

# INSPECTION REPORT

**BRETHERTON ENDOWED CHURCH OF ENGLAND  
VOLUNTARY AIDED PRIMARY SCHOOL**

Leyland

LEA area: Lancashire

Unique reference number: 119461

Headteacher: Mrs S R Firth

Lead inspector: Mr A Calderbank

Dates of inspection: 29 November – 01 December 2004

Inspection number: 119461

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Middle deemed primary school  
School category: Voluntary aided  
Age range of pupils: 4-11  
Gender of pupils: Mixed  
Number on roll: 103

School address: South Road  
Bretherton  
Leyland  
Lancashire  
Postcode: PR26 9AH

Telephone number: 01772 600431  
Fax number: 01772 600431

Appropriate authority: Governing body  
Name of chair of Councillor T G Wilson  
governors:  
Date of previous 28 June 1999

## CHARACTERISTICS OF THE SCHOOL

Bretherton C of E Endowed Primary School serves a village community on the outskirts of Preston, in Lancashire. It is much smaller than most other primary schools with 103 boys and girls aged 4 to 11 years, including 14 children in the reception class. About 35 per cent of its pupils live locally with the rest travelling from nearby communities. The area consists of mainly owner-occupied accommodation. Children in reception to Year 5 are organised in classes containing children from two year groups. Year 6 pupils are taught as a single year group. Currently about 3 per cent of pupils are in receipt of free school meals which is well below the national average. The proportion of pupils with special educational needs is below what is usually found at 8 per cent. The percentage of pupils with a

statement of special educational needs is broadly in line with the national figures. They are receiving support for dyslexia and moderate learning difficulties. Almost all the pupils are of white British ethnic background. The mobility of pupils in and out of the school other than at the normal time of admission is above average. When children start in the reception class, their attainment varies but is broadly similar to that found in most schools. The school received an Achievement Award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7979	A Calderbank	Lead inspector	English as an additional language Mathematics Science History Physical education
19669	F Kennedy	Lay inspector	
2465	G Yates	Team inspector	Special educational needs English Information and communication technology Art Design and technology Music
30724	D Hiscock	Team inspector	Foundation stage Geography

The inspection contractor was:

Nord Anglia School Inspection Services  
Anglia House  
Carrs Road  
Cheadle  
Stockport  
SK8 2LA

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet *'Complaining about Ofsted Inspections'*, which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	<b>19</b>
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Bretherton C of E Endowed Primary School has many good features and provides its pupils with a satisfactory standard of education.** Pupils in the Foundation Stage and Years 1 and 2 make sound progress and achieve average standards. The quality of teaching and learning is good overall. Standards in English are well above average and above average in mathematics and science by the end of Year 6. Pupils' attitudes to work and their behaviour and personal development are very good. The school is well led and managed by the headteacher and parents hold it in high regard. It provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve a high standard in English by the end of Year 6 but throughout the school spelling skills are not well developed.
- Standards in mathematics and science are above average by the end of Year 6 but pupils do not have a quick recall of basic number facts.
- Teaching is good overall with some very good teaching observed in Years 3 to 6. However, the school's marking policy is not being implemented consistently throughout the school.
- The leadership and management by the headteacher and governors are good.
- Assessment procedures are very good in English and mathematics but there is no consistent approach to assessment in other subjects.
- Pupils behave very well and relationships are very good.
- Provision for pupils' spiritual, social, moral and cultural development is very good overall.
- Visits and a very good range of sporting activities enrich the school's good curriculum.
- The school's links with the community are very strong and the induction arrangements for children starting in the reception class are very good.

The level of improvement from the previous inspection has been **good** and reflects the quality of leadership and management provided by the new headteacher. Standards and pupils' achievements in English and mathematics has improved significantly in Years 3 to 6 because teachers are making better use of assessment information to set targets for groups and individuals. Pupils are now being provided with more opportunities to write at length and their work is usually well presented. Curriculum planning has improved and takes appropriate account of the mixed-age classes. However, the concerns about teachers' marking have still not been addressed fully.

### STANDARDS ACHIEVED

The results in the table below do not always represent an accurate picture of the school's performance, when compared with other schools, because of the small number of pupils in the year groups.

