

INSPECTION REPORT

ASHTON-ON-RIBBLE ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL

Ashton-on-Ribble, Preston

LEA area: Lancashire

Unique reference number: 119602

Acting Headteacher: Mr M S Mackley

Lead inspector: Mr G Yates

Dates of inspection: 20 – 22 September 2004

Inspection number: 266333

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	417
School address:	Tulketh Road Ashton-on-Ribble Preston Lancashire
Postcode:	PR2 1EQ
Telephone number:	01772 726729
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend C Entwistle
Date of previous inspection:	15 March 1999

CHARACTERISTICS OF THE SCHOOL

St Andrew's C of E Primary School is larger than most other primary schools with 417 boys and girls aged 4 to 11 years. Currently about 5 per cent of pupils are in receipt of free school meals which is below average. Fifteen percent of pupils have been identified as having special educational needs (SEN), which is broadly average, and thirteen percent of pupils have a statement of special educational needs. These cover a range of difficulties including moderate learning difficulties and social, emotional and behavioural difficulties. Around ten percent of pupils come from a wide range of minority ethnic groups but none is at an early stage of learning to speak English. The socio-economic circumstances of the school are broadly average. The attainment of most pupils on entry to the school is average. The school received a School's Achievement Award in 2003. At the time of the inspection the school was led by an acting headteacher and deputy and four classes were taught for at least half of the school day by supply staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2465	Mr GJ Yates	Lead inspector	Science Music English as an additional language
31713	Mr S Roberts	Lay inspector	
7979	Mr A V Calderbank	Team inspector	English Geography History
14842	Mrs S Cook	Team inspector	Mathematics Information and communication technology Physical education Special educational needs
19709	Mrs J Fisher	Team inspector	Art and design Design and technology Areas of learning in the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good features. Pupils' achievement in English, mathematics, science and in the Foundation Stage (reception) is very good because of very effective teaching. The school achieves a very high standard of pupil care which reflects its Christian ethos. As a result every child is valued as an individual and involved fully in all school activities. The acting headteacher provides very good leadership and management. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well overall owing to very effective teaching of basic skills. As a result in both Years 2 and 6 standards of attainment are well above average in English, mathematics and science.
- Provision in the Foundation Stage is very good.
- Standards of attainment in information and communication technology (ICT) are below those expected.
- Choral singing in acts of worship is inspirational and the quality of singing is excellent.
- School leadership, management and governance are highly effective in enabling the school to achieve its aims.
- Provision for pupils' spiritual, moral, social and cultural development is very good overall. As a result pupils' behaviour, attitudes and relationships with others are of a very high standard.
- Good assessment systems are in place with regard to what pupils know, understand and can do in English, mathematics and science. However, subject leaders are given insufficient opportunity to take part in collating, interpreting and using assessment information to help ensure that standards remain high.
- Provision for pupils who have special educational needs is very good.
- The quality of care provided for pupils is very good.

The school has made good improvement since its previous inspection in 1999. It has continued to build upon the strengths identified at that time in most areas although standards in ICT have fallen. Improvement has been particularly strong in the investigational aspects of both mathematics and science, in the use of writing and in improvements made to the school building.

STANDARDS ACHIEVED

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

Key: A top 5% in the country; A - well above average; B – above average; C – average; D – below average; E – well below average*

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is very good in English, mathematics and science and in the Foundation Stage. The results listed above are from the 2003 tests. The 2004 test results show that standards in English have improved further with almost half the age group achieving above the nationally expected level. Children start in the reception classes with average attainment. They make very good progress and most are set to exceed what is expected by the start of Year 1. Inspection findings show pupils in Year 2 and 6 attaining well above average standards in English,

mathematics and science. Taken overall, this indicates very good progress from reception to Year 6 in these subjects. There is no significant difference between the performance of girls and boys. Pupils with special educational needs and also pupils from minority ethnic groups achieve very well. In ICT, the lack of suitable equipment until recently and some teachers' uncertainty in teaching the subject has hindered pupils' progress and as a result standards of attainment are below average. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall.** Their attitudes and behaviour are very good. Attendance is above the national average.

QUALITY OF EDUCATION

The school provides a good quality of education. The quality of teaching is good overall and in the Foundation Stage, English, mathematics and science very good. The school's curriculum is well organised to enable staff and pupils to make the most of learning opportunities each day. The school achieves high standards in enabling all its pupils to be equally included in the education it provides and in the quality of its care and welfare. It maintains a very good partnership overall with parents and other schools. Links with the community are good.

LEADERSHIP AND MANAGEMENT

The quality of the school's leadership, management and governance is very good. The acting headteacher has ensured that the school has continued to move forward and has received very good support from the acting deputy headteacher. His staff has the professional qualities to enable pupils to achieve their best in most subjects. The governing body has significant expertise and guides the school very well. Together, school leaders, past and present, and governors have created a very good school ethos that is founded upon the principles of inclusive education and the desire to improve performance continuously.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils express a high degree of satisfaction with the school.

IMPROVEMENTS NEEDED

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

- raise standards in ICT;
- involve subject coordinators in all aspects of assessment related to their subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall achievement is **very good**. By the end of Years 2 and 6, standards are well above average in English, mathematics and science. However, in information and communication technology (ICT) they are below average. No overall judgments can be made in other subjects. During the inspection, no significant differences between the performances of different groups of pupils were noted. The school received an Achievement Award in 2003.

Main strengths and weaknesses

- Pupils achieve very well in all age groups in English, mathematics and science and in the Foundation Stage.
- Higher attaining pupils are suitably challenged with almost half the 2004 year group achieving the higher levels in National Curriculum tests in English and mathematics.
- Standards and pupils' achievements in ICT are not high enough.
- Pupils have excellent choral singing skills.
- Pupils with special educational needs achieve very well as do those pupils from minority ethnic backgrounds.

Commentary

1. When children start in the reception classes their skills and knowledge in most areas of learning are typical for their age. During their time in reception children achieve very well in all the areas of learning. By the time they enter Year 1 most children will exceed standards set out in the nationally agreed Early Learning Goals for the six areas of learning. The quality of learning is very good because teaching is of a high quality.

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

Standards in:	School results	National results
reading	18.6 (18.0)	15.7 (15.8)
writing	18.0 (16.6)	14.6 (14.4)
mathematics	18.4 (18.0)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year

2. In the 2003 National Curriculum tests and assessments taken at the end of Year 2, pupils' attainment was well above the national average in reading, writing and mathematics. When compared to similar schools, attainment was in the top 5 per cent in the country in reading and writing and well above average in mathematics. The trend in the school's results over the previous five years has been above the national trend. Teacher assessments in science indicated that standards were above average. In the 2004 National Curriculum tests results were again above average but the percentage of pupils achieving the higher levels was not quite as high. There were no significant gender differences.
3. Inspection evidence shows that pupils' achievement, which is based on their capabilities, is well above average in Years 1 and 2 in English, mathematics and science. Since the

previous inspection the school has made considerable progress in ensuring pupils are involved fully in both mathematical and scientific investigations. In addition, the delivery of the national strategies for literacy and numeracy has improved further and as a result standards have risen.

