

INSPECTION REPORT

**POULTON-LE-FYLDE
THE BRECK PRIMARY SCHOOL**

Poulton-le-Fylde

LEA area: Lancashire

Unique reference number: 119301

Headteacher: Mr W A Bailey

Lead inspector: Mrs J Morley

Dates of inspection: 12th - 14th July 2004

Inspection number: 263780

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	235
School address:	Fouldrey Avenue Poulton-le-Fylde Lancashire
Postcode:	FY6 7HE
Telephone number:	01253 885319
Fax number:	01253 885319
Appropriate authority:	The governing body
Name of chair of governors:	Mr Paul Raynor
Date of previous inspection:	2 nd February 1999

CHARACTERISTICS OF THE SCHOOL

- The Breck Primary School caters for 235 pupils aged four to eleven.
- Social and economic circumstances are favourable and the proportion of pupils eligible for free school meals is below the national average.
- Almost all pupils are white British, and there are none for whom English is an additional language. There are one or two pupils from each of a range of minority ethnic backgrounds.
- There are 33 pupils (14 per cent) designated as having special educational needs, a proportion that is a little below the national average. Of these, 11 have statements of special educational need. At 4.6 per cent this is three times the national average. The difficulties encountered by the pupils with significant needs are: autism; physical disability; social, emotional and behavioural problems; profound and multiple learning difficulty; moderate learning difficulty and dyslexia.
- There are no travellers, asylum seekers, refugees, or pupils in public care.
- There was no mobility amongst pupils last year, other than at the usual times.
- The school holds the following awards:
 - * Activemark Gold (2001)
 - * Healthy Schools (2004)
 - * Eco School (2003).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	<i>Lead inspector</i>	English; Art and design; Design and technology.
13762	N Shelley	<i>Lay inspector</i>	
27477	J Mitchell	<i>Team inspector</i>	Mathematics; Geography; History.
29188	G Ulyatt	<i>Team inspector</i>	Personal, social and health education; Citizenship; Physical education; Religious education; The Foundation Stage.
20038	G Watson	<i>Team inspector</i>	Science; Information and communication technology; Music; Special educational needs.

The inspection contractor was:

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

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with many very good features. Key amongst these is the outstanding range of opportunities on offer outside the school day. Provision of such quality has been triggered by the headteacher's vision for the school, and realised over time through extremely judicious appointments of staff. Through good teaching, the school ensures that pupils make good progress in developing skills in literacy, numeracy and information and communication technology (ICT). It is also very successful in helping pupils to become mature, self-assured and responsible young citizens. Value for money is good.

The school's main strengths and weaknesses are:

- There is a very good ethos in the school, led effectively by the headteacher.
- By Year 6, standards in mathematics and ICT are above those expected nationally, and literacy skills are well above.
- Standards in science are average; they are less good than in the other key subjects.
- The quality of teaching is good overall, and teachers give particularly generously of their time beyond the school day to run a wealth of additional activities.
- Support staff contribute very well to school life in general, and to the good progress made by all pupils, particularly those with special educational needs (SEN).
- Pupils' very good attitudes are evident in their positive approach to work.
- Pupils are cared for very well and enjoy warm relationships with all adults in the school.
- Information and communication technology (ICT) is used innovatively to enhance learning across the full curriculum.
- Pupils' work in science, geography, history and religious education is not always recorded systematically or fully enough, and this has an impact upon their knowledge and understanding in these subjects over the longer term.
- There is no secure 'outdoor classroom' to which Reception children have ready access.

The school has dealt comprehensively with all the key issues from its last inspection (1999). Standards in English and mathematics remain strong. Extra-curricular provision is still excellent. With strengths in literacy and numeracy well established, the school has turned its attention to developing other areas of the curriculum. This has resulted in improved achievement in ICT, geography, and art and design. The role of support staff has also been productively developed. The school has gained the Eco School and Healthy School awards, and Activemark Gold Award. The outside environment has been enhanced. Overall, therefore, improvement has been good.

STANDARDS ACHIEVED

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

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

Children's attainment on entry to the school is average overall. It can, however, be below average if a high proportion of the year group has significant SEN: such is the case in the current Year 2. Regardless of the starting point, **achievement throughout the school is good.** From an average start, almost all children reach the goals expected by Year 1. This good progress continues through Years 1 to 6. As yet, the 2004 national test data for Year 6 are unvalidated, but both these and the

inspection findings indicate that standards are well above average in English, above average in mathematics, and average in science. Unvalidated national test data for Year 2 indicate that standards are above average in reading and writing and average in mathematics. Inspectors judge that standards are above average in all three.

Pupils behave well and have very good attitudes to work. They are courteous, sociable and confident. Attendance is above average and pupils arrive at school promptly. **Provision for their personal development – including the spiritual, moral, social and cultural elements - is very good overall**, as it was at the last inspection. Provision for the social element is outstanding.

QUALITY OF EDUCATION

The quality of education is good, as is the overall quality of teaching and learning. In the four-fifths of lessons where teaching was judged to be good or better, the pace was brisk, work was very well matched to pupils' capability, and support staff made a major contribution to learning. All pupils, regardless of capability or background, have an equal opportunity to make progress. On the very few occasions when teaching is less than satisfactory it is because expectations of pupils' behaviour and work rate are not high enough. Assessment is used well to raise standards, particularly in English and mathematics, where pupils are most actively involved in the process. The curriculum is good and is enriched by outstanding additional opportunities, particularly in sport and music.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The retiring headteacher effectively leads and manages a school built on his conviction that pupils should be offered much more than a good academic curriculum. Governors share this vision, and the key appointments they have made recently (a new headteacher and deputy headteacher) have reflected this clearly. They recognise the strengths of the school, challenge decisions when necessary and fulfil all their statutory duties. Overall, governance is good. The headteacher is well supported by all staff, regardless of seniority; they all use their specific skills and interests for the benefit of the pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think well of the school and their views are fully justified. Pupils enjoy relaxed yet respectful relationships with staff. They enjoy the wide range of activities on offer and appreciate the lengths to which their teachers go to provide them.

IMPROVEMENTS NEEDED

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

- Improve standards in science.
- Ensure that work in science, geography, history and religious education is recorded more systematically and fully.
- Provide a secure outdoor area in order to fully develop the curriculum for children in Reception.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well, and leave the school with standards that are well above average in literacy and above average in numeracy, ICT, art and design and physical education.

Main strengths and weaknesses:

- Except in Year 4, pupils achieve well. They leave Year 6 with key skills that will serve them well at secondary school.
- The strong literacy, numeracy and physical education standards reported at the last inspection have been maintained, and those in ICT and art and design have improved.

