is well led and managed. The co-ordinator supports teachers effectively. He has addressed the weaknesses and brought about changes that have improved standards considerably. Investment in resources means that teachers have what they need to deliver the more practical curriculum. However, assessment systems are under-developed. Standards have been improved because of the lifting of expectations generally. Teachers still do not have secure information about how well individuals are doing so they cannot target them accurately. Neither are pupils themselves aware of how they can improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Overall standards have improved.
- The subject leader is very enthusiastic, keen to improve, and is a very good role model for colleagues and pupils alike.
- Staff confidence and expertise have improved.
- Teaching is good.
- Resources are good and still improving.
- The use of ICT skills to support all areas of the curriculum is developing well.

### **Commentary**

71. Standards observed during the inspection are above average. At the time of the previous inspection standards were also deemed to be above average. However, national expectations are now much higher, so standards noted now represent good overall improvement. All pupils achieve well, including those with special educational needs.
72. Resources have improved since the previous inspection. In addition to the school's existing provision of computers in classrooms, and a small workstation for Years 5 and 6, there is now a full ICT suite containing 16 computers. These are linked to the Internet. The school has improved its range of software, and an interactive whiteboard in the ICT suite is well used. Further such boards are planned for teaching areas, as funds allow. With this improved provision of both hardware and software, the school is better placed to teach a range of ICT skills and applications.
73. The subject is very well led. The subject leader has worked very hard to improve her own skills. She is enthusiastic, keen to improve and innovate and is well able to support and guide colleagues. She is a very good role model. The staff have also worked hard to improve their expertise, and confidence in teaching the subject has risen. All of the teaching seen was at least good. In one lesson it was excellent – it was hard to see how it could have been bettered. The subject leader and her colleagues are working hard to develop and refine systems of assessment so that the school has a wider range of information on which to base future planning.
74. At present, technical support consists of help, where possible, from a technician at the local high school. This is valuable support. Whether it is sufficient as the school's resources develop, and demands on the subject leader's time increase, must be decided.

### **Information and communication technology across the curriculum**

75. The use of information and communication technology across the curriculum is developing well. Some effective uses of ICT were particularly noticeable in literacy, numeracy, art, history and in supporting pupils with special educational needs, through *Success Maker*.

## HUMANITIES

### History and Geography

Provision for history and geography is good.

#### Main strengths and weaknesses

- Teachers' knowledge and understanding of the subjects lead to good learning.
- The good range of learning opportunities, including visits to places of interest, make history and geography come alive.
- Pupils are enthusiastic and enjoy history and geography.

#### Commentary

76. Observation of lessons and an analysis of pupils' work over the past year and on display indicate that attainment is as expected nationally. Pupils work hard and achieve well throughout the school. Pupils enjoy these subjects and were particularly keen to talk about their visits to places of interest, such as Lancaster to take part in orienteering, Ribchester to help their study of the Romans and Astley Hall where they had dressed in Tudor costume to help them find out what life was really like in Tudor times.
77. Pupils enjoy investigations or collecting evidence from different sources. For example, Year 2 pupils worked very well as they examined a series of photographs of cars, bicycles and aeroplanes designed in the past as part of their investigation of transport. The pupils sequenced the photographs in the correct order thus helping them to understand the passage of time. Year 6 watched and listened with total attention while they made notes from a video about life for Indians in the South American jungle. They were very interested and compared the Indians' way of life with their own. An analysis of work in pupils' books indicates that they make very good use of ICT for presenting their work and for research, using CD ROMs and the Internet. They make good links with their mathematical studies using grid references to identify places on maps and they make time lines in history.
78. The teaching is good. Teachers have good subject knowledge and a good rapport with their pupils. They make lessons interesting and exciting and create a very good ethos for learning. The subject co-ordinators are enthusiastic and knowledgeable. They provide good leadership in both subjects. The school is investing wisely in providing a good selection of high quality books and artefacts to enhance the pupils' interest in the subjects. Assessment is in the early stages of development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

**Art and design** was inspected in detail and is reported in full below. Limited evidence has meant that secure judgements about provision in **design and technology**, **music** and **physical education** have not been possible.