4. Inspection findings indicate that pupils' attainment against national standards in speaking and listening, reading, writing and mathematics are well above those found in most schools by the end of Year 2. Standards in science are also well above average.
5. Good improvements have been made in the provision for ICT recently but have not had a big enough impact on overall standards which are below those found normally. There was insufficient evidence to make a firm judgement about standards in other subjects.

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

Standards in:	School results	National results
English	28.0 (29.1)	26.8 (27.0)
mathematics	29.6 (30.2)	26.8 (26.7)
science	30.1 (30.7)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

6. The school received a School's Achievement Award in 2003. In the 2003 national tests, pupils in Year 6 attained well above average standards in English, mathematics and science. When their results are compared with those achieved by the same pupils at the end of Year 2, they show that the progress made by the pupils was below average in English, average in science but well above average in mathematics. The school achieved the targets it set for pupils' attainment in English and mathematics in the 2004 national tests. There were no real gender differences except in reading where boys did not do as well as girls. The trend in the school's results is in line with the national trend.
7. Inspection evidence demonstrates that standards in English, mathematics and science are well above average and there are no significant gender differences. However, there is a need to provide pupils with more opportunities to develop their ICT skills which are below average. Good opportunities are given for pupils to use their numeracy and literacy skills in other subjects.
8. It was not possible to make an overall judgement about standards in other subjects. However, in music pupils' choral singing is excellent. Religious education was the subject of a separate diocesan inspection.
9. Girls and boys have the same access to all aspects of the curriculum with no noticeable differences in the standards achieved during the inspection. Teachers ensure that all pupils, including those from minority ethnic groups, participate fully in all activities and achieve very well. Pupils with special educational needs make very good progress and are suitably challenged. They benefit from the very good specific support, often from well-qualified classroom assistants, either in class or when withdrawn for particular work. The school has identified gifted and talented pupils and they achieve very well.

Pupils' attitudes, values and other personal qualities

The attitudes and behaviour of pupils is **very good**. The level of pupil attendance is **above** that found in most schools.

Main strengths and weaknesses

- Behaviour is very good both in the classroom and around the school.
- Pupils respond well in lessons and are generally attentive, confident and highly motivated learners.
- The school council provides pupils with the opportunity to show enterprise and initiative.
- Attendance is consistently above the national average with minimal unauthorised absence.
- Pupils are responsible and reliable and have high self-esteem.

Commentary

10. Pupils demonstrate very good attitudes to school, their work and one another. There is a strong ethos of valuing individuals and pupils show concern for each other. They are keen to come to school and play a full part in its life, including the many extra-curriculum activities that take place outside the normal day. Pupils with special educational needs have very good attitudes to school and their work. They are conscientious in their work and try hard to do their best.
11. Most pupils respond very well in lessons and are generally attentive, confident and motivated learners. During lessons they listen to their teachers and quickly settle down to their work. The pupils' positive attitudes are evident from an early age. Teachers help them to feel secure, proud of themselves and aware of others. Their independence and enthusiasm for learning are developed well and they become increasingly self-supportive as they move through the school.
12. The standard of pupils' behaviour is very good in and around the school. The school has a clear code of conduct that has been successfully implemented to include all aspects of school life. Bullying is not tolerated and any instances that occur are quickly and effectively resolved at source. The school's high expectations receive the full support of parents through the home-school agreement. Strong emphasis is placed on praise and encouragement. A system of rewards is used consistently and purposefully to promote effective behaviour.
13. Relationships within the school are very good. Pupils respect their teachers and learn from them to be kind, polite and courteous to each other. The school takes pride in its mission statement and many of its main aims are consistently reflected through its Christian ethos. There is strong emphasis on promoting personal development and giving pupils appropriately responsible tasks. All Year 6 pupils are monitors responsible for the library, lost property and other aspects of school life. Members of the school council operate well as a team, sharing views and opinions with others whilst working towards a consensus. A Year 5 and 6 pupils' residential visit to Castle Head Field Study Centre provides an opportunity to experience outdoor adventurous activities and learn about their strengths and personal limitations.
14. Pupils' spiritual, moral and social development is very good and cultural development is good.
15. The school's Christian ethos is given great and proper emphasis in the aims and mission of the school. The carefully planned exploration of themes during circle time provides opportunities for pupils to talk about their own feelings and beliefs and those of others. Discussions in the subjects taught help pupils to develop an awareness of the less

tangible things in life such as friendship and families. Pupils are familiar with a diverse range of religious beliefs. Years 3 and 4 pupils learn about Judaism whilst those in Years 5 and 6 learn about Islam including an insight into a girl's life as a Muslim.

16. Overall social development in the school is very good. The school is very effective in developing pupils' self-esteem and building up their confidence as learners. This has especial

benefit for pupils with special educational needs and the small minority from minority ethnic groups who attend. Junior pupils contribute to school life through the school council, which

provides openings to develop their maturity and promote consideration for others. As part of the annual residential visit to Castle Head, pupils are given the opportunity to show initiative during the challenging tasks they encounter and in doing so build relationships with the staff and fellow pupils.

17. Moral issues are addressed through the school's daily life and, from an early age, pupils develop a clear understanding of right and wrong. Equal opportunities and personal rights are respected. Pupils treat others as they would wish to be treated and are given opportunities to raise money for charities to support those less fortunate than themselves. The school mission is regularly referred to during the day and the Ward and Pilkington Prizes, the main awards, are given to Year 6 leavers who have constantly aspired to these values throughout their time in school.
18. The provision of pupils' cultural development is good. Music and video presentations from Rwanda and Kenya reflect a variety of cultures and the pupils have the opportunity to meet people from other faiths and cultures through having visitors at the school. Year 5 and 6 pupils have researched accurately life in Southern India and Peru. Visits to places of worship in the area are however infrequent. The many visits arranged to places of local history such as Wigan Pier and Bolton Museum enable pupils to recognise, explore and understand their own cultural assumptions and values.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
National data	5.4	National data	0.4

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

19. Attendance is consistently good and is above the national average. Unauthorised absence is minimal and reflects the rigid approach the school adopts in their effort to achieve and maintain the high levels of attendance. Punctuality is generally good with only the exceptional late arrival. A prompt start is made to lessons enabling teaching time to be used to maximum advantage. No pupils have been excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **good** overall. They are **very good** in the Foundation Stage, English, mathematics and science. Assessment is **good** overall.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	17 (40%)	13 (30%)	10 (23%)	1 (2%)	0	0

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

Main strengths and weaknesses

- Teachers have high expectations and encourage pupils very well.
- Very good teaching of the areas of learning for reception children, English, mathematics and science is a strength of the school.
- The teaching has a strong influence on pupils' broader learning and development.
- Very good team work between teachers, support staff and helpers.
- Very good relationships form a firm foundation for learning.
- Good use of most resources helps teachers plan well to meet learning needs of all groups of pupils.
- Teachers lack confidence in teaching all the strands of ICT.
- Good analysis of data helps the school keep a close check on pupils' achievement but coordinators could be involved more in assessment procedures.

