

INSPECTION REPORT

Baines Endowed C of E Primary School

Blackpool

LEA area: Blackpool

Unique reference number: 119593

Headteacher: Mrs. G. Taylor

Lead inspector: Mr Graham Martin

Dates of inspection: April 11th – 14th 2005

Inspection number: 266442

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 years
Gender of pupils:	Mixed
Number on roll;	470
School address:	Penrose Avenue Marton Blackpool Lancashire
Postcode:	FY4 4DJ
Telephone number:	01253 762532
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Appropriate authority:	Governing body
Name of chair of governors:	Reverend Christopher Wren
Date of previous inspection:	1st March 1999

CHARACTERISTICS OF THE SCHOOL

This larger than average primary school, with 15 classes, is situated close to the centre of Blackpool. In recent years the school has achieved notable success in securing nationally recognised awards, including in 2003 the Basic Skills Quality Mark and a Schools Achievement Award and in 2004 the Activemark and Investors in People. There are roughly equal numbers of boys and girls on roll aged 4 to 11 years, totalling 470. Whilst most pupils are of white British heritage, nearly three per cent of the pupils are from other ethnic groups, the largest minority groups being mixed background and Chinese pupils. The properties surrounding the school are small low cost homes, although many pupils also come from a much wider area which includes local authority housing. The percentage of parents with entitlement to free school meals is a little above the national average. Only a very small number of pupils, well below the national average, have English as their second or additional language. The proportion of pupils with special educational needs is below the national average. Seventy-two pupils have special educational needs, mainly for moderate learning difficulties, and two pupils have statements of special educational need. The percentage of pupils joining or leaving the school at times other than the start of the academic year is higher than usual. During the last school year 37 pupils joined the school and 31 pupils left. The average overall attainment of pupils on entry to the school is below the national level. At the time of the inspection, a 'Sure Start' funded Children's Centre was nearing completion and due to open on the school site.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21563	Graham Martin	Lead inspector	Information and communication technology; Design and technology; Modern foreign language (French); English as an additional language.
13746	David Russell	Lay inspector	
25509	Judith Clarke	Team inspector	Art and Design; Foundation Stage; Personal, social, health and citizenship education.
14991	Alan Hardwicke	Team inspector	Mathematics; Science; Music; Special educational needs.
32506	John Coleman	Team inspector	English; Physical education; Geography; History.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is good school with many very good and some excellent features. A very positive ethos is securely based in the school's mission to value everyone as of infinite worth to God. The headteacher has an outstanding vision for the school and it is led very well. It is very popular with parents because it cares for their children very well and is successful in caring for its pupils and helping them to become good learners. It promotes very positive attitudes among pupils and they behave well. Pupils are happy because there are very good relationships in the school. They like the school because their views are respected. They achieve well because they have good and often very good opportunities to learn. Standards are satisfactory in English, mathematics and science. Pupils attain results better than those in similar schools in English and science. Standards in information and communication technology are good. The headteacher's commitment to the school is outstanding and promotes excellent teamwork. There is very good day-to-day and financial management. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is good overall and often very good. Very good care and support gives the pupils positive attitudes, resulting in good learning and achievement.
- The headteacher has an excellent educational vision for the school. By promoting high standards of teaching and learning, she establishes a strong role model for other leaders.
- The day-to-day organisation and management of the school are very efficient. The governors are able to support and challenge the school very well because they have a very good understanding of the school's strengths and weaknesses.
- The school's use of performance information needs better management.
- The curriculum is enriched with very good opportunities for pupils to extend their learning. The school provides very good opportunities for pupils to make suggestions about how their school could be improved.
- Pupils behave well and they have very good attitudes to learning. There is very good provision for the care of pupils, for their personal and social development and for their health education.
- Very good links with parents help them to make a good contribution to their children's learning.

The school has made very good improvement since it was last inspected. Teachers' planning and assessments are better so that there are now no unsatisfactory elements in teaching. Support staff are deployed well to maximise pupils' learning. The value placed on pupils' wellbeing is seen in the improvements to the school's accommodation, in the better provision for their personal, social and health education and in the interesting range of opportunities for learning beyond the statutory curriculum.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	B	D	B	A
Mathematics	C	B	D	C
Science	C	C	C	A

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

Pupils achieve well overall. Standards are higher than those found in similar schools. Good achievement in the Foundation Stage leads to the children in the reception class reaching and, for a

few, exceeding the goals they are expected to reach by the end of the reception year. Year 1 and 2 pupils achieve well in reading, writing and mathematics to attain satisfactory results in the national tests and assessments at the end of Year 2. Good achievement in Years 3 to 6 means that, by the end of Year 6, standards are at the nationally expected level in English, mathematics and science, with results in English and science showing that the school compares very well with similar schools. Achievement in mathematics is satisfactory. Standards in information and communication technology (ICT) are good, an improvement since the last inspection. Good provision for pupils with special educational needs means that they achieve well. By the end of their time in the school pupils are academically and socially very well prepared for their continuing education.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils behave well. They have very good attitudes. As a result, pupils are polite and considerate of the needs of others. Pupils work hard, they are conscientious and they respond well to the very good opportunities for learning that the school provides.

Attendance is satisfactory. The school works hard to improve the attendance of a small minority of poorer attenders. Pupils enjoy coming to school to learn and they arrive punctually.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning observed during the inspection were **good overall**, with significant very good teaching. This helps pupils to become effective learners and attain national standards at the end of Years 2 and 6. Very good partnerships with parents and a curriculum rich with enjoyable activities help pupils to value learning and to have very good attitudes. Pupils achieve well because they enjoy learning and they have very good relationships with the adults in their school.

LEADERSHIP AND MANAGEMENT

This is a very well-led and managed school. The outstanding educational leadership of the school by the headteacher, and the very good leadership of other key staff, help the school to achieve its mission to maximise every pupil's academic, moral, social and spiritual development. The school is very well managed so that excellent teamwork among the staff enhances the quality of education. The governors, who ensure that the school meets its statutory requirements, have a very good awareness of the school's strengths and weaknesses. This helps them to provide excellent levels of support and set realistic challenges to the team of school leaders.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good views of the school. They know that the school works hard to provide the best it can for their children. They speak highly of the school's work to involve them in their children's learning. As a result, parents have a very effective working partnership with the school.

The pupils like their school. They know that the teachers care for them very well and will help them to do their best, so they try very hard with their work. Pupils value the very good opportunities they have to discuss their school and to make suggestions about how it could be improved.

IMPROVEMENTS NEEDED

The school has built the right targets into its improvement plan. To continue with this improvement effectively, the most important things the school should do to improve are:

- Sharpen up the use of school performance information to measure success.
- Use this sharper focus to concentrate improvement on comparatively less successful aspects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children achieve **well** across the school. Overall, standards meet expectations and exceed them in information and communication technology (ICT). Reading is a strength throughout the school. Pupils with special educational needs and those with English as an additional language achieve **well**, as do pupils who are gifted and talented.

Main strengths and weaknesses

- Pupils' achieve well.
- Standards in ICT are above average.
- Pupils make very good progress in reading;
- Pupils do not achieve as well in mathematics as in other subjects by Year 6.