Commentary

1. In broad terms, children join the Reception class with average skills and aptitudes, and achieve well thereafter. By Year 6, pupils are well equipped for secondary school in mathematics and ICT, and particularly well equipped in English. The average trend in Year 6 test results is not a sign of complacency; rather it is testament to the effort the school has made to retain its high standards. The below average trend in Year 2 results is not evidence of diminishing achievement; it reflects the impact of the increase over the past few years of pupils with significant SEN.

2. By Year 6 there is no significant difference in the achievement of boys and girls, because the difference that is evident at Year 2 has been successfully eradicated. The school claims that its strong focus on sport, and the use it makes of sport as a motivating factor for boys, is the key to this success. Inspectors agree that this is the likely cause: certainly in lessons there is no noticeable difference in the attitudes, contribution, or work rate of boys or girls.

3. The school has baseline assessment data going back a number of years. It shows that the skills and aptitudes of children entering the school meet expectations over time, but sometimes fall short of them. This is the case with the current Year 2 cohort.

4. Children achieve well overall in Reception. By the time they leave it, the majority have reached the goals expected in five of the six areas of learning; a few have exceeded them and some have fallen short. Attainment in the sixth area of learning - personal, social and emotional development - is better: it exceeds expectations.

5. The Year 2 test results from 2003 show pupils achieving standards in reading, writing and mathematics that are all above average. The 2004 test data are, as yet, unvalidated. However, if confirmed, they will represent well above average standards in writing, above average standards in reading, and average standards in mathematics. These are commendable, and, given the proportion of pupils with SEN in the cohort, represent good achievement from Reception onwards. Inspectors find that standards in both English and mathematics are above expectations. Teachers' assessment for science showed standards to be very high in 2003. Unvalidated data show them to be above average this year. Inspectors judge them as likely to meet expectations.

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

Standards in:	School results	National results
reading	17.8 (17.5)	15.7 (15.8)
writing	16.3 (15.0)	14.6 (14.4)
mathematics	18.1 (17.7)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

6. The 2003 test results for Year 6 (see the table below) show attainment that is well above average in mathematics, above average in reading and average in science. Unvalidated test data from the current year show standards that are well above average in English, above average in mathematics and average in science. Inspectors agree. The results represent good progress through Years 3 to 6 in English and mathematics, and satisfactory progress in science.

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

Standards in:	School results	National results
English	28.9 (29.2)	26.8 (27.0)
mathematics	29.2 (28.2)	26.8 (26.7)
science	29.5 (29.5)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

7. The proportion of pupils eligible for free school meals has fallen over recent years, and the fall in 2003 took the school to below eight per cent (a new category for the purposes of comparison with similar schools). The table below summarises the Year 6 performance in 2003 and in 2004 (unvalidated), when compared to that of similar schools.

	2003	2004
English	above average	well above average
mathematics	well above average	average
science	average	well below average

8. School and local education authority assessment data are used well to monitor pupils' progress, so that any with learning problems can be identified at an early stage and supported appropriately. Thereafter, these pupils achieve as well as their peers.

9. Standards in ICT have improved since the last inspection and are now above average in Year 2 and Year 6. Standards in art and design and physical education are also above expectations by Year 6. Those in other subjects meet the standards expected nationally.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and personal development are very good. Their behaviour is good.

Main strengths and weaknesses:

- Pupils are very positive about the school and are keen to attend.
- Their spiritual, moral and cultural development is very good and their social development is excellent.
- Behaviour and attendance are good overall.

Commentary

10. Pupils like school very much and take part in all activities with great enthusiasm and thorough enjoyment. They are conscientious and do their best. They particularly value their teachers and the wide range of activities and experiences provided.

11. Pupils' behaviour is almost always good or better, both in and out of lessons. In the few lessons where it is less than good, this is because teaching and activities are not sufficiently stimulating and the strategies used to manage the class not effective enough. One pupil was temporarily excluded last year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
200	1	0

12. Relationships between pupils are very good. Incidents of bullying or any other form of anti-social conduct are rare and are always promptly dealt with. Pupils are considerate and mutually supportive, yet competitive when appropriate.

13. Attendance is above the average for primary schools, and unauthorised absence is low. Absence that results from family holidays taken during term time is more than is usually found in similar schools. The procedures for recording and promoting attendance are good. Pupils arrive on time for the start of school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.1
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.

14. Pupils make very good progress in their awareness and appreciation of spiritual values. They particularly enjoy the moods and feelings experienced through art, music, sporting endeavour and physical education. A spirit of care and consideration pervades the school and the attitudes and conduct of the pupils. Their care for the environment and considerable efforts for charities show their concern for life in the world around them. Assemblies and thoughts for the day help pupils to reflect on the messages they are given.

15. Pupils understand very well the difference between right and wrong; equally well, they develop their appreciation of moral values. The school makes clear its expectations of attitudes and conduct, and recognises and rewards good and improved behaviour. Pupils are given opportunities to discuss moral issues, for example as part of the study of history and within personal, social and health education (PSHE). Teachers and helpers provide very good role models for the pupils.

16. Pupils make excellent progress towards becoming mature and responsible, and they readily accept and carry out a variety of tasks. These include looking after other pupils and the environment, and being members of the school council. Pupils are helped to develop speaking skills and confidence through a public speaking competition. The exceptional sporting opportunities give them a wealth of social experiences with other pupils, schools and associations. The pupils are also able to take part in dramatic and musical performances. These, and the school's residential visits, add to the range of their social experiences.

17. Religious education, humanities, the arts and assemblies contribute much to pupils' realisation of their own heritage and that of other countries. Visits to places of interest supplement this well. Many displays in the school feature aspects of other parts of the world and the lifestyles of other peoples. They also reinforce studies, for example on the European Union and the history of Australian aborigines. In a physical education lesson, pupils developed a dance based on a South American carnival. Visitors to the school, for example an African minister of religion, help to develop pupils' understanding of different lifestyles and cultures.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good, and this is the outcome of a number of features. In particular these are good teaching, a good curriculum and outstanding-extra curricular provision.

Teaching and learning

The quality of teaching is good. Assessment is also good, as it is used effectively to raise standards, particularly in English and mathematics.

Main strengths and weaknesses:

- Pupils of all capabilities are routinely challenged.
- Support staff make a strong contribution to teaching and learning.
- Inadequate strategies for managing pupils are the root cause of the very small amount of unsatisfactory teaching.
- Assessment systems are already effective but the new plans bode well for further development.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	14 (37%)	17 (45%)	4 (11%)	2 (5%)	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. Percentages total 101% due to rounding.

18. As is clear from the table above, more than eight in every ten lessons were judged to be of good or better quality and close to four in ten were very good or excellent. A small minority were less than satisfactory. The proportion of good or better teaching is a small improvement on that reported at the last inspection.