Commentary

20. Teaching was at least very good or better in almost half of lessons observed during the inspection and was good or better in almost three quarters of the lessons seen. This indicates considerable strength in the teaching and its strong impact upon pupils' learning. It also demonstrates an improvement on the previous inspection when only one fifth of the lessons seen were judged to be very good. During the inspection, teaching was strongest in the Foundation Stage, in Years 1 and 2 and in Year 6.
21. The attitudes and values that pupils are encouraged to form are influenced in practice by the school's approach to teaching pupils to be responsible learners from an early age. This starts in the Foundation Stage where confidence, self-esteem and independence are cultivated very successfully. There is very successful integration of a small number of pupils with significant levels of special educational needs into lessons.
22. Other factors that make teaching very effective are:
 - a well organised curriculum. Teachers plan very carefully to make best use of most resources in order to meet the learning needs of different groups of pupils. This enables pupils to achieve very well;
 - a strong focus on teaching skills; most lessons are lively and interesting, and pupils learn how to apply what they have learnt;
 - very good relationships between adults and between pupils and adults means that a very positive climate for learning is established, one that endures even when a lesson is occasionally less successful;
 - assessment of pupils' progress means that teachers and support staff know where pupils are up to in their learning and can set the targets that will move them on.
23. Teaching of pupils who have special educational needs is very good. The very good relationships and inclusive ethos impact favourably, making pupils interested in the activities planned for them. Teachers and classroom assistants ensure that pupils are clear about what they have to do and match work carefully to pupils' abilities. They ensure pupils understand their work and monitor what they do very effectively. In the small group sessions where pupils are withdrawn from class, the teaching is very thorough and learning is built upon in the small steps necessary for these pupils. Staff have high expectations of pupils' behaviour and level of concentration, and pupils respond to these expectations by doing their best because they want to please. Individual educational

plans and appropriate interventions based on assessment information enable pupils to achieve very well in reaching the challenging targets set for them.

Assessment

24. The school has an effective approach to collecting assessment data but this tends to involve senior staff and not subject coordinators. Throughout the school, teachers carefully monitor and record pupils' progress using a range of formal and informal procedures. As a result, teachers know their pupils very well. The school is conscientious in analysing assessment information and making sure that the progress of all pupils is monitored, with appropriate targets set for them in English and mathematics.
25. The school has a marking policy. This is used particularly well in English by most teachers. It provides pupils with greater knowledge of their work and how to make it better but an element of inconsistency sometimes becomes evident and then pupils are not given the pinpointed advice that would help them improve their work. The school recognises this as an area for improvement.

The curriculum

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

Main strengths and weaknesses

- The curriculum in the Foundation Stage is particularly well planned to meet all children's specific needs. However, there is no designated, well equipped outside area.
- Teachers and support staff have good qualifications and experience and make a significant contribution to the success of the curriculum.
- The school's planned curriculum successfully meets, in almost all areas, the needs of all pupils, irrespective of gender, ethnicity or prior attainment, but provision for ICT is unsatisfactory.
- A very wide range of interesting and varied extra-curricular activities, including residential visits, enriches and supports the curriculum very well.
- The provision for special educational needs is very good.
- Good improvements have been made to the building since the previous inspection.

Commentary

26. The success of the curriculum is based on very strong leadership, the commitment of the subject leaders and the development planning of the curriculum, which has given the staff the opportunity to develop and share their knowledge and expertise. The whole curriculum is permeated by the school's caring ethos which is often reinforced through very skilful teaching and ideas discussed in assemblies. This has resulted in very good teamwork and a well-planned curriculum, including provision for personal, social and health education [PSHE] and citizenship, which meets the needs of all pupils very well. Due emphasis is given to literacy and numeracy and effective links are made between subjects, particularly with science. Although the use of ICT has improved recently, there remains the need for more frequent opportunities for pupils to use and develop their skills.

27. The curriculum, with the exception of ICT, has improved well since the previous inspection. The school maintains a register of gifted and talented pupils and gives the provision for these pupils a high priority in the school's improvement plan. Several initiatives are underway, particularly in mathematics and music and these are being effective in raising these pupils' achievements.

28. Effective attention is given to ensuring equal access to the curriculum for all pupils. This is evident from children's entry into the Foundation Stage where the curriculum is very good and a wide range of stimulating and exciting activities engages children's interest very well.
- Throughout the school, teachers plan and organise to involve all groups of pupils in the curriculum. Provision for pupils with special educational needs is very good. Early analysis and diagnosis of needs from entry into school are used to plan carefully appropriate individual programmes for individual pupils. Teachers are ably assisted by conscientious support staff and as a result pupils are supported very well and consequently make very good gains in their learning and achieve very well. Learning mentors work very well with pupils who have particular problems.
29. The curriculum for the Foundation Stage is securely based on the early learning goals within the six areas of learning. It consistently provides interest and a high level of challenge in all areas of development for all children. Children make an early start in reading and writing and consequently make good progress throughout the reception classes. The school does not have a designated, well-equipped outdoor area. As a result children are unable to take part on a regular basis in some of the activities suggested as part of the early years curriculum.
30. The curriculum is enhanced by a very wide range of interesting and exciting extra-curricular activities and educational visits. After school clubs are popular and the take up of places is high. The quality of visits helps to enhance pupils' learning beyond the classroom. Pupils participate enthusiastically in activities varying from choir and music, including the school orchestra and recorder group, to art and sports. In addition, very good use is made of inspirational visitors to extend pupils' all-round education. Links with the school's community through the performance of concerts and musicals, visits and visitors and sponsored fundraising activities help to support learning beyond the school day.
31. Good improvements have been made to the accommodation since the previous inspection. Despite this, the junior hall is in need of repair to the roof and the school does not yet have a suitable secure outside area for Foundation Stage children to work and play in. This is the same at the time of the previous inspection. The school is adequately resourced with the exception of outside play equipment, and, despite recent improvements, many of the reading books in classrooms remain worn and outdated.

Care, guidance and support

The school makes **very good** provision for pupils' care, welfare and health and safety. Adults in school provide **very good** academic support and guidance based on monitoring. The school makes **good** efforts to involve pupils in its work and development.

Main strengths and weaknesses

- Very good procedures are in place to meet the personal and emotional needs of individual pupils.
- The school fully complies with the local authority child protection guidelines.

- Pupils have good, easy access to well informed advice, support and guidance to help them make progress.
- Health and safety is given high priority but risk assessment procedures are not formalised.
- Very good induction arrangements enable pupils to settle quickly into school.