Commentary

1. Children in the Foundation Stage settle in well and make good relationships with each other and with adults. This is due to the good preparations for their entry, including home visits. Scrutiny of last year's work, which relates to pupils who have just started Year 1, indicates that the children achieve well from a below average level of attainment when they enter. They achieve well in all aspects of their work, with most children reaching the expectations for the end of the reception year in all areas of their learning. Since the last inspection, better provision is made for outside activities. The direct access to the outside contributes well to the children's early independence and sense of responsibility.
2. On average over the past three years, Year 2 pupils have matched the national average in reading and writing and mathematics, with little difference between the results of boys and girls. The upward trend of results in Year 2 over the past five years for reading, writing and mathematics has been above the national trend of improvement.
3. The trend of results in national tests in Year 6 over time has also been above the national trend. In English and science, standards are in line with the national average and better than those found in similar schools. In mathematics, standards are in line with the national average but a little below those found in similar schools. Pupils have achieved well in English and science but not quite so well in mathematics. In all three subjects, combined results for boys and girls have been in line with the national average. In 2004, results against similar schools on the basis of prior attainment were well above average for English and science and close to the average in mathematics. The school met the targets it set for Year 6 results in 2004.
4. Pupils in Years 1 and 2 achieve very well in reading and well in writing. By Year 2 pupils have good strategies for tackling unfamiliar words. This good achievement in reading continues into Years 3 to 6 and their reading skills are above expectations by age 11. Pupils achieve well in writing, given the often below average level of attainment when pupils enter the school. Pupils' handwriting is often of a good standard with a good level of accuracy in spelling due to a coherent and well structured approach to this aspect of English.
5. In mathematics, pupils in Year 2 are currently meeting expectations for their age and achieving well because they are gaining a good understanding of number through discussing mental strategies. As a result most are secure in their conceptual development of number. Currently standards in Year 6 are satisfactory, although several of the pupils have special educational needs, which means that the current group of Year 6 pupils is unlikely to exceed the national average in national tests at the end of the year. However, most pupils, including those with

special educational needs, are achieving as well as they should, although some higher ability pupils could achieve a little better.

6. Pupils achieve well in science by Year 2 and reach above average standards in their work. This represents good improvement since the last inspection. They achieve well in years 3 to 6 and by Year 6 they reach the expectations for their age. In information and communication technology, pupils achieve very well to reach above average standards by Year 2. This very good achievement continues through Years 3 to 6 and standards are above average by Year 6.
7. Pupils with special educational needs, who have English as an additional language and who have special gifts and talents, achieve well. Pupils with special educational needs are well supported. Pupils from ethnic minority groups achieve as well as other pupils in their year groups.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	15.7 (15.9)	15.8 (15.7)
Writing	13.9 (14.1)	14.6 (14.6)
Mathematics	16.0 (16.2)	16.2 (16.3)

There were 71 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	28.1 (26.1)	26.9 (26.8)
Mathematics	26.3 (27.5)	27.0 (26.8)
Science	29.2 (28.4)	28.6 (28.6)

There were 70 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes towards learning are **very good**. Pupils' behaviour in and around school is **good**. The development of pupils' spiritual, moral, social and cultural development is **very good**. Attendance levels and punctuality are **satisfactory**.

Main strengths and weaknesses

- Pupils have very positive approaches towards learning. They develop very effective relationships with others.
- Good behaviour is continually reinforced by the consistent use of clear discipline procedures. The school widely acknowledges good behaviour and academic achievement through effective reward systems.
- The school's mission statement is fully endorsed by a very strong ethos that permeates throughout the school.
- Attendance levels over the last three years show a definite upward trend to keep them broadly in line with the national average.

Commentary

8. A very good working and supportive environment in lessons encourages pupils to work in small groups and learn at their own pace. Pupils say they are relaxed knowing there is always someone they can turn to for assistance. They form very good relationships with each other and with their teachers. This allows them to work well together towards meeting learning

objectives. In some lessons, it is clear to see the direct link between good teaching and good learning attitudes. There is full commitment towards being a fully inclusive school.

9. Good behaviour stems from consistent application of the well-defined discipline policy. Parents agree that pupils behave well and have very good attitudes. Six fixed term exclusions last year indicates the thoroughness in which the procedures are applied. The merit scheme for the younger pupils, and the house point system for the older pupils, motivate pupils to behave and to “give of their best” at all times. For example, in Years 4, 5 and 6 pupils are rewarded with a fountain pen when they reach the stage of a gold certificate for effort, politeness and improvement. Good behaviour in lessons makes a significant contribution in pupils being able to concentrate, meet their learning objectives and achievement targets.
10. The school mission statement states that: “... *everyone is of infinite worth to God; therefore we work together to maximise the academic, moral, social and spiritual development of each person in our community*”. So, spiritual, social, moral and cultural development is a noticeable strength. Every opportunity is taken to reinforce these important areas. Pupils know right from wrong. They are aware of the needs of others less fortunate than themselves in the community and they organise fundraising events to raise funds for charitable organisations. A good example of the strong ethos in the school is the “Easter time” collective worship for the younger pupils with its very good blend of music, singing, praying and thinking of others.

Attendance

Attendance in the latest complete reporting year 2003/2004 (%)

Authorised absence		Unauthorised absence	
School data:	4.5	School data:	0.8
National data:	5.1	National data:	0.4

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

11. The procedures for promoting acceptable levels of attendance are good and rigorously applied. These are having the desired effect in sustaining a level of attendance broadly in line with the national average. Satisfactory attendance makes a positive contribution to pupils’ achievement. Pupils enjoy coming to school and nearly all arrive punctually for lessons. Up to a quarter of all authorised absences arise from parents taking holidays during term time. This occurs in most year groups. There are no significant differences in attendance figures between boys and girls.
12. It is unfortunate that some parents are lax in communicating reasons for their child’s absence. This results in higher than normal levels of unauthorised absence. The school consistently reinforces the need for information about absence, to no avail with a small minority of parents. Statutory requirements for checking attendance are met.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	456	6	0
Mixed-White and Black Caribbean	2	0	0
Mixed-White and Black African	2	0	0
Mixed-White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	3	0	0
Any other ethnic group	2	0	0

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

Exclusions in the last school year

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning observed during the inspection were good, with a significant proportion of very good teaching throughout the school. The curriculum is planned well with a good range of opportunities to learn from the wider community and local environment. There is good provision for pupils with special educational needs. Assessment of pupils' work is very good. The staff take very good care of the pupils and make very good arrangements for their welfare. There are very good links with parents and with the community.

Teaching and learning

Teaching and learning are **good** overall throughout the school, and therefore pupils' achievement is good. Assessment is very thorough and constructive. Teachers are very good at encouraging and engaging their pupils, and insist on high standards of behaviour.

Main strengths and weaknesses

- Good and often very good teaching enables pupils to achieve well throughout the school.
- Teachers are very good at assessing what their pupils know and understand, and record this information thoroughly.
- Teachers are very good at presenting the work in interesting and enjoyable ways, and this gives pupils a sense of enjoyment and enthusiasm for their work.
- Pupils are expected to work hard and behave themselves, and they respect the rules of school life well.

Commentary

13. Teaching is good overall throughout the school. There is more very good teaching and the small percentage of unsatisfactory teaching reported in the last inspection has been eliminated. This therefore represents good improvement since then. The general good quality of teaching has been achieved through extensive checking, and through a range of carefully planned teacher development activities, which have addressed issues identified in the School Development Plan. Teaching in reading, writing, mathematics, science and information and communication technology is consistently good. Despite very extensive improvements to the school's accommodation since the last inspection, some classrooms are still small for the numbers of pupils working in them. This makes it difficult for teachers, particularly when undertaking practical activities, but they work hard to minimise the effects of this disadvantage.