### Design and technology

79. No lessons were seen in design and technology, but evidence from pupils' work on display and recorded photographically indicates that pupils are receiving a full curriculum and are achieving well. For example, Year 2 pupils made puppets, learning how to use a template, to join pieces of material with sewing and they evaluated their work carefully identifying what they could have done differently. Year 6 pupils made moving toys, planning what they were going to do and using a range of tools and techniques. These were completed to a high standard.



## Music

80. In music only one lesson was seen. The subject leader has a strong musical background, is a talented musician, and is well able to support and enthuse colleagues and the pupils. Pupils engage in a wide range of music making from flute, saxophone, clarinet, piano, keyboard, recorder and brass tuition to taking part in joint musical productions with other local primary schools and the High School.

## Physical education

81. In physical education two lessons were seen, both gymnastics, with good and excellent teaching, and standards above those expected. The school offers an appropriate range of activities. Year 5 pupils go swimming through the year, and about 95 per cent of pupils can swim 25 metres or more by the time they leave school. The school participates in inter-school competitions in football, netball, cross-country running and swimming. Links with local clubs enable pupils to receive coaching in netball, tennis and football, and there is a very good range of extra-curricular activities linked to sport and 'healthy living'.

## Art and design

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

## Main strengths and weaknesses

- Pupils reach expected levels and some work is of a high standard.
- A wide range of experiences is offered to pupils.
- Teachers encourage pupils and everyone enjoys art lessons.
- Pupils are given plenty of opportunities to try out techniques; they are not always encouraged to explore ideas.

## Commentary

82. Standards in art and design are in line with what is expected, although some work that is produced is of a higher standard than this. Pupils achieve well. Everyone enjoys art lessons. Pupils are interested, concentrate on the work they are doing and are pleased with what they achieve. When asked what they liked best about their school, many pupils mentioned art lessons in particular.
83. Pupils have good opportunities to use a range of techniques and materials. For example, Year 1 pupils explored print making. During the course of the lesson they were taught how to make a print and were given time to practise the technique before going ahead with making a print-block. Pupils are introduced to the work of a variety of artists and are shown how to use this to inspire their own work. For example, Year 3 pupils designed and made a cup and saucer after studying the pottery of the designer Clarice Cliff, and Year 4 pupils were introduced to the work of El Greco. In both these lessons pupils were developing their understanding of how artists work and were able to use this as starting points for their own work.
84. Pupils are often given the opportunity to evaluate their work and the work of others. For example, Year 2 pupils had been working on symmetrical drawings and were given time at the end of the lessons to talk about each other's work. They made some thoughtful and useful comments. All these aspects of art and design are taught well throughout the school. Teachers have good subject knowledge and understanding and they use resources imaginatively to provide pupils with a good range of experiences. They use ICT well to support the subject, for example in using paint programs and for sourcing visual information.
85. What is not done so consistently in every class is the element of exploring and developing ideas; pupils given time to try things out, perhaps in a sketch book, and choosing the designs

that they feel will work best. There is a well established curriculum in place and the co-ordinator provides a large range of resources to support this but, although comprehensive in terms of exploring and developing techniques, the element of developing ideas is not as securely written in and is left to individual teachers.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

86. There is no scheme of work specifically for personal, social education, health education and citizenship (PSHE). Much of it is delivered through the curriculum, especially the religious education programme. The school makes extensive use of the 'Here I Am' programme, providing pupils with opportunities to reflect on personal issues.
87. There are good arrangements for pupils to work collaboratively and to share equipment, one notable example being when pupils enjoy sharing computers and helping each other. There are good opportunities for pupils to take responsibility; acting as monitors, looking after younger children and raising funds to help others. There are planned occasions where pupils discuss social and moral issues, talk about feelings and dilemmas. For example, after a visit to The National Grid Site at Penwortham, pupils wrote about how they would have felt if they had lived there before the site was developed yet they realised the importance of having a plentiful supply of electricity. In their assembly Year 5 pupils showed they had a clear understanding of moral issues as they explained their ideas to prevent theft from cars. The residential experience for older pupils successfully extends their social skills and presents them with new challenges.
88. There is good emphasis on healthy eating initiatives. Teachers try hard to boost pupils' self esteem and give them more confidence. All these factors are having a positive influence on learning and pupils' personal development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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