Commentary

32. The provision for ensuring pupils' welfare is very good. Pupils are involved fully in all aspects of school life. Parents value the secure and happy environment in which individual pupils' well being is effectively promoted. Pupils, and their families, are well known to teachers. Adults are

sensitive to the needs of those in their charge, being fully aware of their physical, emotional and intellectual needs throughout their school life. The trusting relationships which the pupils enjoy give them confidence to share any concerns and help them cope with the problems that arise in everyday life. Pupils receive very good support and advice. However, in some classes written comments made by teachers when marking pupils' work are not always as helpful as they might be in pointing out areas for improvement.

33. The governing body and headteacher have taken a responsible attitude to health and safety and staff are vigilant in ensuring that pupils are carefully supervised and safe at all times. They find out about their health and dietary needs when they join the school. Because of an external contract, the school is restricted in ensuring a good amount of healthy food is always available for the children. This is a concern expressed by parents.
34. A risk assessment programme has been completed for the building and also for out of school activities. In each case the level of risk has been evaluated and prioritised and appropriate action taken. However, the procedures adopted have not yet been documented. Regular fire drills are carried out, electrical equipment is tested as required and an appropriate numbers of staff are first aid trained.
35. Child protection procedures are very good and viewed as a priority within the school. All members of staff are vigilant and work effectively within locally agreed procedures. Teaching staff and support staff are given appropriate training in identifying indicators of possible abuse and unexplained changes of behaviour or personality. The school works well in partnership with other responsible agencies such as health authorities and social services departments. Accidents are generally rare but when they do occur details are recorded and the information is regularly analysed to identify and remedy the cause and frequency of accidents.

Partnership with parents, other schools and the community

Parents are **very supportive** of the school and of their children's learning. There are **very good** links with other schools and colleges and **good** links with the local community.

Main strengths and weaknesses

- The support given to the home-school agreement contributes very well to pupils' learning at school and at home.
- The school has established many valuable links with the wider community, taking every opportunity to enrich pupils' learning.
- There is very good provision of information about the school's activities and the curriculum taught.
- The content of the prospectus and the governors' annual report meets statutory requirements.
- The school does not regularly seek and survey parents' views.

Commentary

36. The school has very good partnerships with parents whose children have special educational needs. Parents are very positive about the care their children receive,

particularly those who have children that attend part-time and who have very profound needs.

37. The quality and extent of parents' contributions to school life are very good. It is clearly evident from the pre-inspection questionnaires, pre-inspection meeting and discussions with parents that they have a high regard for the school and its staff. The school takes a deep interest in the home life of the pupils, and plays an important part in the life of the community. Parents in turn support their child's learning very well at home and reinforce the values that are taught.

38. The quality of information provided for parents is comprehensive and detailed and they express appreciation for being kept well informed. Parents receive weekly newsletters, which include details of activities, class topics, educational trips and dates for the diary. The content of the prospectus is regularly reviewed and includes all statutory requirements and a range of interesting and relevant photographs. The governors' annual report to parents includes references to the current development plan and pupils' academic achievements. Annual progress reports provide valuable guidance on areas for improvement but lack specific target setting.
39. There are two formal meetings annually to discuss progress with the class teacher and they are well attended. Pupils' work is displayed and the next stages of education are explained. Additionally any parent with a concern or query can arrange a formal meeting to discuss the issue after receipt of the progress report. The friends of St Andrew have arranged numerous events including a duck race, sponsored spell and a disco to raise a substantial amount of cash to fund educational resources and to improve the school's environment. A parental co-ordinator encourages parents to help in the school by involving them in listening to readers, art and craft support and on educational visits.
40. The school has strong and regular links with local churches. All the pupils take part in Harvest, Easter and end of Year services in church and parents and members of the parish are invited. Many people from the community use the school facilities regularly and outside visits to museums, local industry and historical sites contribute well to pupils' learning. Links developed with industry have increased pupils' economic and industrial awareness and provided a good foundation for subsequent work at secondary school level.
41. Liaison arrangements with local secondary schools are very good. Very good links have been established with Royal Cross School for the Deaf. Transitional work involves well-planned bridging units in mathematics, science and literacy. The school forms part of the Preston Excellence Cluster and the positive influences are recognised by the staff and parents. Students often visit the school to gain work experience.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** overall. The leadership of the acting headteacher is **very good** and he is supported **effectively** by key members of staff. The management and governance of the school are also **very good**.

Main strengths and weaknesses

- The acting headteacher, with the support of the acting deputy headteacher, provides very good leadership.
- Performance management is used very well to support school improvement.
- Subject co-ordinators are not involved sufficiently in assessment procedures.
- The school analyses its performance accurately and takes the necessary action to address weakness through very good development planning.
- The management of provision for pupils' with special educational needs is very good.

Commentary

42. St. Andrew's puts into practice very well its Christian foundation. It has created an environment where all children can experience success. There is a very caring ethos within the school with staff providing equally for all pupils whatever their attainment, race or background. For example, parents of pupils with special educational needs reported how much they appreciated the work that the school does to ensure that pupils overcome individual difficulties and achieve their full social and academic potential.

43. The governance of the school is very good. Governors share a common vision and support the acting headteacher and staff very well as they strive to improve the learning opportunities for the pupils within a Christian environment. They carry out their statutory duties well and have an enthusiastic and committed approach to supporting and challenging the school. An appropriate committee structure has been established and governors have a very good knowledge of the school's strengths and weaknesses. Governors are fully involved in school planning and act as a critical friend. The governing body pursues the principles of best value for money very well.
44. The acting headteacher has successfully made the transition from deputy headteacher in the school to being acting headteacher. His very good knowledge of whole school issues bears very good testimony to the way the previous headteacher involved him in all aspects of school leadership and management. He is very well supported by the acting deputy headteacher and makes good use of the particular skills and abilities of the staff. This approach is successful in ensuring that the expertise and confidence of staff are developed and that there is a team approach to school improvement. As at the time of the previous inspection St. Andrews is given a clear educational direction.
45. The overall management of the school is very good and since the previous inspection subject co-ordinators have continued to play a leading role in curricular development. Through monitoring teacher's planning and scrutinising pupils' work they get a good understanding of the strengths and weaknesses in their subjects. They use this information effectively to draw up action plans to address any significant issues. However, subject leaders in English, mathematics and science are given insufficient opportunities to take part in collating, interpreting and utilising assessment information in order to improve pupils' attainment and achievement further.
46. Performance management is used very well as a mechanism to improve standards. There is a close link between the objectives set for teachers and the priorities in the school improvement plan. Teachers value the process and most view it as a positive contribution to their professional development. For example, all staff have worked very hard recently to improve writing standards throughout the school. As a result of their efforts and the provision of relevant training, pupils are now producing written work of a high standard.
47. The school has made good improvement since the last inspection. The key issue with regards to the development of pupils' investigative and research skills has been fully addressed. The school has been successful in achieving the Basic Skills Award Quality Mark and considerable improvements have been made to the buildings. However, more still needs to be done to improve standards and pupils' achievements in ICT which are below average.
48. The management of the provision for pupils with special educational needs is very good overall. The coordinator provides very good leadership and has a very good understanding of the needs of the pupils. She is well informed and liaises closely with support staff and the specialist teacher who works part-time. A significant factor in the very good provision is the skilful way in which she manages the teaching assistants so that they form a dedicated and very effective team. Coordinators responsible for the provision of gifted and talented pupils are enthusiastic about this area of provision and

have good plans for further action. Their work has successfully impacted upon teaching and learning and pupils' achievements. The contribution made by the classroom assistants is a particular strength of the provision.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,066,851
Total expenditure	1,024,157
Expenditure per pupil	2,450

Balances (£)	
Balance from previous year	66,694
Balance carried forward to the next	109,388

49. Very good procedures are in place to ensure that services and resources provide good value for money. The office staff, with the support of the local education authority, undertakes day-to-day budget management efficiently alongside their other tasks. The most recent audit report found that the school's financial systems and procedures were of a very good standard and provided a high level of internal control. The school's financial reserves are well above the recommended level but the money has been appropriately set aside to finance improvements to the outside play area for children in the Foundation Stage and to the fabric of the school building. The school provides good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **very good**.