14. Teachers assess all pupils carefully and use good records of pupils' achievement to plan well for their learning. Pupils with special educational needs are effectively identified from the early stages. They are well taught, with a well-balanced mix of activities, both in class and in smaller groups. Teachers and teaching assistants are clear about the needs identified in Individual Education Plans. They work together effectively to support these pupils, build their self-confidence, and give them encouragement to succeed. The small number of pupils for whom English is not the first language are also well supported, and so make just as good progress as others. Pupils with particular gifts and talents are also well supported, and teachers increasingly plan work that challenges and extends these pupils, so that they can achieve their full potential.
15. Teachers plan lessons well, making good use of national guidelines. They are good at choosing interesting and enjoyable activities, which capture the imagination of pupils of all abilities. As a result, pupils work hard and enjoy their lessons. In reading, writing, mathematics and science pupils achieve well, and develop their basic skills well because teachers plan carefully to meet their needs. As a result of thorough and constructive assessment teachers know what their pupils need to do next to improve. Subject leaders and senior managers have access to a wide range of assessment data which gives them a clear picture of how pupils are doing in all areas, particularly in the core subjects of English, mathematics and science. The volume of data, however, does make it difficult to discern trends and patterns of performance, particularly between one subject and another. A clearer overview of comparative performance between subjects is needed. Targets are set for improvement. Pupils know these targets and are advised how successful they are in achieving them.
16. Teachers work hard to build and maintain very good working relationships with their pupils. They insist on high standards of behaviour, and pupils know that they must concentrate, work hard, and do their best. This is a very good reflection of the school's strong Christian ethos. Teachers are very good at developing pupils' knowledge and understanding in the different subjects at a good pace, and so the time spent is very productive. Good links are made between the subjects, such as when pupils develop their language skills when explaining their work in a science experiment. Teachers make good use of information and communication technology (ICT) in other lessons, making very good use of the school's investment in ICT hardware and software. Visitors to the school, and visits to places linked to lessons in school make pupils' learning more enjoyable, and broaden their understanding. During the inspection a visit by 'the Spellbinder' storyteller provided a rich language experience for pupils of all ages, which was thoroughly enjoyed by all.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	11 (31%)	17 (47%)	8 (22%)	0 (0%)	0 (0%)	0 (0%)

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

The curriculum

The curriculum is **good** and benefits from a very good range of enrichment activities. Good accommodation, staffing and resources effectively support good achievement in the curriculum.

Main strengths and weaknesses

- The broad and varied out of school activities together with the rich quality of visitors are a significant contribution to pupils' enjoyment of school.
- The range of accommodation is good and teachers make good use of this.
- Provision for pupils' personal and social education is very good.

- Good quality and well organised resources, in particular the use of ICT, help to enhance pupils learning.
- The school is right to recognise the need for more creativity in parts of the curriculum.

Commentary

17. The curriculum meets statutory requirements. It is enriched by good extra curricular provision, which contributes well to pupils' personal development. Physical activities and sport that have been offered this year include netball, football, tag rugby, cricket, dance and hockey. Cultural groups include German, chess, digital media, art, ICT, magazine, Spanish, French, web development, drama and Christian confirmation. There are opportunities for pupils to perform in the orchestra and choir, including public performances. Recently, pupils have performed in the choir at the Winter Gardens and in a Christmas concert at the Empress Ballroom. Year 6 pupils performed for the Blackpool Dance Festival at the Opera house and took part in "Schools Alive" at the Grand Theatre producing dance, music and drama routines. Furthermore, visiting professional coaches, drama groups and musicians enrich pupils learning and provide additional opportunities for those with gifts and talents. Close links with the local church and faith community add further enrichment. Pupils in Year 6 have the opportunity to take part in a residential visit and all classes benefit from visits to places of educational interest. The co-ordinator for curriculum enrichment and educational visits provides very good leadership and management. Before and after school care is well provided for by "Bridges", a club based on the school site. The school further widens the curriculum by including French as a modern foreign language on the timetable.
18. The accommodation has improved since the last inspection and the soon to be opened Children's Centre will further enhance the provision. Some classrooms remain a little cramped for practical activities, though. Much has been done to develop the school environment and various building programmes have significantly enhanced the contribution the accommodation makes to improvements in teaching and learning. A new hall now provides appropriate space for P.E. and collective worship. Well resourced library accommodation supports research and reference skills. An enclosed garden is a secure environment for outdoor work across the curriculum and a multi-media studio provides a very good quality teaching area for ICT and music. The school now has two well resourced rooms for group work and special educational needs (SEN) pupils, and this is contributing very well to the good provision for children with SEN. The entrance and office areas of the school are secure and staff are welcoming. The school is very clean in appearance. Externally, there are several hard surfaced areas, which are well maintained and equipped, together with an outdoor area for the Foundation Stage. The school field is currently out of use due to the construction of the Children's Centre but will be shortly reinstated. Staff work well together to make the best use of the available space, this has a positive effect upon raising standards across the curriculum. The school's own evaluations rightly recognise two small classrooms, the library as a thoroughfare and the demands placed upon the school hall. Plans are in place to improve these areas and the school is well placed to make further improvements to its accommodation.
19. New resources, including the very good ICT provision, are impacting strongly on the standards attained by all pupils. A new ICT suite, together with interactive and digital provision in each classroom, is making a significant contribution to many areas of the curriculum. Teachers make very good use of ICT and the Internet. The libraries are very accessible and are stocked with a good range of books which are well organised and in Key Stage 2 use a barcode system together with colour codes and Dewey numbers.
20. A good curriculum map ensures there is good breadth and balance in the curriculum. Provision for pupils with SEN is very good and all pupils are equally included in curriculum activities. Provision for the development of pupils' personal, social and health education is very well underpinned by the very good ethos of the school. All adults in the school provide good role models and there is a strong family and community spirit. The statutory requirements for sex and drugs education are met and the appropriate policies are in place. Initiatives such as

“Healthy Schools” and the visits of the “Life education bus” enhance the school’s provision to teach children the importance of a healthy lifestyle. There are effective links with the local secondary school and support for pupils transferring to Year 7 is in place. The school has recognised the need to review the use of the national literacy and numeracy strategies and it has drawn up plans to build on the ideas set out in the national “Excellence and Enjoyment Strategy” for primary schools.

CARE, GUIDANCE AND SUPPORT

The overall quality of the care and support provided for pupils is **very good**.

Strengths and Weaknesses

- The school has very good procedures to ensure that pupils work in a healthy and safe environment.
- The support and guidance given to pupils is good. The pupils are very happy at school and get on well with each other and their teachers.
- Pupils’ views are sought and they work with staff to improve the school.

Commentary

23. The school works very effectively to make sure that the pupils learn in a healthy and safe environment. Although the building is large and some parts more modern than others there has been a clear drive to provide both modern facilities and also a pupil safe environment. In recent times the school has adopted a systematic approach to improving and extending the accommodation and the premises were very clean and well cared for at the time of the inspection. Proper risk assessments are carried out; Fire drills and Child protection training are all part of the procedures the school has in place to ensure that the pupils work in a safe environment. The new Children’s Centre is about to open and the school and its community are very excited about the improved facilities this new venture will provide.
24. The support and guidance given to pupils is good. The pupils said that they know that if they have a problem there is always someone to help them and that the staff were fair and listened to their points of view. Parents feel that their children are happy in school, well cared for and well taught. Confidence in the school is high and allows the pupils to learn in a friendly secure atmosphere where they feel valued. There are also support systems in place to help those pupils who learn slowly or have personal problems and the additional extra help that these pupils receive helps them to achieve as well as they can. The pupils know what they have to do to improve their work. In the front of their books there are tracking documents, which show what the pupils have achieved and what they need to do next. This alongside the teachers marking of their work allows the pupils to recognise what they have to do to improve and is a good tool for learning.
25. The School Council is particularly active. The council is encouraged to bring forward their ideas not only to the School Council meetings but also to meetings of the Governing Body where they eloquently put their case for improved facilities. Playground Pals help the pupils at playtimes and resources in the classrooms for wet playtimes have also been improved in response to pupils’ requests. The school seeks the views of its pupils very well and takes on board their ideas. Pupils also work actively to help the school improve, paper to be recycled is collected by the pupils and put outside for collection by the appropriate authorities and waste fruit is also composted. The pupils are keen to see school waste reduced and are actively monitoring the situation.