19. In the majority of lessons there are no significant weaknesses, but there are several strengths. Key amongst these is the way in which teachers ensure that the tasks they set provide a good level of challenge for pupils of all capabilities. In addition, teachers have an extensive repertoire of strategies for dealing effectively with those pupils who find it difficult to behave well. There are two further features in particular that distinguish good teaching from that which is very good or excellent; one is the pace at which lessons are taught and the other is the contagious enjoyment displayed by the teacher. These two features were most evident in Years 3, 5 and 6.

20. In the small minority of lessons where teaching is less than satisfactory it is because weak management of behaviour leads to a sedentary pace and an unacceptable work rate. This is a shame, because the activities planned are generally appropriate and interesting. Differences in pace and expectations of pupils' work rate are also features that separate the lessons that are good from those that are satisfactory.

21. The contribution of support staff to teaching and learning is very good. As a team they are particularly well qualified. Their skills are most evident in the successful way they manage the significant minority of pupils who present challenging behaviour, including indifference to learning. The support staff are well briefed by teachers. Indeed, when they work with groups of pupils their contribution to learning is invariably as good as that of the teacher. They also contribute significantly to the wider life of the school. Examples of their activities are setting up and categorising the library, running extra-curricular activities, and joining groups on residential visits. Whilst they work routinely with pupils of all abilities, there is no doubt of the significant impact they

have on the achievement of pupils with SEN. The school has a particularly high proportion of pupils with statements of special need. It is testament to the sterling work of support staff as well as to that of teachers that this proportion is not more evident in the school's national test results.

22. Teachers use assessment well to raise achievement, particularly in English and mathematics. In these subjects the school uses a commercially produced, target-setting package. Pupils are actively involved: they know which targets they have met and those on which they still need to work. Without doubt this contributes to the school's commendable standards in these two key areas. There are sound systems already in place for other subjects of the curriculum, but there is an interesting new package, set up and ready to run in September when the new headteacher takes over. This will involve staff working in small teams; each team will lead on a group of subjects. Assessment will feature strongly in their work, and the tangible enthusiasm displayed by all staff to get to grips with the new system bodes very well for the future.

23. The co-ordinator for gifted and talented pupils is well informed. She has attended courses on provision for such pupils and has guided her colleagues on identifying them. Teachers have compiled a register and are now at the stage of planning work and activities that will meet the needs of these pupils, both in lessons and in opportunities outside the classroom. In ICT, some students of the local secondary school visit and work successfully with pupils who have been identified as particularly talented.

The curriculum

The curriculum is good overall. Accommodation and resources are satisfactory. The opportunities for enrichment are excellent.

Main strengths and weaknesses:

- Over 90 per cent of pupils are involved in extra-curricular activities.
- The provision for PSHE is good.
- The outdoor environment is good.
- The outdoor provision for Reception children is unsatisfactory.
- Insufficient time is allocated to science.
- The provision for pupils with SEN is good.

Commentary

24. The school's commitment to a broad curriculum is evident in several ways. For example, pupils talk excitedly about the opportunities the school gives them to take part in sport. A group of pupils speculated on what it would be like if (or rather when) one of their friends became famous by taking part in the Olympic Games. Members of staff run a wide range of clubs, both before and after school. Weekends are filled with matches, tournaments and special events, as the school hosts many of the sporting events in the area. An excellent physical education co-ordinator, whose enthusiasm is inspirational and infectious, very ably leads all sporting activities. Music opportunities are very good, and the high standard reached by 16 pupils in the brass band was clearly demonstrated during an assembly.

25. There are innovations in the 'school-hours' curriculum, too. For example, during One World Week, which coincided with the week of the inspection, the focus for the entire school was on geography and on cultural development. This was a wonderfully rich and exciting time for pupils, and cross-curricular links were very strong - especially with literacy. Over time, the curriculum is still an enticing one. However, the time allocated to science is not sufficient to support its standing as a key subject and this, together with the lack of recording, affects the standards that pupils reach.

26. Provision for PSHE is good, both in timetabled lessons and incidentally. The school council is active and puts its views and ideas forward. For example, the climbing wall in the playground is the result of a suggestion it proposed. As well as the contribution that sport and music make to personal development, pupils in Years 4, 5 and 6 have opportunities for residential visits. Those in Year 6 go twice in the year. All classes visit places in the locality to support their work in the classroom, and numerous visitors enrich the curriculum.

27. A number of factors combine to make this an inclusive school. They include the opportunities for pupils of all ages and capabilities outside the school day, and their involvement in the daily life of the school and in its decision-making processes. There is also the well-judged level of support given to those who find it difficult to learn or to behave well,

28. The school has continued to develop the school grounds since the last inspection. The wild life area and hedges are now mature and attract numerous birds and butterflies. As part of the school's 'eco-policy', all uncooked vegetable waste is re-cycled into compost heaps. Variety is added to the school environment. For example, there are two adventure playground areas, picnic tables that double as an outside classroom, and a wealth of playground markings. The school has successfully secured Healthy School status. The one weakness lies in the outdoor provision for children in Reception. Although they have access to climbing equipment within the infant adventure area, there is no free access to an enclosed area where staff can set up other activities such as painting, water, sand, role-play, and large construction equipment.

Care, guidance and support

Pupils are very well cared for. They receive good advice and guidance.

Main strengths and weaknesses:

- Provision for welfare needs is very good.
- Pupils have a high level of trust and respect for their teachers.
- Teaching assistants provide very good support.
- Targeting for academic improvement is well established in some subjects, but less well in others.

Commentary

29. Pupils feel very safe, valued and trusted because of the way they are treated. The complete confidence they have in their teachers and helpers is well justified. The very good quality of relationships between the adults and pupils forms the basis of the ethos of care and consideration that pervades the school. All members of staff do their best to meet pupils' needs. The process of inducting new pupils into the school is sensitively carried out and is applied flexibly, according to individual circumstances.

30. The procedures for health, safety, child protection and children in care are fully understood and are effectively put into practice. External specialist education and health agencies provide relevant services. The school promotes safe and healthy practices, and it has received the Healthy School award. Pupils' involvement in the school's excellent sporting initiatives and protection of the environment has been publicly recognised.

31. Pupils are fully encouraged to take responsibility for their community through the school council, and for their work in literacy and numeracy through their own evaluation of it. The school takes account of pupils' views it receives through the council and responds positively whenever feasible.

32. Targeting for improvement is in place in English and mathematics and contributes to pupils' achievement, but it is not in place in other subjects. Booster lessons are provided in mathematics. Revision for Year 6 pupils is arranged out of school time prior to the National Curriculum tests. Classroom assistants provide very good support and are an asset to the school. External music specialists greatly enhance the quality of pupils' instrumental performance.