The attainment of children on entry to school is average. Very good provision for the 60 children of all capabilities and backgrounds supports the very good achievement in the two reception classes. The school provides a very good early start to children's education and good improvement has been made since the previous inspection. Teaching is very good and the two Foundation Stage leaders provide very good leadership. Very good teamwork between all staff creates a very caring learning environment and as a result, children are motivated, have very positive attitudes and behave very well. Staff have a very good understanding of how young children learn. Thorough and meticulous planning and assessment underpin the wide range of interesting activities in all areas of learning. Past and current work shows that children make good progress towards the learning goals set for this age and achieve very well and most are on course to exceed the goals. All children are included in all activities and those with special educational needs are given a high level of appropriate support. Very good organisation of the resources stimulates children's imagination and language skills, and gives children rich, practical opportunities to engage fully in all the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children benefit from very good teaching, very well organised daily routines and the high expectations set by all staff.
- A warm, secure atmosphere is generated in which the children feel valued, happy, and confident, and they enjoy coming to school.
- Very good relationships between children and adults create an atmosphere of very effective learning and foster the moral, social and emotional development of the children well.
- Resources are very well matched to individual needs to enable children to concentrate and persevere independently for appropriate periods of time.
- Staff provide very good opportunities to encourage children's responsibility, social skills and independence, but a few opportunities are missed at snack time.

Commentary

50. Children settle quickly into school, because of the very good induction procedures. Very good teaching promotes independence and co-operation. Most children achieve very well and will exceed what is expected in this area of learning. After only three weeks in school, children in the reception classes already know the classroom routines well, are securely established and are confident. Adults, who are very good role models, nurture children's personal and social skills effectively, and make them feel valued within a warm, secure atmosphere. As a result, all children show good self-esteem, develop confidence,

and adapt quickly and happily into the very positive atmosphere in class. They are well motivated, and show appropriate levels of concentration for their age because they do work suitable for their individual needs. The adults' caring provision leads to very good achievement in emotional development, independence and behaviour. However, staff miss opportunities at snack time to develop children's speaking and social skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very skilful teaching and planning affords very good early opportunities for children to become competent in basic skills.
- A wide range of resources are used very well to promote children's early communication, language and literacy skills.
- Regular practice helps children to become competent in key skills of speaking and listening and writing during independent and imaginative role-play activities.

Commentary

51. Teaching and learning are promoted very well and most children's achievement will exceed the expectations in this area of learning. Skilful questioning, sensitive listening and exposure to the very stimulating environment offer many varied opportunities for children to talk, listen, read and write and engage their imagination and interest. Most children are beginning to speak in short sentences and volunteer information about their activities, but others give one-word answers unless prompted. Early reading and writing skills develop very well because adults place considerable emphasis on the recognition of letter sounds and skills of blending and segment these sounds within words. The well equipped *Miss Muffet's house and garden* give children good opportunities to experiment regularly, and develop and practise their speaking, listening, reading and writing skills. Information and communication technology is used well. Children are beginning to develop mouse control when using the computer and control the listening centre as they listen avidly to stories.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Very skilful planning and organisation and high expectations give very good early opportunities for all children to become competent in basic skills.
- Well-chosen, stimulating resources and a very wide range of activities support and motivate children.
- Good questioning encourages children to develop and use their mathematical vocabulary.

Commentary

52. Children achieve very well. Early indications and analysis of previous work suggest that many children will exceed the goals expected of them before the end of their time in the reception classes. There are high expectations, very good planning and organisation and very effective adult support. Number jingles, counting, sorting, matching, seeking patterns, recognising relationships and working with number, shape, space and measures enrich all aspects of mathematical understanding. This very effective teaching and support gives children very good opportunities to count to 5 and beyond and a very

good variety of practical activities reinforce mathematical understanding. One girl enlisted the help of her partner when constructing a line of cubes and called out excitedly, *Make it bigger*. Mathematical vocabulary is successfully acquired. For example, most children, when naming two dimensional shapes, use *circle*, *square* and *triangle* easily. Most are beginning to count the number of corners in each shape, with support. Computer programs are used well to reinforce and consolidate learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff plan a very good range of interesting activities to stimulate children's curiosity and broaden their experiences.
- Effective links are made between science, art and design, design and technology, history, geography and religious education.
- Staff make good use of the outdoor area and visits out of school to enrich children's experiences.

Commentary

53. Teaching and learning are very good and children achieve very well. There are many indoor and outdoor opportunities to learn about the world around them through very well planned, investigative themes, such as *Ourselves, Growth, Materials* and *The Weather* enriched by related visits and visitors. Children are skilfully encouraged to remember, and with the aid of photographs, talk about events in their own and other's lives, such as Baptism and the changes that have occurred in themselves from birth to the present day. Geographical skills are very effectively developed when children talk and record the route to Ashton Park. They extend their knowledge by studying the habitat and climate of other lands such as Antarctica and Africa. Children learn about the Christian festivals and other major world celebrations.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's ability to manipulate small tools and equipment develops very well.
- Children regularly use the large space in the hall for physical education lessons.
- Both teachers and support assistants are good role models and participate fully in physical activities; this enhances the children's achievement.
- Resources are much improved since the previous inspection although outdoor play equipment is limited.
- The lack of a dedicated, well equipped outside area restricts certain aspects of children's physical development.

Commentary

54. Children achieve well. Physical skills develop well as a result of early, regular opportunities for all children to use a wide range of very well organised, appropriate resources. Very good teaching generates enthusiasm and eagerness. Most children manipulate tools and small equipment such as pencils and scissors with adroitness and increasing dexterity. They colour in fish templates with care, most using the correct grip of the pencil and thread lace boards with support. In this aspect they are on course to exceed the expected level. In physical education they are gaining confidence and

becoming increasingly co-ordinated as they move around the classroom, the hall and the outdoor area. They work well with a partner and listen carefully to the teacher's clear instructions as they run, jump skip and stretch. Staff participate enthusiastically, acting as very good role models for the children's movements which accelerates attainment and achievement. Large apparatus for indoor physical education has improved, but there remains a lack of a designated, well-equipped outdoor area to provide further physical challenges.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Very good opportunities are provided for children to use their imagination in art, music, role-play and stories.
- Creative development is linked well to all other areas of the curriculum.
- Very good opportunities are provided for children to express ideas using a variety of materials.