Partnership with parents, other schools and the community

There are **very good** links with parents. The use of the community to enrich pupils' learning is a **very good** feature of the school and there are **very good** links with other schools and colleges.

Strengths and Weaknesses

- There is a very genuine and effective partnership between school and parents.
- Very approachable staff willingly forge links with parents to ensure information is available for them to help their children.
- The community is put to very effective use to enrich pupils' learning and to widen their horizons of the outside world.
- Good educational links with other schools ensure pupils are well prepared for the next stages of their education.

Commentary

26. Scrutiny of comments in questionnaires reveals that parents think highly of everything the school is doing for their children. They are pleased with the partnership they have with the school. Members of the Parent Teacher Friends Association (PTFA) are active in raising funds for additional equipment at school. There is a designated teacher responsible for the co-ordination of parental involvement. Several parent workshops have been held, the latest being the production of "Story Sacks" for the reception children. These, and many other initiatives, greatly enhance parents' involvement at the school. Some parents help in the school either listening to pupils reading or helping prepare resources for activities.
27. The Staff make themselves available to discuss any concerns parents may have about their children's education. School has an open door policy approach. The information provided is of a very high quality and useful to parents. Statutory requirements are met with respect to the provision of vital information about the performance of the school and the services it offers to the community. The "Working Together" brochure for each year group defines learning objectives, homework arrangements and termly curriculum topics. This enables parents to help their children in researching projects at home. Quite recently a parents' library has been situated in the entrance foyer from funds provided by the PTFA.
28. Pupils are very much aware of activities that are taking place in the outside world. The community is very well used as a prime source of learning opportunities to enrich the curriculum. Visits are made to a Hindu Temple, Williamson Park in Lancaster, Blackburn Cathedral and other places of interest. As part of their science and geography studies Year 4 pupils visited the Environmental Centre at Penwortham. A recently formed Eco Committee reinforces understanding of environmental concerns in the outside world. Pupils are involved in paper recycling, inkjet cartridge recycling and the collection of orange peel and apple cores after brektime snacks for composting purposes. All of these successful activities create a good awareness of the pupils' involvement in, and contribution to, the community.
29. Effective transfer arrangements with local secondary schools ensure pupils are well prepared for the next stage of their education. There is a good exchange of views and information about pupils' achievements and aspirations to ensure pupils' needs are met. The school is very active in developing good links with other local schools. The recently constructed Children's Centre will greatly enhance the school's profile in the area.

LEADERSHIP AND MANAGEMENT

The headteacher provides an **excellent** vision for the school. Overall, the leadership and management by the headteacher and other key staff are **very good**, with some **excellent** features. Governance is **very good**, with governors playing a very effective and active role in the leadership and management of the school. Because the school is led and governed so well, the drive for self-improvement is very effective.

Main strengths and weaknesses

- The headteacher's excellent vision for the school is clearly defined, providing an outstanding focus for the achievement of the school's mission.
- The school is very well led overall. The senior management team supports the work of the headteacher very well.
- The management team provides an excellent model of leadership for all staff, which helps to drive improvement forward. Leadership has ensured that this is a very inclusive and caring school.
- The governors know the school very well. Governors play a full part in helping to shape the direction of the school and they support and challenge the leadership team very effectively.
- While procedures for checking the performance of the school are good, there needs to be improvement to the management of school performance information.
- Good strategic and day-to-day management of the school enables the headteacher and subject co-ordinators to be effective. The school's finances are very well managed.

Commentary

30. The headteacher has an excellent vision for the school, based securely in the principles of the mission statement. She receives very good support from a recently appointed deputy headteacher and an effective senior management team. The headteacher's commitment to maintaining a caring school is outstanding and is a significant feature in her overall very good leadership and management of it. Under her direction, and with the able support of the senior management team, the school has responded well to the issues highlighted in the last report. New accommodation has greatly improved the learning environment. The national strategies for literacy and numeracy have been introduced to good effect and the overall quality of teaching and learning has improved. The school has good systems for checking on its performance, for example through good analysis of test results, enabling the leadership team to have a clear view of where there are strengths and where there are areas for improvement. There needs to be a review of the management of performance information so that relatively less successful aspects of the school's work can improve. For example, detailed analyses of pupils' work in mathematics to target weaker aspects of pupils' mathematical learning could bring achievement up to the levels of that found in English. Strategic planning is good and looks to the future needs of the school and the community it serves. The school has taken effective action to raise standards across all ages and is meeting with some success, as shown in the good results in Year 2 and the increasing proportion of Year 6 pupils reaching the higher levels in English and science in 2004 at age 11.
31. The headteacher delegates management responsibilities wisely so that very effective teams have been formed. Excellent teamwork and the dedicated commitment of staff and governors are positive features in moving the work of the school forward. The senior management team is very effective and influential, not only in the day-to-day running of the school, but also in the development of strategies and the raising of standards. By making key appointments to strengthen the staff team and by giving clear guidance on roles and responsibilities, the leadership of the school has delegated important improvement initiatives to staff with the determination to succeed. For example, careful and effective monitoring of teaching, learning and achievement in English provided the evidence needed to show that standards in some aspects of the subject could be higher. This is how the school identified the potential to raise standards in writing. The resulting good practice that followed is influencing the quality of teaching and learning and raising standards.
32. Governance is very good. Governors ensure that statutory requirements are met and they are very actively involved in the life of the school and its improvement. They are well informed and have an effective role in strategic planning. Consequently, they have a very good understanding of the strengths and weaknesses of the school and are able to carry out their statutory duties effectively. A healthy balance is struck between support and challenge. The school improvement plan, with the full involvement of governors, is comprehensive and enables

the school to measure accurately the progress made towards its targets. Governors play a full and active part in checking on the work of the school. There are good links between governors and subject co-ordinators, which help governors to have a clear picture of what is being done to improve the provision for each subject. The good governance of the school is largely the result of excellent chairmanship and good teamwork within the governing body. Because governors know the school well, a very effective committee structure enables the governors to manage their workload efficiently and to be decisive and constructive.

33. The school is very well managed. Good improvements to the school development plan, following up issues raised from the previous inspection, show that the school has successfully addressed the principle of taking a longer-term view of strategic development. So, the school development plan shows clearly how key objectives will be addressed in the medium-term and met in the longer term. Staff performance management is used well to determine training needs in line with school improvement planning. There are good opportunities for teachers to take part in training linked to school and personal priorities, helping to build up their own professional development. The headteacher and key staff regularly check pupils' work and the work of teachers. This is taken into consideration alongside teacher and school needs, to provide direction and training to continue to raise standards.
34. The school budget is very well managed and very efficient systems are in place to ensure that the finances are carefully controlled and expenditure regularly reviewed. The school bursar provides the headteacher and governors with efficient and valued support in the day-to-day management of finances. There is a good understanding of the principles of best value, which are applied well when comparing costs for purchases and their effect on standards. Other support staff also make a positive contribution to the effective day-to-day running of the school, allowing the leadership to check the school's performance and the work to improve it further. Prudent management of financial resources means that the school is able to focus its spending on key aspects of improvement. The school provides good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	£994,159	Balance from previous year	£87,020
Total expenditure	£871,530	Balance carried forward to the next	£209,649
Expenditure per pupil	£1854		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in their reception year is **good**.