33. The organisation of support assistants often requires them to work with specific pupils. They modify the degree and nature of support according to the stage of the lesson and the pupil's response. They sometimes maintain an almost constant dialogue with a pupil, reinforcing teaching and making it more accessible. This was the case in a Year 5 English lesson when the supported pupil was able to take a full part in answering questions.

Partnership with parents, other schools and the community

The school works well with parents, other schools and the community.

Main strengths and weaknesses:

- Parents think well of the school and are very supportive.
- Their involvement in pupils' learning is very good.
- The school's involvement with the community and other schools contributes well to pupils' learning and personal development.

Commentary

34. Parents have a good opinion of the school overall and are confident that their children achieve well. They are unanimous in their view that pupils like school and that teachers have high expectations of their charges. A very few parents have concerns about pupils' behaviour and about the information they receive. To some extent they are justified. Some poor behaviour occurs in a few lessons but inspectors consider that it does not affect achievement over time. There are more than adequate opportunities for parents to be well informed about their children's progress. The school listens to parents' views, and one result is that annual school reports have been improved in comparison with those of previous years. In addition, parents can approach the school as often as they wish to obtain updates about their children's progress. Newsletters, however, do not adequately reflect the life of the school and the achievements of the pupils.

35. Parents encourage and support their children with work at home. Many assist in school or accompany trips. Attendance at consultation meetings is very good. Parents of pupils who have SEN are well involved in the review process. The parents' and teachers' association raises considerable funds to improve resources and amenities. A small number of parents do not co-operate with the school's reasonable requests regarding safe parking.

36. A good range of visits to relevant places of interest supplements well the pupils' studies in geography, history and religious education. Local facilities such as churches, library, local government offices and the environment are used to good effect, as are visitors to the school. For example, a minister of religion from overseas talked to the pupils as part of a lesson about knowledge of the world. The school arranges residential outdoor adventure experiences, and supports several charities. Local employers provide valued practical support.

37. The school works closely with other primary schools to improve its teaching, and has some fruitful links with secondary schools. Students from a partner secondary school put on dramatic and musical performances for the pupils, and gifted and talented secondary students visit to act as mentors to gifted and talented pupils. There are good opportunities for student teachers to experience part of their training at the school and for secondary students to undertake community service and work experience. Other schools and organisations in the area use the grounds for sporting events and other activities. However, in respect of continuity in teaching and learning, the links with the secondary schools involved are underdeveloped.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher and governors lead and manage well.

Main strengths and weaknesses:

- The headteacher is extremely successful in gaining extra funding for the school.
- Co-ordinators do not have sufficient opportunities to monitor their subjects.

Commentary

38. The governing body is firmly committed to the current school ethos and, through recent appointments of a new headteacher and deputy, has made every effort to retain it. This commitment shows a good level of understanding of the important characteristics that make the school what it is. The governors evaluate spending decisions and the value gained from them. Several have specific roles, such as the SEN governor who works closely and regularly with the relevant co-ordinator. This further demonstrates the school's overall commitment to inclusion.

39. The headteacher's commitment to the school over the period of his tenure cannot be questioned. He has regularly taken the school into projects and fund raising ventures, often in the full knowledge that they would demand a great deal of his time out of school. Taking over the catering provision, for example, was a decision that enabled the school not only to ensure a healthy diet for pupils but also to significantly contribute to its finances. Initially, the project demanded a lot of the headteacher's time, but his knowledge of the strengths and commitment of others in school meant that he could envisage the time when he would 'step back' from the project, confident that it would run successfully. It is this aspect of his leadership in particular – the recognition of the skills and enthusiasm in his teaching and non-teaching staff - that promotes the good team ethos and enables the school to involve itself in so much. Over time, it has also had a notable effect on the school's ability to retain its staff.

40. Beyond performance management, the monitoring of teaching and learning is minimal. In some subjects such as physical education, co-ordinators have had the opportunity to use their expertise to influence teaching and learning. The majority, however, are not given the time to observe lessons or to monitor pupils' work, and this sometimes results in a view of standards and progress that is inexact. However, the new system of co-ordination which is 'ready to roll' in September takes account of the current shortfall.

41. All aspects of financial management are well established, though they do not always make best use of teachers' time or of office staff. For example, when teachers are ordering resources, their time is used to scrutinise weighty catalogues, and list each item's description, location and catalogue number, before the requests are submitted.

Financial information for the year April 2003 to March 2004 (Projected)

Income and expenditure (£)	
Total income	569,172.00
Total expenditure	580,050.00
Expenditure per pupil	2468.00

Balances (£)	
Balance from previous year	49,372.00
Balance carried forward to the next	38,494.00

42. The slightly high balance carried forward includes money set aside for planned spending in the current school improvement plan.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision in the Foundation Stage is **good**.

43. Children achieve well in the Reception class. By the time they enter Year 1 the majority have reached the expected Early Learning Goals in all six areas. Most exceed the goals in personal, social and emotional development. Children who have special needs achieve well. Teaching is good and staff work well as a team. They use assessment well and plan activities that captivate children and match their stage of development. Accommodation is satisfactory. There is an enclosed area outside, but this has limitations in terms of full curriculum coverage. There is no immediate access from the classroom, and the surface is unsuitable for many activities. Leadership in the Foundation Stage is good. The co-ordinator works hard to bring about improvements and has created a very effective team.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children develop confidence and self-esteem because staff are caring role models.
- Children are interested and motivated to learn.
- Opportunities to develop independence in learning are not well enough planned.

Commentary

44. Teaching is good and children benefit from close interaction with staff. They work in small groups throughout the day and are well supported as they learn. Staff encourage and praise children and this helps them improve in confidence. Children are happy to talk freely with adults and visitors. Staff teach children how to work and play together and there are already good friendships established. Children take turns when using the computer or when riding tricycles. They develop responsibilities for their classroom and take turns to tidy the role-play area or to give out milk. Staff value children's work, and consequently children are proud of their efforts. The gains children make in their learning are a result of staff's continuous and caring approach. This leads to trusting relationships, and helps children to achieve well. Planning for staff-directed activity is well focused on activities that are interesting, appropriate and challenging. For example, the counting games in the playground inspire and motivate children and make learning fun. However, there are too few 'choice' activities planned in the morning sessions to encourage children to become more responsible for their own learning. A small minority of children become restless when activities are too directed, although the majority are very well behaved. Children take care of their personal hygiene and know when to wash hands. The school invites visitors - a Ghanaian priest, for example - to help the children to develop an understanding of different cultures. Children make good progress and most are likely to exceed the nationally expected standard by Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Children make good progress in their speaking skills.
- There are well-planned sessions to teach early reading skills.
- There are too few opportunities for spontaneous play.