Commentary

55. Very skilful teaching ensures that children have a rich variety of opportunities to develop their creative abilities. Children achieve very well. Staff provide a very good range of exciting art activities and children are encouraged to choose their own art resources from a well-organised and accessible range. They make good progress in their artistic skills and achieve standards that exceed the goals set for them. Productive links with science, design technology and mathematics are evident in the good quality observational paintings of penguins and poppies and the designing and making of moving cars and musical shakers. In one excellent music lesson, musical instruments, for example, a triangle and a wood block were used very effectively to demonstrate the properties of triangular and rectangular shapes. Staff are very good at intervening in the children's play to encourage interactions, exploring ideas introduced through investigations, stories and shared personal experience. Children show creativity and imagination and enjoy regular opportunities to explore colour, learn how to use tools correctly and make good use of their developing skills. They make good gains in their dramatic expression in role-play and are becoming better speakers and more confident as they iron and do the chores in the home corner. Songs, chants and jingles are used very well in the classrooms to reinforce literacy and numeracy.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good overall and as a result pupils achieve very well.
- The actions taken to improve the quality and range of pupils' writing have been highly successful.
- More opportunities could be provided in some classes for pupils to use their good speaking skills.
- The subject is well led and managed. However, the coordinator is insufficiently involved in the collation and use of assessment information.
- The quality and range of reading books in classrooms and the way they are organised are unsatisfactory.

Commentary

56. Throughout the school all pupils, including those with special educational needs, achieve very well in English and by the end of Years 2 and 6, standards in most aspects of the subject are well above average. This represents very good achievement and progress from an average starting point on entry to the school. Last year's results showed some differences between the

test results of girls and boys. Inspection evidence shows that this is no longer the case. These judgements are an improvement on those made at the time of the previous inspection when standards were found to be above average by the end of Years 2 and 6.

57. Listening skills are developed very well throughout the school and in most classes pupils listen attentively both to their teachers and to the contributions made by others. Standards in speaking are above those found in most schools and pupils are making good progress. In lessons, questioning and discussion sessions are used appropriately to encourage pupils to contribute orally and most do with thoughtful answers. By Year 6, many pupils are confident speakers and able to use a wide range of vocabulary during conversations. They enjoy discussing their work and describing what they enjoy about school life. Other opportunities like reading extracts from the Bible at a Eucharistic service give pupils the chance to speak in front of an audience which helps to develop their self-confidence. However, in a small number of classes the range of questions asked by teachers is too narrow and only demands one word answers. As a result pupils in these classes do not get sufficient opportunities to extend their speaking skills.
58. Standards in reading are high and pupils achieve very well because of very good teaching. Pupils have good attitudes towards reading and enjoy books. Higher attainers in Year 2 read with fluency and understanding, they can discuss the story line and describe the characters that they like or dislike. Lower attainers sound out letter blends well to help them make sense of unfamiliar words and use picture clues effectively to get an understanding of what is happening in the story. By Year 6, pupils read confidently, with good expression and comprehension. They discuss the work of their favorite authors, such as Jacqueline Wilson, Roald Dahl and M.M. Browne, and make comparisons. One pupil said that he was 'not a reading person' but enjoyed 'books that tell you interesting facts such as the Mr. Bean comics'. Pupils have good research and library skills but book areas in classrooms are not well organised and lack suitable up to date reading resources. The home/school reading diary is used effectively to keep a record of when pupils have read and to whom, but comments are rarely diagnostic.
59. Teachers have worked hard to improve the quality and range of pupils' writing throughout the school and have been very successful. As a result, pupils are achieving very well and attaining well above average standards. Teachers have high expectations and provide pupils with very good opportunities to write in a wide variety of styles and formats, including stories, descriptions, letters and play scripts. For example, a more able pupil in Year 2 wrote this account of Florence Nightingale, 'Her mum and dad said, "We don't want you to be a nurse." So they sent her abroad where they thought it would get that nurse thing out of her head but it did the opposite.' Pupils enjoy writing poetry and there are examples of good work to be found such as this piece of 'diamond' verse from a pupil in Year 6 based on a character from *Midsummer's Night Dream*,

Bottom
Ass's head,
Tough, rude, funny,
He weaves and shouts,
Talks like a mouse,
Soft and short,
Snout

60. By Year 6, all pupils use a pen and most write in an attractive joined up script. Punctuation and grammar are accurate with pupils showing secure understanding of the use of commas, apostrophe, full stops and speech marks.

61. The quality of teaching and learning is very good overall. Teachers place a strong emphasis on developing pupils' literacy skills through enjoyable activities. They plan the work very well and ensure that it is matched to the needs of the pupils. Pupils are managed very well, and as a result, most classrooms are quiet places where they can learn in peace. Very good relationships exist between pupils and teachers and pupils' attitudes to the subject are good. They concentrate well in lessons and work hard. In a very well taught lesson in Year 6, pupils were very interested in the work because teaching was stimulating and challenging. This led to all pupils achieving very well in their knowledge and understanding of biographical and autobiographical writing. Teachers use ICT to support learning in English through word processing but there is scope to develop the application of ICT further. There are examples of some good marking especially in Years 2 and 6 with comments that are evaluative and give clear suggestions for improvement.
62. The leadership and management of the subject are good overall. Effective analysis of how well pupils are progressing takes place and the information used well by the acting headteacher to set targets for individuals and groups. However, the co-coordinators for English are given insufficient opportunities to take part in collating; interpreting and using the findings themselves in order to improve the provision.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

63. The development of pupils' language and literacy skills through the curriculum is effective overall. Appropriate opportunities are provided for pupils to use their reading skills when researching for information as part of topic work in history or geography. There are only limited opportunities for literacy skills to be developed through ICT. In science and mathematics, the emphasis on using key vocabulary extends pupils' language skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are well above average in Years 2 and 6 and pupils of all abilities achieve very well.
- There is a good focus on mathematical investigation and the solving of problems.
- Teachers use the methods recommended in the National Numeracy Strategy well and the teaching is very good.
- ICT is not used enough in this subject.
- Teachers often insist pupils correct their mistakes before moving to fresh work but marking is not always as helpful as it could be.
- Very good support is given to pupils with special educational needs, the more able and those who have been targeted for extra support.

Commentary

64. The school has maintained and improved on the high standards noted at the previous inspection. Standards are continuing to rise. Although there are, as yet, no national comparator statistics available for the 2004 test results, they are likely to compare very well to national figures because most pupils achieved the expected level and a high

number of pupils reached the higher Levels 3 and 5. Inspection evidence confirms pupils' high level of attainment in most classes. Pupils have good mental recall of mathematical facts which they demonstrate ably in the mental starter sessions at the beginning of lessons. There is a strong emphasis on solving mathematical investigations and problems, especially for higher attaining pupils. This helps pupils apply what they have learnt to practical situations and has a positive

impact on pupils' attainment. The well-balanced curriculum ensures that pupils gain a very good understanding of all aspects of number and other mathematical understanding. This aspect of the curriculum has improved since the previous inspection.