35. The children start school in the September of the year in which they are five. Most of the children have had some pre school experience at local nurseries or playgroups. There are 71 children in the reception year. Most of the children join the two reception classes whilst a small number of children join a class which has both Year 1 and reception children. The staff ensure that all the children are well catered for and that all the children have equality of learning experiences. There are very good induction procedures for the children so that they make a secure start to their schooling. There is also a smooth transition when the children move into Year 1. Teaching and learning are consistently good in all the three classes. The strong position reported at the time of the last inspection has been maintained and further improved. The leadership and management of the Foundation Stage is good and has secured improvements with significant additional plans for the opening of the Children's Centre.
36. All the staff in the reception classes work very well together as a team. They plan their work together taking into account the needs of the children. They make effective notes on the children's achievements and the data is used well to identify needs and trends. Judgements have been made about the provision and achievements of the children in the reception year in their personal and social development, in communication, language and literacy and mathematical development. Work has been sampled in the other areas of learning. Judgements about the proportion of children likely to achieve the goals children are expected to reach by the end of the reception class; show that the attainments of the children in this year group are broadly average and their achievement is good so that by the end of the reception Year the majority of the children will reach the levels expected of them. However, this current year group is not typical. Evidence from assessments for each of the year groups in the school shows that generally the children's standards at the beginning and the end of the reception year are below the levels expected of children of their age, although their achievements are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good teaching creates a busy and orderly learning environment.
- Good relationships in the classes enable the children to achieve well.

Commentary

37. Good teaching in this area of learning allows the children to learn and achieve well. As a result most of the children will reach the levels expected of this area of learning by the end of the reception year. The teachers and staff have created a busy learning environment so that the children learn in an active and stimulating way. Class routines are clear and the children know what is expected of them. They know it is important to listen carefully to instructions and to put up their hands if they want to make a contribution to the learning in the class. The children use equipment sensibly and treat it with care. At the beginning of the day the children hang up their coats independently and put their lunchboxes in the correct places. They line up for playtimes and assemblies in an orderly way and show good responsibility as they walk down the corridors.

38. The children work happily together. They work alongside each other and in-groups together. They work together playing games and using large-scale equipment well. The children generally share resources well. They happily organise their own learning by selecting their own tasks and activities. They sustain their concentration and demonstrate good levels of perseverance and application. The children are growing in confidence and independence and as a result they learn well and their achievement is good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching and learning ensures the children achieve well.
- The children enjoy listening to stories and their reading skills are developing well.
- The children use the computers effectively to aid their learning.

Commentary

39. Good, carefully planned teaching enables the children to achieve well in their speaking, listening, reading and writing skills. So, by the end of the reception year most children are likely to achieve the standards expected of children of their age. The staff work hard to encourage and help the children to improve their basic skills. Different strategies encourage the children to develop their vocabulary and confidence in speaking. This has a high priority in all classrooms. For example, the staff encourage the children to talk about their learning, to describe the gingerbread men they have made from play-dough and to describe the spikes on the outside of a pineapple.
42. All the children enjoy stories. They particularly enjoyed the session with a professional storyteller who came to school to retell stories from different cultural traditions. He held the children in thrall and they were fired with enthusiasm for their work. The children show great interest in their reading books. They spoke of the help they had at home and how they enjoyed sharing their books with their parents or carers. In this way they have an opportunity to further practice their reading skills at home. The children were particularly interested in the story of 'Handa's Surprise' and followed the text carefully. They were amazed and surprised by the end of the story, just as the little girl in the story was surprised to find the tangerines in her basket. The children are beginning to read well, they look at the illustrations and talk about what is happening and what they think may happen next. The teachers provide bright attractive books to engage the interest of the children and encourage them in their reading.
43. Writing is displayed in all areas of the classrooms and is effective in encouraging the children to write. The staff provide many opportunities both formal and informal for the children to write. The children write their names on their work, they write menus in the café and write sentences about the gingerbread man. The interactive whiteboards and computers are used well to support the children's learning. The children practice their letter formations after watching the correct letter formations on the computers. They also identify initial letters in words using a computer program. The staff are skilled at the use of technology to aid the children's learning. The children are developing good skills. More able children are beginning to write their own simple sentences. Writing skills are taught carefully and systematically with the children working in small focused teaching groups. It is clear that by the end of the reception year that most of the children will be able to write their own simple sentences. The staff work with small groups of children giving them individual help with their tasks. Because of the very good quality teaching of basic skills the children make good gains in their learning and their achievement is good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good interesting activities interest the children and encourage effective learning.
- The staff give good levels of individual help to enable the children to achieve well.

Commentary

44. As a result of the good provision in the reception year the children develop their mathematical awareness well. So that by the end of the year the majority of the children are likely to achieve the levels expected of children of their age. The children enjoy making repeating patterns with paint, counters and blocks. They play in the sand making symmetrical patterns and also use paint and a computer program to create butterflies with symmetrical markings. In these sessions the children explored a range of materials finding whether they were symmetrical or not. Challenging questioning from the teacher enabled the children to observe through close investigation that the Buddha was indeed not symmetrical as it had initially appeared. Interesting and engaging practical activities mean that the children try hard with their learning and they are developing good mathematical skills. Because their activities are at the correct level of demand the children do well and their learning is good.
45. The children experience a good mix of highly focused individual support and independent work. The staff work with small groups providing good individual help for the children. They encourage the development of mathematical skills and language and promote effective learning. The children are also encouraged to learn independently, choosing their own activities and maintaining a busy concentration and endeavour. For example, some of the children played a counting game together taking turns and carefully counting their moves. The children enjoy the activities set for them and work happily and confidently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

46. Work in this area of learning was sampled and so no judgements have been made about teaching, learning and standards. Observations show that the children have a good range of activities planned to interest them and stimulate their curiosity. The staff provide activities within the children's experiences and also beyond their experience so that they are both challenged yet comfortable in their learning. For example, the children looked at the contents of a suitcase. They answered questions thoughtfully when wondering who the suitcase might belong to and what their interests were. Good resources are provided for the children to role-play, such as serving in a fast-food drive through restaurant. The children use the whiteboards and computers with good levels of confidence, exploring the programs with good skill levels. The children have also learned about stories from 'The Bible', accurately counting the animals two by two as they entered 'Noah's Ark.'

PHYSICAL DEVELOPMENT

47. Work in this area was sampled and so no judgements have been made about teaching, learning and standards. The children enjoy learning from playing with the wheeled vehicles in the outdoor area. They imagine their long vehicle is an aeroplane taking them on holiday and zoom happily around. They drive up to the drive through café, confidently place their order and take away their food. The children use small equipment with increasing control for example as they paint their pictures and cut and stick their collage pictures. The children show good levels of control when they cut out the shapes of the gingerbread men with play-dough and when they use different coloured icing to decorate their gingerbread biscuits in a symmetrical way.

CREATIVE DEVELOPMENT

48. Work in this area of learning was sampled and so no judgements have been made about teaching, learning and standards. Children enjoy a good range of well-planned creative experiences to stimulate their imagination. They learn well from working in the cafés and are enthusiastic in their baking. When they chat happily to the staff about their play they co-operate with each other well, learning important basic skills of communication. They use percussion instruments well to make music and they play together enthusiastically. The children enjoy singing and have learned the words to a wide range of songs well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE (FRENCH)

Provision is **good**

Main strengths and weaknesses

- Pupils achieve well because of the good and often very good teaching.
- Pupils are given good opportunities to develop their speaking and listening skills.
- Achievement in reading is very good because of the very good teaching of reading.
- Pupils enjoy writing experiences and the school is right to further develop more creative and extended opportunities to write.
- Leadership by the English subject coordinator is good.