Commentary

45. Good imaginative teaching stimulates the children and they make good progress. Teachers and teaching assistants take every opportunity to develop children's speaking and listening skills. For example, they use stories such as *Handa's Surprise* as a means of increasing vocabulary, including the names of many exotic fruits and African animals. They describe the animals, and the descriptions are taped. Children are quite thrilled when the recordings are played for the whole class to hear. They go on a *Safari Hunt* and have to listen carefully to clues. Guided reading is well taught. For example, after reading *Handa's Surprise*, the children enjoy acting out the story, using props; they dress up in African clothes and carry fruit in a basket on their head, just as Handa does in the story. Children make good progress in their reading: they handle books with care and use the illustrations to talk about the story. Some read words by sight, and more able children are beginning to sound out words they do not know. Some predict what might happen next in the story by drawing information from a number of clues. They are beginning to use their knowledge of letters to write simple words and phrases. Teachers give good attention to early handwriting skills, and children are given many simple prompts to help them remember. For example, when asked how to write the letter P one child replied 'You do a stick and a circle'. Staff direct most of the planned activities and this sometimes limits children's spontaneity in play. For example, there are few opportunities for children to write through play. The area outdoors has limitations because there is no direct access from the classroom. Hence it is used only for directed activity. Standards are at the expected level for the majority of children.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Main strengths and weaknesses:

- Children achieve well because staff place good emphasis on early number.
- Teachers and assistants make mathematics fun for children.
- Opportunities for free play in mathematics are not planned well enough.

Commentary

46. Teaching is good and staff allocate plenty of teaching time to number skills. The result is that children learn to count forwards and backwards to 20 and most recognise numbers beyond ten. The children with above average attainment know that six comes between five and seven. They write simple sums and produce numbers and symbols accurately.

47. During the week of the inspection the whole school was involved in a topic called 'One World'. Staff in the Reception class work very hard to make activities worthwhile for the children. In **knowledge and understanding of the world**, children learn many facts about South Africa by

looking at pictures and talking about the area, and find out about wild animals and tropical fruit. They use glue spreaders and tape to make rainmakers from cylinders. The children develop good computer skills through a range of games. They click and drag the mouse to make pictures and to identify letters and numbers.

48. In **creative development**, children use their senses well when tasting fruit such as mango, passion fruit and avocado. Staff encourage them to discuss their ideas and opinions. Children decorate African masks with paint, mixing colours as they work and adding feathers to make the masks more interesting. They learn to model in three-dimensions when making small thumb pots with clay. They paint their musical instruments and listen to the differences in sound. The children enjoy playing in role, for example dressing up in African garments and acting out stories set in Africa. They play with models of wild animals and pretend to be lions and tigers. Art displays show that children use collage materials and paint throughout the year. Staff display the work in an inspirational way to show children how much they value their efforts.

49. In **physical development**, staff work very well as a team to ensure that children experience many aspects of body control. Children ride bicycles, scooters and wheeled toys, changing speed and direction with skill and confidence. They follow the tramlines painted on the school yard and show good levels of control when weaving in and out of cones. In 'parachute' games, children develop good co-ordination and body control. They hold on to the parachute and move in unison, running, hopping, skipping and moving their feet sideways. Children have good opportunities to learn how to bounce and catch large balls and, because teachers explain and demonstrate clearly, their skills improve. The children play team games with beanbags, developing increasing control. They learn to climb up and slide down the tall slide and to balance along the logs. Indoors, children handle a range of equipment and develop eye-to-hand co-ordination. The enclosed area outdoors has a slide and a log model. However, the surface has bark cuttings, which is unsuitable for most physical activity. This means that sessions outside have to be with small and closely supervised groups, which limits opportunities for free expression.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses:

- The very good standards reported at the last inspection have been maintained.
- From average attainment at the start of Year 1, achievement is good.
- Pupils attain above average standards by Year 2 and well above average standards by Year 6.
- Pupils are actively involved in assessing how well they are doing.
- Pupils' impressive writing skills are not used well enough to support work in other subjects.

Commentary

49. In 2004 the test performance by Year 6 pupils was better than that of 2003, a remarkable achievement considering the high proportion of Year 6 pupils with SEN. The school also significantly exceeded its target for the subject, a target that was in itself a challenging one. Reading and writing standards at the end of Year 2 were a little less good than those of last year. However, given that 25 per cent of the year group has SEN, this attainment represents good progress through Years 1 and 2.

50. Most pupils listen well, helped by the pace of lessons and the lengths to which teachers go to plan engaging activities. Some pupils with significant special needs find it difficult to pay attention, but support staff manage them skilfully and their classmates sustain their own concentration well. Pupils in Year 4, however, do not listen well enough. Efforts to gain their attention take too long and learning slows as a result.

51. Pupils' skills in speaking are well above expectations by Year 6, following brisk development through the school. Two features in particular contribute to these impressive standards. Firstly, there is a well-established annual public speaking competition in school. Pupils are not *required* to enter, but virtually all do. For the younger pupils it is a group speaking experience, but it is for individuals in Year 3 and beyond. There are prestigious trophies, one for the Year 3 / 4 winner and one for the winner from Years 5 and 6. Secondly, pupils have regular opportunities to perform. On midsummer's day evening, for example, Year 6 pupils used the wooded area of the school grounds to present 'A Midsummer Night's Dream' to parents and friends. Those who saw the production described it as 'stunning' and 'fantastic' – descriptions borne out by pupils' performance at one of the final rehearsals.

52. Pupils read well by Year 2 and very well by Year 6. Parents play a strong part with younger pupils. By Year 3 most pupils read regularly to themselves. A significant number are enthusiastic readers; they say they choose to read rather than to watch television and are happy to discuss their favourite books or authors. Their reading skills serve them well in other curriculum areas. During the inspection, for example, several classes were competently reading texts related to geography or design and technology: 'Australia for Kids' (Year 6), South American rainforests (Year 5), and instructions for making simple African food, based on couscous (Year 1). The interactive whiteboards in all classrooms are used very well to generate large text for whole class reading sessions.

53. Pupils write well by Year 2 and very well by Year 6. This is the result of skilled teaching and of engaging opportunities for pupils to practise what they have learned. Presentation is generally good in English books, and from Year 2 onwards pupils use cursive script. Spelling is a strength: a phonics programme (THRASS) is well embedded into the school's practice and contributes well.