65. The key to the school's success in promoting high standards lies in the way the subject is taught. Teaching and learning are very good and as a result pupils achieve very well. Particular strengths in the teaching and learning are:
- the way the National Numeracy Strategy is used consistently to structure lessons;
 - lessons start with lively mental sessions or games that keep pupils on their toes and proceed at a fast pace;
 - teachers have a very good knowledge of the subject;
 - support assistants are used very well to help individuals or small groups who are more able, have special educational needs or who have been identified as benefiting from being in a small group;
 - the planning is detailed and thorough and what is to be learned is shared with pupils;
 - staff are very aware of the need to challenge all pupils, particularly the more able;
 - questioning is used well to check pupils' understanding and advance their thinking;
 - teachers' explanations are very clear. They expect pupils to work hard and they do;
 - the liveliness of the teaching which engages pupils interest and motivation;
 - teachers manage behaviour very well and this ensures that pupils concentrate hard on their learning because there is a calm atmosphere in lessons. Pupils have very positive attitudes towards the subject, are keen to learn new work and have the confidence to ask questions or volunteer information.
66. Most teachers ensure that pupils look carefully at their previous work and work through their corrections. These teachers reinforce previous learning for particular pupils who had experienced difficulties and they ensure that the task is challenging but achievable and matches the pupils' needs exactly. Although the marking of pupils' work is often good it is not always as helpful or informative as it might be to help pupils improve.
67. There has been good improvement since the previous inspection, particularly in the way the thinking of more able pupils is challenged. The strong emphasis on pupils' investigating mathematical ideas and solving real-life problems has ensured that pupils apply their mental skills very well. The work produced during a mathematics week showed that pupils were required to think deeply and produce work of the highest standard.
68. The school monitors lessons and pupils' work effectively. The results of assessments and national tests are used successfully to chart pupils' progress and identify pupils that are more able and who may need further challenging as well as those pupils who need extra help to achieve more.
69. The leadership and management of the subject are very good overall. The co-ordinator has high expectations of what pupils can achieve and is a good role model for other staff. Although assessment procedures are good the information is currently kept centrally and this information is not easily available to the coordinator. The coordinator does not play a leading part in its interpretation and use.

Mathematics across the curriculum

70. Where teachers have interactive whiteboards in classroom these are used well to promote pupils' numerical and mathematical skills. Although the use of mathematics in other subjects is satisfactory and pupils use ICT for spreadsheets and games, there are too few opportunities for pupils to develop their mathematical skills in data handling using computers.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The school has a very effective approach to teaching science. There is a good balance between pupils' acquiring knowledge and taking part in investigations.
- The school's commitment to including all pupils in lessons works very well in science.
- The subject is led and managed very well.
- Occasionally opportunities are missed for pupils' to use their writing skills well.

Commentary

71. The school's success in science is due to very good teaching and very good subject leadership. Over the past four years, the school has moved from standards in national tests being in line with the national average to being well above those found in most schools. Inspection findings indicate that standards at Years 2 and 6 are well above average. All groups of pupils achieve very well throughout the school. This is due to several key factors:
- teaching and learning in science are led by a good balance between knowledge acquisition, investigation and observation. Teachers plan lessons thoroughly to ensure that the approach happens in practice. Their high expectations ensure that the work provided challenges all groups of pupils;
 - very good relationships between adults and pupils ensure a very productive climate for learning;
 - the good quality of resources, including interactive whiteboards provides pupils with the tools for investigation;
 - the subject co-ordinator was absent from school during the inspection but her subject file and discussions held with other members of staff show that she is very knowledgeable and monitors teaching and learning closely. As a result, issues for improvement are identified and addressed;
 - discussions held with pupils demonstrate clearly that they learn to test fairly and have very good scientific knowledge. In most classes they record the results of their investigations accurately.
72. The quality of teaching is very good. The issue from the previous inspection with regard to there being too much direct teaching has been addressed successfully with teachers giving pupils good opportunities to raise questions for themselves. Lessons are made interesting and relevant to pupils' needs. For example, in a Year 2 lesson pupils relished the opportunity to investigate the different types of seeds to be found in a range of different fruit. One child was thrilled to point out that strawberry seeds '*are on the outside*'. In Year 6 pupils are encouraged actively to suggest ways of improving their experiment. Teachers' planning includes clear reference to the use of ICT but these ideas are not always put into practice. The effectiveness of links with literacy is not so strong in Years 3 and 4 with pupils being asked to copy work from the whiteboard which prevents them from expressing their findings in their own words.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are below average at the ages of seven and eleven and pupils do not achieve as well as they should.
- Standards are improving because the school now has an adequate numbers of computers and laptops and has resolved most of the difficulties associated with the networking of the computers.
- Teachers lack confidence and do not have sufficient expertise in some aspects of the work required in the National Curriculum.
- Teachers who have interactive whiteboards in their classrooms make good use of them to improve pupils' learning but computers in the classrooms are not used enough.

Commentary

73. Standards are not as good as they were at the time of the previous inspection and pupils are not achieving as well as they could. This is mostly because:
- the school has not been able to keep pace with the necessary provision of hardware until relatively recently and as a result pupils have not had sufficient access to computers;
 - there has been a lack of software and equipment to teach some aspects of the curriculum;
 - the school has had major technical difficulties with the computers and the networking of them;
 - some members of staff lack expertise and confidence.
74. As consequences of the above, pupils do not have the skills they need in several aspects of the curriculum. There are now adequate numbers of computers and laptops to enable different types of classroom organisation for the teaching of key skills and as a result pupils' skills are improving. However, because pupils have not had sufficient regular access to computers in the past they have some catching up to do and have not reached the required standards by Years 2 and 6.
75. The strengths in pupils' attainment and achievement in Years 1 and 2 are in their use of computers to design eye catching pictures and patterns, and in knowing how to access folders and files and save their work. They are less competent in their keyboard skills and the use of the mouse and laptop touchpads.
76. In Years 3 to 6 pupils are good at using spreadsheets and have a good understanding of how these work. They are competent in researching for information using the Internet and have the necessary skills for word processing, and incorporating pictures into their text. However, they have gaps in their knowledge in the use of data handling, e-mailing, and the use of multi-media presentations.
77. Pupils enjoy using computers and are very positive about acquiring and demonstrating new skills. In the lessons seen pupils in Year 1, having had little previous experience using the laptops, quickly learnt how to click on icons and drag features such as roads, a church and houses to make a townscape. Pupils interviewed in Year 6 were very enthusiastic about researching history topics using the Internet. The way teachers encourage pupils to work together makes a good contribution to their personal and social development.