Commentary

49. Pupils achieve well and, overall, standards are at the expected levels by Year 2 and Year 6, and better than those found in similar schools. The findings of the inspection reflect the schools national test results for Year 2 in 2004, though for Year 6 the evidence of pupils' work in books does not support the above average test results for 2004. This is due to attainment in writing which is lower than the pupils' skills in reading and in speaking and listening. Since the last inspection when standards were average by Year 2 and Year 6, standards have improved in reading and speaking and listening, and they have been maintained in writing. The quality of teaching is good and sometimes very good. The quality of teaching ranged from satisfactory to very good and this represents an improvement since the last inspection when some unsatisfactory teaching was seen. The most successful teaching for the older children was seen where teachers used questioning very well to generate discussion or to check pupils understanding and very good learning resulted. In a Year 6 lesson about myths, a thinking session, led with lively pace by the teacher, with good praise and encouragement, resulted in very good responses from pupils to the probing questions. Very good group discussion follows and the pupils listened attentively to each other's viewpoint.

50. Pupils speaking and listening skills develop well because they are provided with good opportunities to acquire and apply these skills. Standards in speaking and listening are average across the school but there is evidence of very good progress in lessons. Teachers skilful questioning generates good quality discussion. In Year 2, pupils demonstrated good listening skills and made good responses to the teacher's questions when discussing "What am I like on the outside?" as part of a lesson about riddles. In Year 6, pupils listen very well as the teacher tells the story of the Chinese Creation in an engaging style. Pupils confidently offer their opinions and appreciate other points of view.

51. Reading has been a recent focus for improvement and good progress has been made in the provision for reading. Standards seen during the course of the inspection were in line with those expected nationally but the schools capacity for further improvement is good. Regular assessment and good systems for checking and recording progress helps identify pupils' needs. Home reading is strongly encouraged through the use of reading journals, and a very

good range of texts are available. The English team, well led by the co-ordinator, has successfully improved library provision. During the inspection pupils demonstrated very good levels of interest in reading, they are enthusiastic and keen to read. Year 6 pupils speak confidently about the use of the computer bar-code system for borrowing books from the library for both fiction and non-fiction. They are knowledgeable about the colour codes and the Dewey library classification system. The use of ICT was seen effectively during the inspection in English lessons to promote reading skills. In a lesson for older pupils, the teacher skilfully used text on the interactive whiteboard to enable the pupils to identify the crucial features and main points of the passage.

52. Writing is a focus for improvement and a good range of enrichment activities make a good contribution to engaging the pupils. During the inspection the visit of "Spellbinder", a music and dance entertainer, provided a very good multi-cultural stimulus for pupils' writing. A good action plan to improve pupils writing has effectively targeted lower achievement by boys. The teachers have participated in recent training and the school has adopted strategies from "Yes he can", a national publication that provides guidance on boy's writing. The pupils have also been asked about what needs to improve in English. A scrutiny of pupils' work in Year 6 provides evidence that the frequency of opportunities to write is a little spasmodic. The school's timetable for extended writing is defined by the timetabled needs of other subjects and classes; this restricts pupils from fully developing their creative ideas. An action plan to review the use of the National Literacy Strategy during 2005/06 is evidence that the school recognises the need to improve the creative and innovative aspects of English, and in particular more flexible opportunities for extended writing.
53. The subject is well led by an enthusiastic co-ordinator who has a clear view of how to develop the curriculum to improve standards further. She leads an English team that has a good overview of standards and provision in school. The team effectively checks standards, planning, teaching and resources, and a whole school system for monitoring is well established. Appropriate targets have been set in both the Literacy action plan and in teachers' weekly planning for reading, writing, speaking and listening. Rightly, writing is identified as the key focus for improvement and there is a clear recognition of the need to review the use of the literacy strategy. The literacy governor is well informed and knowledgeable, she is supportive of the team whilst being well placed to challenge where appropriate. Overall the school has made good improvement since the last inspection.

Language and Literacy across the curriculum

54. The pupils' speaking and listening, and reading skills are used and reinforced well in other subjects. Pupils are encouraged to debate, justify and explain their thinking in other subjects such as history, geography and physical education (PE). In a Year 3 PE lesson, pupils responded very well to questions from the teacher about how to improve their performance and achieve greater control. Pupils are eager and confident as they describe the attributes of controlled and varied walking such as "a power walk". Across the school there is a wide range of well displayed pupils' work. The work reflects a very good range of the curriculum, including "Writer of the week" and "Literacy across the curriculum", in which, for example, Year 5 pupils demonstrate the use of glossaries, comparisons, descriptions and accounts based upon the Spartan Society.

FRENCH

Main strengths and weaknesses

- There is a clear rationale for providing the subject.
- There are clear curricular aims.
- Teaching is effective and learning is good. As a result the pupils' achievement is very good.
- The subject is well led and managed.

Commentary

55. The teaching of French has been introduced since the last inspection. It is the result of consultation with pupils and their families who considered that its addition to the primary curriculum would make transfer to the high school even smoother. The subject has a clear rationale, that of creating positive attitudes to learning a new language. There is appropriate liaison with the high school to which most of the pupils transfer at the end of Year 6 regarding curricular content. As a result of its clear rationale and the involvement of a specialist teacher, the subject has precise and appropriate aims. These are:
- To build a basic French vocabulary of frequently used words, appropriate to primary pupils.
 - To understand and use simple French vocabulary.
 - To pronounce words as accurately as possible.
 - To learn aspects of French culture, geography and history as background to learning the language.
 - To have positive attitudes to speaking another language.
56. The school is achieving its aims very successfully. An experienced teacher trained in modern foreign languages teaches French effectively. A successful feature of the teaching is that the whole of the lesson is conducted in French. Because the lessons are challenging but not threatening all pupils are confident to take part, showing the enthusiasm for the subject that the school aims to develop.
57. There is appropriate emphasis on developing pupils' speaking and listening skills and the development of an enthusiasm for speaking the language. The pupils also have appropriate opportunity to read common French words and phrases. Learning is rapid and the pupils have achieved very good progress in their ability to understand spoken French and to respond orally.
58. The subject is well led and managed. The school is monitoring the benefits of adding this subject to the curriculum and is assessing the effectiveness of its provision. If appropriate the school will extend the teaching of modern foreign languages further across the school.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Good systematic teaching of basic numeracy skills.
- Very good use of information and communications technology.
- Good teaching to promote positive attitudes to mathematics.
- Good analysis of test data.
- Need to develop a clear overview of standards achieved at the end of Key Stage Two, in comparison with those achieved in English and science.

Commentary

59. In the national tests in 2004, standards in mathematics were close to the national average at the ages of 7 and 11, both for percentages of pupils achieving the expected levels, and for those reaching the higher levels. Pupils' current attainment shows that they are on track, in both Year 2 and Year 6, to reach the expected standards in the coming national tests. When compared with the levels they were at when they started school, which were below those expected, this is good achievement. Pupils with special educational needs, including those identified as gifted and talented, and pupils for whom English is an additional language, also achieve well. Although there is evidence of a significant difference between the performance of girls and boys in the Year 6 national mathematics test results, the present Year 6 pupils do not

show this. No significant difference between the performance of boys and girls was found during the inspection.