54. Teaching is good overall but ranges from excellent to unsatisfactory. It is strongest in Year 6, where the teacher (who is also the subject co-ordinator) shows an enthusiasm for the subject which is infectious. Teaching is weakest in Year 4, because ineffective discipline slows the pace of the lessons and generates attitudes from pupils that fall short of the very good standards in all other classes. Overall, however, teachers plan activities which engage and challenge, and teach at a pace that sustains a good work rate. Support staff make a very valuable contribution to the progress of pupils of all abilities.

55. The subject is well led and managed, and this has resulted in the high standards and good progress that are evident overall. In particular, assessment is used well to raise standards; pupils are well aware of what they can do and of what they next need to focus on. The fact that they enjoy using the stickers that provide this information helps them to make swift progress.

Language and literacy across the curriculum

56. Pupils' very good writing skills are not used well enough in other subjects. Throughout the school pupils have 'afternoon books' in which they record work in science, geography, history, religious education and design and technology. Work in these books is mixed up and is seldom of substantial length or quality.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weakness

- The leadership of the subject is good.
- Standards are above average in Year 2 and Year 6.
- Teaching is good.
- Sessions at the end of lessons are not always used effectively.
- The use of assessment to raise standards is good.

Commentary

57. Standards at the last inspection were judged to be well above the national average. However, inspectors found no evidence to indicate that there had been a real fall in standards or achievement. The current above average standards simply reflect the natural variation between one year group and another.

58. Leadership of the subject is good. The relatively newly appointed co-ordinator has a very clear vision for the subject. He has plans to improve the overall quality of the curriculum, the teaching and the profile of the subject, through ventures such as problem-solving days, mathematics evenings for parents, and monitoring of teaching.

59. Teachers plan their work well. The standard of teaching is good overall and in some cases very good. In the best lessons teachers ensure that pupils know what they are expected to learn, and support them in evaluating what they have achieved. Where an end-of-lesson session does not take place, or is rushed, opportunities are lost for consolidating what pupils have learnt. Where teaching is very good, pupils of all abilities are challenged and motivated. Interactive white boards are used effectively during the main part of the lesson: in Year 2, for example, pupils used one to move digital clocks forward and back by different time intervals. Later, they worked individually on the computers to match analogue and digital times.

60. Systems for assessment are well developed. Target stickers are popular with pupils and enable them to see their own progress clearly. The restrictive influence of workbooks, linked to a commercial scheme and used in Years 1 and 2, will be removed as the stock of workbooks runs out. This will open the way for more flexible teaching, so that tasks can be tailored more precisely to meet pupils' individual needs. The support for pupils with SEN is good. Support assistants are used very well and make a good contribution to pupils' learning.

Mathematics across the curriculum

61. Mathematical skills are used satisfactorily across the curriculum. In geography, for example, more able Year 6 pupils used their knowledge of scale drawing to produce a cross section of a river. During the inspection, strong cross-curricular links were evident between geography and mathematics as the result of 'One World Week'. Little evidence of the use of mathematics was seen in science because of the lack of recorded work in this subject.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses:

- Pupils respond very well to their work.
- There is too little time devoted to the subject.
- The recorded work varies in quality and format.
- The co-ordinator has good levels of expertise and enthusiasm, and appropriate priorities.

Commentary

62. On the evidence of the most recent (unvalidated) test results - and in the judgement of inspectors - pupils' attainment in Year 6 meets the national expectation. It is well below that of similar schools. In Year 2, the most recent statutory teacher assessments show that standards are above average when compared with those of all schools and average when compared with those of similar schools. Whilst there was some evidence of higher standards, the work seen was in line with expectations, overall. These judgements represent an apparent decline in standards since the last inspection, when standards were judged to be above average. However, the current Year 6 has a large proportion of pupils with statements of special educational needs, and the present Year 2 has over 25 per cent of pupils with SEN. In both year groups, the achievement of these pupils is good, as a result of the good quality of support from class teachers and support staff.

63. Overall, teaching is not less than satisfactory; indeed, in the two lessons observed it was very good in one and excellent in the other. In Year 3, the teacher had excellent relations with his pupils and showed that he valued their work, contributions and attitudes. He skilfully wove into the lesson an association between the nature of materials, the behaviour of light and shadow, and the skills of scientific investigation. Work was planned for those of higher ability so that their learning could be extended. The pupils responded to this quality of teaching with excellent attitudes and application to their tasks. Their work was beyond expectations for their ages, and achievement was very good. In a Year 5 lesson, the quality of teaching and support resulted in good levels of attainment and achievement. The support of pupils with SEN was very effective, enabling them to take a full part in the lesson without adult direction. The main focus of their science was adaptation to the environment by plants and animals. The pupils studied the rainforest as a habitat, and a range of adaptations for survival that have become a necessary part of animal and plant evolution. Pupils made good use of the Internet to research and extend their knowledge.

64. While pupils have carried out adequate practical work, there has been too little attention to recording it in a commonly adopted format. For example, a table of results might be found without any form of preamble or, more conspicuously, simple conclusions. Work in Year 2 is recorded largely on photocopied worksheets; these are generally unchallenging and too often require little writing, or none at all. Pupils' work in later years is kept in their 'afternoon book'. This book is shared with other subjects such as religious education, history and geography. Work on individual science topics is interspersed with that of the other subjects. Recording work in this way fails to provide a substantive record of work to which the pupils can refer, or one that demonstrates progress and continuity in acquiring knowledge, understanding and skills. Too little time is currently devoted to teaching science; as it is a core subject in the National Curriculum, it needs a status that reflects this position.

65. As a result of the previous inspection report, there has been greater focus on experimental and investigatory science. Given her expertise, confidence and experience, the co-ordinator is well placed to lead her colleagues and support them. At present, she does not have the opportunity to observe science teaching or to monitor work of all classes in order to gain a full picture of provision and standards. Crucially, she has already highlighted these priorities in her plans for development of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses:

- Standards are above expectations.
- The subject is well led and managed.
- It is used skilfully to support work in other subjects.

Commentary

66. At the last inspection, standards met national expectations. They now exceed them, both in Year 2 and in Year 6. All pupils, including those with SEN, achieve well.

67. Skills are taught well, and teachers are knowledgeable enough to ensure that the subject is used well as a tool across the full curriculum. Pupils benefit from using a good range of ICT applications to broaden their experiences and improve their skills in all areas of study in the subject. In a Year 6 lesson, the teacher provided a wide range of tasks in the control of devices. These included the programmed response of an output device in relation to conditions sensed by input devices. This work required clear, logical thought and a high level of application. The teacher and support staff gave very good levels of support, whilst leaving the groups to make decisions and follow a 'what if' line of enquiry. Pupils in Year 2 had used presentation software and the interactive whiteboard to produce on-screen books for children in the Reception class. Working in small groups, they planned their story using traditional methods. Their work included making a voice recording of the story that was embedded in each slide of the presentation. They had incorporated clipart to make their pages engaging, and showed a good level of understanding of the need for careful formatting for high impact.