78. Few lessons were seen and little work was in evidence in some pupils' files. Only two lessons were observed in Year 6 and Year 1. In both lessons the teaching and learning was good. In Year 1, good links were made with geography and the teacher had a good knowledge of the

subject and gave an effective demonstration of the program, which resulted in pupils making good use of the laptops to construct maps without wasting time. The teacher provided good support and the program allowed pupils to make their own choices and experiment when

designing a townscape. In the Year 6 lesson, the teacher provided good opportunities to explore and experiment with colours and the arrangement of text when designing a *Contents Page* for their autobiographies. A good demonstration and effective questioning, plus good support from both the teacher and classroom assistant, meant that pupils achieved a satisfactory level of attainment.

79. The co-ordinator has recently left the school and the acting headteacher is currently managing the subject. The school has spent much of its time in the recent past troubleshooting technical problems with the computers and their networking as it does not have a technician. This has been to the detriment of other aspects of co-ordinating the subject. The acting headteacher is well aware of the shortcomings in the subject and the lack of staff expertise and confidence, and is anxious to continue to improve the provision through in-service training and appointing a well qualified co-ordinator.

Information and communication technology across the curriculum

80. Although pupils' word processing skills are improving there is too little encouragement for pupils to write at length using the computer. There is some use of ICT in science, the Internet is accessed in history, spreadsheets and games are used in mathematics, and in geography pupils use the computer to help them make route plans but overall not enough use is made of ICT across the curriculum.

HUMANITIES

81. **Religious education** was not inspected and is subject to a denominational inspection by an approved Church of England diocesan inspector.
82. During the inspection only one lesson in geography and one in history were observed. It is not possible, therefore, to make secure judgements about overall provision or teaching and learning in either subject. Evidence from scrutiny of work and discussion with pupils shows that in geography and history the pupils have access to a broad curriculum and study a range of interesting and relevant topics.
83. In **geography**, younger pupils understand that their own immediate locality is different to that in some other countries such as Mexico. By drawing simple maps they begin to see how routes can be planned and how to find their way from home to school. In a good lesson observed in Year 1, pupils achieved well as they used their ICT skills effectively to model the layout of an imaginary town putting in place roads, bridges and buildings. Through field work pupils gain a good knowledge about the geographical features of different places. For example, pupils in Year 3 have visited Southport and investigated how land is used. In Year 6, pupils used an enquiry based approach to investigate the mountain village of Pampagrande. They discovered the answer to questions such as "What is the land like?" and "What sorts of jobs are available?"
84. In **history**, pupils in Years 1 and 2 study the passing of time by looking at toys of different ages. They have a good understanding of significant historical events such as the Great

Fire of London. Pupils in Years 3 to 6 enjoy this area of the curriculum and talk knowledgeably about their history topics. In a very good lesson observed in Year 6, the pupils displayed real interest as they studied newspaper articles and artefacts which give them a greater insight into life during the Second World War. Throughout the school, work in history is used very well in allowing pupils to use their writing skills. For example, one pupil in Year 2 wrote, 'It is thanks to Florence Nightingale that hospitals are always clean and ladies can become nurses.'

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. There was insufficient evidence to make judgments about provision in art and design, design and technology, music and physical education.
86. In both **art and design** and **design and technology** the required curriculum is in place but, as at the time of the previous inspection, there is no overall approach to the use made of assessment information. Notebooks for the subjects are used well and in Year 6 very well. Resources are satisfactory overall but in some classes the lack of sinks impacts on the easy access to water and on the standard of food hygiene in design and technology. There was limited evidence to indicate that ICT was used regularly and frequently in both subjects.
87. Planning indicates that in **art and design** teachers provide good opportunities for pupils to use appropriate techniques, explore and investigate their feelings and work creatively through the use of different media. Sketchbooks of good quality are used productively throughout the school to plan and evaluate work such as observational drawings of shoes and fruit. Monet's *Water lilies* technique is evident in the effective use of media, such as paint and tissue paper. Sketches of soap powder packages, using a vanishing point, show developing use of perspective.
88. Pupils of all abilities enjoy their work and recall enthusiastically in vivid terms the range of work undertaken. Their technical vocabulary is more limited. Effective links are made with other subjects such as religious education when an inspirational visitor worked with Year 5 pupils to produce two high quality, screen-printed banners. Evidence from the Year 5 lesson seen indicated that pupils work at a level similar to expectations. They used satisfactory pencil control to show line, shape, texture and depth in their observational drawings of a shoe.
89. The range of work observed, and also that in pupils' **design and technology** note books, show that an appropriate focus is given to evaluating and improving designs as indicated by clear annotated drawings. Very good teaching of design and technology in a Year 2 class developed pupils' knowledge and understanding of commercial packaging and the evaluation of commercially produced biscuits very well. In a satisfactory Year 6 lesson, pupils progressed to combining their scientific knowledge and design and technology skills to construct a fairground ride, using electrical components to control the direction of its rotation. Pupils respond enthusiastically to their tasks and expressed enjoyment when making Moving Monsters using compressed air to create movement.
90. In **music** the standard of singing in acts of worship is excellent and pupils demonstrate a very good sense of beat and dynamics. The very high quality of singing is inspirational to all who hear it and plays a major part in ensuring that acts of worship contribute very well to pupils' spiritual development. The music coordinator has very good subject knowledge and has set very high standards to which pupils respond accordingly. Evidence from the pre inspection visit made to the school shows that the school's orchestra which includes strings, brass and woodwind is highly effective and the pupils who take part fully enjoy the opportunity to play with others not only in school but at outside venues. Visiting instrumental music specialists provide good support. The school is piloting its own approach to identifying gifted and talented musicians and the coordinator has worked very hard in making sure that this aspect of the subject is high on the agenda of school

improvement. The school has replaced recently the commercial scheme it uses to support teaching and in service training is planned to ensure that staff have the confidence and skills to use it.

91. The school offers a full programme of **physical education** activities through the year, including orienteering and swimming. It provides a good variety of sporting activities outside school and has improved the number of extra-curricular activities on offer since the last inspection. Pupils are keen to participate in the many after school clubs and inter school

matches; the staff organise the swimming gala for the schools in Preston. Specialist coaching is available in gymnastics and pupils have the opportunity to participate in national gymnastic awards. The school's gymnastic team has been highly successful in competing with other Lancashire schools. In the two lessons observed in the juniors the teaching was satisfactory in one lesson and unsatisfactory in the other. In the unsatisfactory lesson, pupils did not spend long enough engaged in vigorous activity and became restless. The teaching in the one lesson seen in the infants was good and pupils achieved well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No overall judgment can be made. The school provides very good opportunities for pupils to learn respect for the values and beliefs of other pupils and adults, and to develop their own self-worth and confidence. When asked about their hopes for the world one child responded, '*for there to be peace in the world.*' Issues to do with sex and relationships, drugs and health education are dealt with in a sensitive manner. Pupils have good opportunities to take on responsibility. In Year 6 they write letters of application to take on class monitor roles. Before the inspection two pupils were given the responsibility to show the inspectors round the school and they performed this task very well.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	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	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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