60. At the time of the last inspection standards were below the national average at the end of Year 2 and Year 6. Standards have therefore improved since the last inspection. This is due to good systematic teaching of basic numeracy skills, well-planned work, and the promotion of positive attitudes to mathematics. By the end of Year 2 pupils develop a good understanding of basic number activities, for instance through regular work on number and counting patterns. They have also worked on 2 and 3 dimensional shapes, so that they can identify and know the properties of different shapes. By the end of Year 6 most pupils solve problems involving percentages, and understand the equivalence of percentages and fractions.
61. Teaching and learning in mathematics is good overall. Pupils are given targets so that they know what they need to aim for. The teaching of basic numeracy skills is systematic and effective. Teachers expect pupils to behave well and work hard. Lessons are very well prepared. When introducing lessons teachers are good at linking back to work done previously, to help pupils understand what to do next. They use correct mathematical language, and expect pupils to do the same. They are also good at explaining what the aims of the lesson are and discussing with pupils what they have learned. Teachers also ask questions in such a way as to involve pupils of all abilities, giving them more confidence, and a sense of achievement. In the best lessons pupils are also given good opportunities to discuss and explain their understanding of mathematics. A step-by-step approach, which is geared to pupils' understanding, also ensures that they understand the links between one part of the work and the next. The work is marked positively and regularly assessed so that teachers know details of their pupils' achievements. In some lessons time was lost through late starts or by slow change from one activity to the next.
62. The leadership and management of the subject is good. A programme of regular monitoring of planning and teaching means that there is a good overview of work in the subject. The two co-ordinators work well together, and this ensures that issues relating to both Key Stage One and Key Stage Two are given appropriate attention. There is a need to gain a clear overview of standards by the end of Year 6 compared with those achieved in English and science. Pupils' work and test results are analysed carefully, and the resulting data is used to target those needing extra support. Resources are well organised and readily available.

Mathematics across the curriculum

63. Pupils are given good opportunities to develop their mathematical skills in other subjects. In a Year 6 information and communication technology lesson, for example, pupils learn to use a spreadsheet to work out mathematical relationships, such as the numbers of sheep that can be kept in different sized fields. In science lessons pupils use their maths skills, for instance to draw graphs of their results, or to work out the effect of distance on sounds.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Good coverage of all aspects of the curriculum through well-chosen activities.
- Good development of scientific enquiry.
- Good use of scientific language overall, although this could be improved in some classes.
- Good use of information and communication technology.

Commentary

64. Most recent national test results at Year 6, and Teacher Assessments at Year 2, show that standards are in line with those found nationally. At the time of the last inspection standards were judged to be below average at Year 2 and in line at Year 6. The school has therefore maintained satisfactory standards in Years 3 to 6, and improved them in Years 1 and 2. This is due to the good teaching that pupils receive and the good coverage of the curriculum.
65. Teaching and learning in science is good throughout the school. Good use is made of practical investigations, and this helps to gain pupils' interest and enthusiasm. In a Year 1 and 2 lesson, for example, pupils were identifying animal sounds. The teacher had prepared a range of activities, including the use of the computers, and the pupils went about their tasks sensibly. The activities were well organised and chosen to promote learning in a practical way. The teacher showed good knowledge of the subject. Examples of pupils' previous work show many examples of work on scientific investigations. These give pupils good opportunities to say what they think will happen and to devise fair tests. Such activities make good contributions to pupils' scientific understanding. The small size of some classrooms makes it difficult when pupils are engaged in practical activities. Teachers show ingenuity in overcoming the shortcomings of the accommodation in this respect.
66. Teachers are good at planning the work so that pupils of all abilities are fully included. So all, including those with special educational needs and those for whom English is an additional language, achieve well. A variety of ways of recording work is encouraged, so that formal written recording of findings does not hinder science understanding. Teachers often plan to use information and communication technology (ICT) in their science lessons and this gives pupils good opportunities to record and analyse their work in appropriate ways, and to use different aspects of ICT to support their learning. Teachers are also increasingly making very effective use of interactive whiteboards and this also promotes good learning and involvement in science activities.
67. Good leadership and management has resulted in good improvement since the last inspection. During the current absence of the subject co-ordinator, the headteacher is taking responsibility for maintaining the development of science. Previous assessment work was judged to be insufficient, and so targets are now being set and pupils tracked. These recent improvements are beginning to have effect. Resources for the subject are well organised and regularly reviewed and updated.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

MAIN STRENGTHS AND WEAKNESSES

- Standards are good. Pupils achieve very well.
- There has been a good improvement since the last inspection in resources and the teachers' subject knowledge.
- All staff are enthusiastic about the teaching of information and communication technology. They see the potential of the subject and are committed to developing their own skills to make the best use of the good resources.
- The coordinator is keen, enthusiastic and effective in the leadership of improvement.

Commentary

68. Standards are above the expected levels by the end of Years 2 and 6. Pupils like their lessons in the subject and particularly enjoy the occasions when they get to use the computer individually. They experience the full range of the curriculum and can speak enthusiastically of

their work. They write text, draw pictures and combine images with text as well as solve problems in adventure situations.

69. Pupils in Years 3 to 6 are very enthusiastic about ICT. They build well on the good level of basic skills they have learned in the infant classes. They speak of a wide range of experience in the various strands of the subject. A sample of pupils was very confident when talking about the subject. In all aspects of ICT use standards are good and sometimes very good, such as in word processing and in the use of the internet and e-mail for research and communication. Pupils maintain their own folders of work in the system and have experienced challenging activities. For example they know about the 'repeat' and 'procedure' instructions in control technology and have used these to create complex images. They show good knowledge of editing skills in word processing and use these skills well across the curriculum
70. Pupils particularly enjoy using, and learning from, the interactive whiteboards in their classrooms. They talk about their learning knowledgeably. In Years 3 to 6 the pupils learn to use different fonts, how to change the size and colour of their text and how to import graphics into a word-processed document. The older pupils show how they can use animation in presentations such as those created using 'PowerPoint' and they can add buttons to link to other pages. Pupils achieve well through Years 3 to 6 and attain good standards. Pupils have a wider range of skills than those at the time of the last inspection. This is because the teachers are more confident in teaching key skills and in using ICT as a teaching and learning tool.
71. The range of skills that pupils develop has improved since the last inspection as they have made use of significantly improved resources, including Internet facilities for research purposes. The provision of an ICT suite has been central to this and has resulted in pupils having lots of opportunity to learn new skills and to apply them in their work in ICT and in other subjects. Good improvement is also seen in the better opportunities for learning resulting from staff training, which has increased their skills, and in the wider curriculum provision. The school now has a comprehensive set of plans for the teachers to use and statutory requirements are fully met.
72. All staff are enthusiastic about the teaching of ICT. The teachers value the training they have received to help them make good use of the resources available. As a result, pupils increasingly use computers for researching and presenting information. Teachers feel that training has developed their skills and increased their confidence to plan the use of ICT into lessons and to teach specific skills to their pupils. Lessons seen during the inspection confirmed this, with most teaching at a very good level and nothing less than good. ICT was used well within other lessons, such as when pupils used Internet web-sites to research myths and legends in literacy and to investigate spreadsheet data in mathematics. Other evidence of good learning is seen in the portfolio of work produced by each year group, in the displays that show ICT content within the topic and in the work displayed that shows how pupils have developed and used specific ICT skills. These include:
 - Year 1 pupils using a simple design software package to make symmetrical pictures;
 - Year 2 pupils word-processing accounts of visits to places of interest and using software to analyse information and produce pictograms about the frequency of colours of sweets.
 - Year 5 pupils scanning images to import into their text and
 - Year 6 pupils producing sophisticated 'PowerPoint' slide presentations.
73. The subject is very well led. Keen, enthusiastic and effective leadership of the subject has resulted in very good improvement since the last inspection. The co-ordinator has a clear vision for the subject and has identified clearly the strengths and the areas for development, such as the need to invest in skills training for staff. Very good support from an expert technician means that resources are very effectively managed. Staff are keen and enthusiastic and the subject is well placed to continue to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

74. Teachers throughout the school are making increased use of ICT to support the pupils' learning in other subject areas. The subject co-ordinator has developed links within the school website to support learning in each of the subjects of the curriculum. Pupils have good opportunities to use the computers in the classroom to investigate topics or complete work in other subjects. For example, in literacy, pupils use computers to research stories and in numeracy they compute data using spreadsheets. Whiteboards are used very effectively to stimulate learning across all subjects, such as when using software to demonstrate fractions and percentages using pie-charts. Pupils with learning difficulties are given good opportunities to use ICT to support their learning. ICT is also used well to help with the language needs of pupils who have English as their additional language.