68. The co-ordinator manages the subject well. She is aware of the skills of teaching and support staff, and has ensured that training is provided to maintain the effectiveness of her colleagues in teaching and using ICT. The quality and quantity of resources are good. Pupils have individual files that contain examples of their work. In addition, teachers keep a dated record of pupils' specific skills, though not all staff properly maintain the record. For some pupils, therefore, these record sheets cannot be relied upon to give an accurate summary of achievement, especially when dates are not included.

Information and communication technology across the curriculum

69. Teachers use ICT resources very effectively in other subjects. They often use the interactive whiteboards to enhance the introduction to the lesson and to engage the pupils in the course of it. Many teachers gave the control of the whiteboard over to pupils to use as a means of demonstrating their learning, using their ICT skills. In a Year 2 geography lesson, the teacher and pupils used the Internet to gather information on life in Kenya, including video and audio clips. Two Year 1 pupils worked happily together on a spelling programme. Older pupils have contacted their teacher by e-mail and have used the function to attach electronic files as a means of submitting their work. In science, they used an electronic microscope attached to a computer to investigate, on-screen, the growth of crystals. Information and communication technology (ICT) is regularly used to enhance teaching and learning in mathematics and English.

HUMANITIES

History and religious education were sampled during the inspection.

70. From the limited evidence available, indications are that standards in **history** are at the expected level by Year 6. Not enough evidence was available to enable any judgements to be made about standards in Years 1 and 2. No judgement on standards was made at the last inspection. As with geography, the recording of history is limited and poorly organised.

71. No lessons were observed in either Year 1 or Year 2. In one of the two lessons seen in the upper part of the school, there was good collaborative working on early civilisations in South America. Pupils worked in groups to carry out their research, on the Internet and through books.

72. Evidence for **religious education** was gathered through talking with pupils and from observing one lesson in Year 3. The school follows national guidance and is currently changing the scheme of work to match the Lancashire Locally Agreed Syllabus. Pupils improve their knowledge as they move up through the school. By the end of Year 6 they are aware of major world faiths but have difficulty in remembering specific facts. Pupils say that they have plenty of opportunities for thoughtful discussion of faith issues and that these help them to have open minds. They know that each faith has its own rituals and that it is important to respect the faiths of others at all times. There is very little written work in the books of Year 6 pupils. Hence, they have difficulty remembering detail and putting facts into context. Younger pupils in Year 2 learn about Christianity, and about main events in the life of Jesus. They know about the story of his birth and the events surrounding his death and resurrection.

73. In the very good lesson seen, pupils in Year 3 found out what equality means when playing a *tug-o-war* game in which three pupils competed against eight. The teacher made a memorable comparison with incidents in the life of Gandhi, and pupils understood why Gandhi said 'All must have equal opportunity.' The school plans visits and invites visitors to support the teaching of religious education. For example, pupils in Year 2 visited St John's Church and learned about the purpose of the baptismal font. Pupils also found out many interesting facts about religious life when a visiting catholic priest from Ghana came to the school and answered their questions.

74. The enthusiastic co-ordinator has been in post for just over a year and knows what needs to be done to improve provision. At present there is very little monitoring of the subject. The co-ordinator has devised a clear action plan and has attended courses. She has worked with an adviser to adapt the scheme of work to ensure that the Agreed Syllabus is followed. Assessment procedures have been newly developed in light of the new schemes of work.

Geography

Provision in geography is **good**.

Main strengths and weaknesses:

- Teaching and learning are good.
- The subject makes a good contribution to pupils' social and cultural development.
- Information and communication technology (ICT) is used well to develop pupils' research skills.
- Recording in the subject is scant and poorly organised.

Commentary

75. Standards seen were in line with those expected at the end of Year 2 and above those expected at the end of Year 6. No judgements were made on standards at the last inspection, but progress was sound in 1999 and is now good.

76. Geography had a high profile during the inspection because of 'One World Week'. Lessons enhanced pupils' awareness of differing cultures and of life in other countries, and made a significant contribution to their cultural development. Pupils in Year 2 considered life in rural Africa, in particular the access to opticians and glasses. Video material was used effectively to promote discussion, including comparison with facilities available in this country. In this instance literacy skills were well practised as pupils wrote about differences in provision. Otherwise, little recorded work was evident in Years 1 and 2.

77. Research skills were developed well when pupils in Year 3 accessed the Internet for information about recent floods in India. In Year 6, groups of pupils worked very co-operatively, using the Internet to carry out their research on Australia. Others used atlas skills to locate major settlements and rivers. More able pupils, who already had good mapping skills, studied ordinance survey maps, identifying depth contours before producing a scale drawing of a cross section of an imaginary river.

78. Pupils talked enthusiastically of what they learnt about Australia during the current week, while the information was still very fresh in their minds. However, as too little work is recorded systematically, this results in pupils having to rely too much on memory to recall knowledge.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. Design and technology was sampled, as no lessons were seen during the inspection. Evidence in this subject was limited, particularly in relation to the design and evaluation components. Nevertheless, there was some work of good quality on display. Year 4 pupils, for example, had made paper, dyed it in attractive colours and then used it for writing in history such as 'Guy Fawkes' plan' and 'the Civil War'. Year 1 pupils in a literacy lesson – but with a significant design and technology content - had followed instructions and used a wide range of ingredients such as ginger, coriander and couscous to produce some African dishes. They tasted them sensibly and, in response to careful questioning by their teacher, were able to say why they did or did not like them (mostly the former!). Year 6 pupils had designed and made mock-up hats for Australia Day, prior to making the 'real thing'. The designs were detailed and of a good standard.

80. The co-ordinator brings great expertise to the subject. He offers advice and guidance to staff and this has an impact on the range and quality of the artefacts pupils produce.

81. In **music**, pupils have very good opportunities to follow their interest and aptitudes. In discussions, they all showed very positive attitudes to their work. Brass instrumentalists played music from Spain and South America in assembly. They maintained their parts well and achieved a good standard of performance. One pupil played a trumpet solo, and another a piano solo. Both played very confidently. Musical achievement is highly regarded in school. The choir regularly takes part in the 'Young World' concerts in Manchester. In a very good lesson in Year 5, on the topic of carnival music, the teacher included listening and appraising, planning, rehearsal, and, performance. Overall, however, the lack of timetabled access to the school hall for music has an adverse affect on lessons that include composition, rehearsal or performance, and evaluation. This is because classrooms are too small and groups are in too close proximity.