HUMANITIES

GEOGRAPHY AND HISTORY

75. During the inspection one history and one geography lesson were observed and a limited range of pupils' work and displays around the school were analysed. Discussions with the teachers responsible for history and geography took place. It was not possible to make an overall judgement on the provision in these subjects but some comment can be made.
76. Teaching and learning in the lessons observed were satisfactory. Effective planning and preparation led to pupils achieving satisfactory standards. In a geography lesson, pupils investigated the effect upon rivers of permeable and impermeable rocks. An outdoor activity to test the properties of different materials resulted in pupils exciting interest and participation. Pupils respond with good collaboration and active learning takes place as they identify which materials are most permeable.
77. The planning of both subjects is built around a national scheme of guidance, which ensures good coverage of a wide range of topics. Good monitoring procedures help to provide work matched well to the pupils' abilities, ensuring all pupils make at least satisfactory progress. Visits to the local area are well used and the school creates theme days such as a Viking Saga, making a good impact on the quality of learning opportunities. Subject leaders review the curriculum, resources, planning and sample lessons to ensure the quality of provision. There is a whole school system of monitoring and recording. Both subjects have compiled a useful portfolio of annotated work, which is centrally available as a resource. Advice sheets are given by the subject leaders to all staff.

RELIGIOUS EDUCATION

Because this is a Church Aided school, an inspector appointed by the governing body inspected this subject separately.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education

Commentary

78. In **art and design** the pupils have a good range of experiences, which enables them to develop both their skills and artistic ideas. There is a good curriculum, which has many opportunities planned to give the pupils experiences of working with talented experts and observing a range of works in museums and galleries. The pupils study work ascribed to different cultures and they use a wide range of media. They have studied the work of Vincent Van Gogh, Mondrian, Monet and Dali and created their own pictures in their styles. The older pupils in Year 6 have created some effective 'Alien masks' which sit on complementary landscapes. The younger

pupils have experimented with papers and materials to make successful weavings. Art and design is also used to illustrate work in other subject areas. The pupils in Year 2 have created pictures of The Great Fire of London, which are a very effective and vivid reminder of their learning of this period in history. The pupils enjoy their art and design lessons and art and design club activities and work hard to create effective pieces of work, which they are proud and eager to display.

79. No lessons could be observed in **design and technology** but it is clear from planning and work sampling that a good emphasis is placed on the subject and that National Curriculum requirements are met in both the infants and the juniors. A good feature of the work is the close observation of the assembly of manufactured articles before pupils create their own. Their analysis of these provides a good focus to pupils' own evaluations of their work, which informs their future efforts. In an evaluation of the making of finger puppets, one Year 1 pupil said 'I had to cut round a shape carefully and join the pieces together so that they didn't come unstuck'. The pupils engage in a variety of design and technology activities, including making slippers, biscuits and moving toys operated by cams.
80. In **music**, standards are in line with those expected at the ends of both key stages and pupils experience a good programme of musical activities. Pupils sing enthusiastically and are keen to learn new songs and to improve their performance. They are given opportunities to play and compose with a variety of instruments and, here again, they participate well, showing increasing understanding of musical ideas such as pitch, tempo and rhythm.
81. The basic curriculum is very well enriched through a very good variety of additional musical activities. The choir, instrumental lessons, and participation in out of school activities such as concerts and music festivals all enrich the musical life of the school. Assemblies are well used to add to musical knowledge, both through the singing and playing of hymns, and through listening to a variety of music as pupils enter and leave the hall. Teachers make good use of opportunities to discuss music played in assemblies, and encourage pupils to express their opinions. A recent Year 3 project 'Our Operetta' was very successful and stimulated music throughout the school. Participation in such activities builds pupils' self-confidence and makes a very good contribution to their personal and social development. Enjoyment of musical activities plays an important part in the life of the school. Two co-ordinators manage the subject together, and this works well. One is an experienced musician and piano player, and his recent arrival has added a new dimension to the school's music. Resources are very good. There is a good range of instruments representing a variety of world cultures, and the music room has two dedicated computers, suitable to support aspects of the music curriculum.
82. During the inspection two **physical education (PE)** lessons were observed and discussion was held with the team responsible for PE. It was not possible to make an overall judgement on the provision for PE but some comment can be made. Teaching and learning in the lessons observed ranged from good to very good. This was as a result of the teachers' careful planning, exciting interest and pupil involvement. In both lessons seen there was very good attention paid to health and safety preparations, and pupils demonstrated a very good awareness of these considerations. Teaching points are regularly reinforced and challenging activities produce a very good response from all pupils who have very good attitudes to their learning. The standards achieved by the pupils, including those with SEN, in these lessons were above average.
83. The PE team are very keen and enthusiastic about the subject; there is a very good level of coaching qualification in the team. The school have been awarded "active mark gold" this year which is a national award to demonstrate high standards of PE involvement. Many staff organise extra-curricular sport including football, netball, rugby, cricket, hockey and "fit for fun". Effective monitoring procedures and planning analysis are helping to ensure good quality learning opportunities for all pupils. There are good links with secondary schools that hold forums and shared planning meetings, from which training is identified for school staff. Pupils have many opportunities to compete including a dance festival, swimming galas and in team sports.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Commentary

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Relationships in the school are very effective.
- The School Council plays an active part in the life and work of the school.
- Health education is very well promoted in the school.

Commentary

84. The staff are very effective in promoting very good attitudes to work and good behaviour in school. The pupils feel that the staff take good care of them and are responsive to their needs. Staff welcome the pupils to school in the morning and provide an effective, secure start to the day. Those pupils who find behaving well hard or are slow to learn are given patient, supportive help so that they can thrive. Adults in the school provide very good role models for the pupils by showing respect for them. The pupils are given a range of opportunities in lessons and around the school to enable them to develop their self-confidence and make the most of their abilities. The older pupils help with recycling paper, which is recycled alongside household waste paper, and they also compost remnants of the fresh fruit initiative in school. The pupils have an active role in the life and work of the school and participate in all school activities to the full. There is a wide range of extra activities available for the pupils and they readily support these clubs.
85. The School Council and the Playground Pals all play a valuable part in the life of the school. The School Council has recently been concerned about improving the toilet facilities in school, taking some of their requests to the governing body for approval. Playground facilities and wet playtime activities have also been issues addressed by the School Council. The school provides many opportunities for the pupils to develop their talents, to develop their sense of responsibility and to learn due regard for the rights of others.
86. The school sees pupils' personal, social and health development as an important part of its work and has put in place an effective programme, which includes work on diet, health, sex, drugs and personal safety. All pupils are encouraged to take responsibility for themselves and others, to make informed choices, celebrate differences between people and cultures and to understand how their own actions can affect others. For example, good work in Year 1 and 2 enables pupils to discuss how they might keep themselves safe and how they might deal with bullies.

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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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