82. When pupils talked about their music lessons, those from Year 2 were unclear about important elements such as pitch. They were confused about the characteristics and capabilities of the xylophone and glockenspiel, and described very limited use of them. Pupils have a satisfactory range of experience with the untuned instruments in creating their own patterns. By the time they reach Year 6 they have used a good range of instruments for composition of untuned and tuned patterns, in addition to simple melody. Whilst they could describe their use of the tuned percussion instruments, they were unable to reliably name them. Pupils were not able to identify the names or works of any well-known composers.

83. The co-ordinator's plans for future development include well-focused priorities that include giving all pupils opportunities for instrumental tuition. At present, she does not receive any time to monitor music teaching.

Art and design

Provision is **good**.

Main strengths and weaknesses:

- Pupils attain above expected standards by Year 6.
- They achieve well throughout the school.
- Art makes a strong contribution to pupils' cultural development.

Commentary

84. Pupils attain the expected standards by Year 2, but exceed them by Year 6. No judgement was made on standards at the last inspection. However, progress was judged to be satisfactory. It is now good.

85. Teaching is good because pupils are offered an engaging range of activities. These often relate to topics being covered in other curriculum areas, but they are skilfully planned to support this work whilst also feeding the development of artistic skills and appreciation of the work of famous artists. In Year 4, for example, pupils learned something of the life and work of Picasso, linked to their geographical study of European Union countries. In their art lesson they copied his technique when sectioning and rearranging digital pictures of themselves. Year 6 pupils used impressive skill to paint a scene from 'A Midsummer Night's Dream'.

86. Art contributes strongly to pupils' cultural development. For example, Year 6 pupils are knowledgeable about the features and techniques used in aboriginal art. Year 2 pupils enjoyed a range of activities based on African patterns, working with both paper and wool.

87. Some work in Year 2, for example paper weaving, is of a good standard. By Years 5 and 6 it is consistently good: the painting based on Shakespeare's play, aboriginal designs, and the masks designed for a Rio carnival are all good examples. Some work from younger pupils is also of a good standard. An example was Year 3 pupils' work on mini beasts, as a response to 'create a piece of artwork that improves/alters the environment in which it is placed'.

88. The subject is soundly led. However, the fact that standards are above those expected can be attributed in particular to the engaging activities that teachers plan, underpinned by a clear focus on developing pupils' skills.

Physical education

Provision for physical education **is good**.

Main strengths and weaknesses:

- The impact of consistently good teaching ensures that pupils achieve well.
- Very good teaching links physical skills with teamwork.
- The range of extra-curricular activities is outstanding.
- The subject is co-ordinated by an inspirational leader.

Commentary

89. As at the last inspection, standards in physical education are above those expected. All pupils achieve well. Teaching is consistently good. Teachers manage pupils very well and ensure a safe environment. The pace of the lessons is good, and pupils have many chances to improve their skills and techniques through a wide variety of activities. Teachers make sure that pupils demonstrate for others and explain the techniques they use. In a Year 2 lesson, for example, pupils showed others how to bat a ball in the air and this encouraged everyone to try harder. Teachers make sure that learning is relevant, and change the focus of the lesson when necessary. For example, pupils in Year 1 expressed concern about the sack race planned for sports day, so the teacher devoted a lesson to practising the skills and techniques they would need for the race. As a result, pupils felt more confident and better prepared. In Year 5 and Year 6 teachers used music in an inspirational way to teach dance. Pupils moved with sustained energy - sometimes alone, sometimes partnered - and showed real pleasure and pride in their achievements. Girls and boys alike willingly volunteered to perform for others, and pupils analysed their work in terms of physical quality.

90. In an exceptionally well-organised lesson in Year 3, the teacher encouraged pupils to work in teams and use their skills to solve physical problems. Nine pupils, standing on a bench, were able to reorganise themselves in order of height without falling off. Each team also managed to cross a *swamp*, using three hoops and a rope.

91. The school offers pupils of all ages an extensive range of popular seasonal sports clubs, which are run before and after school. These include 'kwik cricket', hockey skills, girls' football, cross-country running and rugby league. The school hosts and takes part in a great range of sporting tournaments for the district, and is very successful in these events.

92. The co-ordinator is a very good and extremely enthusiastic role model, who has a strong influence on the way the subject is taught in the school. His enthusiasm has secured the high profile that physical education enjoys. He has a very clear vision and has developed an action plan to ensure that the good standards are maintained. Through his hard work and dedication the school has already achieved the Activemark Gold Award and has submitted a renewal application. Physical activity is well integrated with aspects of citizenship. In addition, the co-ordinator actively ensures that physical education plays a major role in the residential visits planned for pupils in Years 3 to 6. At camp, pupils learn many skills linked to team building, survival techniques, problem solving activities, climbing and abseiling.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. The work the school does in this aspect of the curriculum has a strong influence on how well pupils do academically and how they develop as responsible, caring young people. It underpins everything they do, and pupils are encouraged to contribute fully to the life of their school. Lessons are timetabled each week and pupils have good opportunities to find out how society works. The result of its work is seen in the way pupils in Year 4 become responsible *Eco Warriors* by making sure that lights are turned out and that paper is recycled. Pupils are developing strong ideas to carry with them through life. For example, those in Year 6 talk in depth about the importance of having respect for everyone; they use the Aboriginal athlete, Kathy Freeman to illustrate their argument. Year 6 pupils show high levels of dedication to the well being of the school, and prefects are now training Year 5 pupils to take on the responsibilities in September.

94. The way in which the curriculum is organised ensures that pupils understand the importance of a healthy life style. This is particularly true of the projects linked to health education. Pupils are very clear about the negative impact that drugs, alcohol and tobacco have on society. They talk in a very positive way about the importance of regular sport and keeping to a healthy diet. The school plans a Healthy Day each year and all pupils take part in a range of healthy activities. The impact on relationships, behaviour, attitudes and work ethic is good.

95. The extra-curricular activities have a strong impact on pupils' social development. Pupils take part in tournaments against several local schools and learn to mix with boys and girls they do not know. This helps their self-confidence. Pupils from Years 3 to 6 benefit from residential visits, where they engage in a range of challenging physical activities. They learn to live and work together and support each other through strong teamwork – without their parents by their side. Many pupils in the school have important routine jobs that help the school organisation to run smoothly. They prepare the hall for assembly and attend to milk and registers each day. Whole school events, including 'One World Week', teach pupils about other countries, and staff work hard to ensure that they have captivating experiences about places such as Australia, South America and South Africa. Pupils dance to music, sample different foods and admire beautiful and unusual art. Visitors, for example a priest from Ghana and African drummers, are invited to the school to share their work experiences with pupils. Projects of this type have a long lasting impact on the way the pupils view the world.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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