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004

English	A	A	A	A
Mathematics	A	B	D	D
Science	A	A	E	E

*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' achievement is good overall.** Children start in the reception class with broadly average attainment. They make sound progress and achieve satisfactorily in the Foundation Stage. As a result, most children are on track to attain the expected goals in all the areas of learning by the time they enter Year 1. Satisfactory progress continues to be made overall in Years 1 and 2, and pupils' attainment in the current Year 2 is average in reading, writing, mathematics, science and information and communication technology. Good progress is made in Years 3 to 6 and pupils are achieving well. Inspection findings show that by the end of Year 6, pupils' attainment is well above average in English and above average in mathematics, science and in art and design. There is no significant difference between the performance of girls and boys. Pupils with special educational needs achieve well.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good overall.** Their attitudes and behaviour are very good. Attendance is well above the national average.

## QUALITY OF EDUCATION

**The school provides a good quality of education. The quality of teaching and learning is good overall.** Teaching is satisfactory overall in the reception class and Years 1 and 2. It is good and sometimes very good in Years 3 to 6. Most teachers hold pupils' interest very well because they put a lot of thought into planning their lessons and make appropriate links between subjects. However, there is a need to improve the teaching of spelling skills and the speed and accuracy at which pupils recall basic number facts. Staff work very well together as a team and share their expertise. They have high expectations of behaviour and work. Teachers are now making good use of assessment information in English and mathematics to set targets for groups and individuals but the approach to assessment in other subjects is inconsistent. The school's curriculum is well organised to enable staff and pupils to make the most of learning opportunities each day. It is enhanced by visits to places of interest, the teaching of French and pupil participation in a very good range of sporting activities. The school takes good care of its pupils. There is a successful partnership with parents and links with the local community are very good.

## LEADERSHIP AND MANAGEMENT

**The quality of the school's leadership, management and governance is good overall.** The headteacher leads the school well with a clear sense of purpose and is a very good role model of teaching competence to her colleagues. She has been very instrumental in ensuring that the school has moved forward significantly since her appointment. The governing body plays a full part in helping to improve the school's effectiveness. It fulfils its legal responsibilities conscientiously. The governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL



Parents are very happy with what the school provides for their children and are pleased with the progress they make, both academically and personally. Pupils enjoy coming to school and find the lessons interesting.

## **IMPROVEMENTS NEEDED**

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

- Improve pupils' spelling skills and the speed at which they recall basic number facts.
- Put into place a whole school approach to the assessment and recording of pupils' achievements in subjects other than English and mathematics.
- Ensure that the school's marking policy is implemented consistently throughout the school.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is **good overall**. Standards of attainment have improved since the last inspection and are now well above average in English and above average in mathematics and science in the current Year 6. Attainment in reading, writing, mathematics and science is similar to that found in most schools in Year 2 and achievement is satisfactory overall. Pupils with special educational needs achieve well overall.

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

- Pupils achieve very well in English and well in mathematics and science by the end of Year 6.
- Writing standards have improved but pupils' spelling skills are below average.
- Pupils lack speed and accuracy recalling basic number facts and applying them to problems.
- Pupils with special educational needs achieve well.

#### **Commentary**

1. When children start their reception year, attainment is generally what is expected for their age. During their time in the foundation stage they achieve soundly in all the areas of learning and better than this in some of the early skills for learning such as listening and writing. Most of the children are on course to meet the goals set out for them to achieve in all the areas of learning. These judgements are not as good as those made at the time of previous inspection when children were found to be making good progress and attaining above average standards in language and literacy and in creative, personal and social development. However, since then new guidance has been issued with regards to effective learning and teaching for children in the Foundation Stage.
2. Under the leadership of the new headteacher, teachers and support staff have worked hard and effectively to make improvements to standards especially in reading in Years 1 and 2 and mathematics throughout the school. The need to improve pupils' achievement in writing, identified in the previous inspection report has been addressed fully.
3. This is a small school and class sizes vary each year. Any comparisons made with other schools need to be treated with great care because of the well below average number of pupils in each age group. For example, in 2004, one child in Years 2 and 6 was equivalent to around seven percentage points.

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

Standards in:	School results	National results
Reading	15.3 (16.2)	15.8 (15.7)

Writing	15.2 (15.5)	14.6 (14.6)
Mathematics	16.8 (15.3)	16.2 (16.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

- In the 2004 National Curriculum tests and assessments taken at the end of Year 2, pupils' attainment was below the national average in reading, average in writing and above average in mathematics. When compared to similar schools (those with a similar number of pupils eligible for free school meals) standards were well below average in reading and below average in writing and mathematics. Teacher assessments in science indicated that standards were well above average overall. The trend in the school's results over the previous five years has been broadly in line with the national trend.
- The need to improve pupils' progress and achievement in reading, writing and mathematics in Years 1 and 2 has been recognised by the school and appropriate action has been taken. For example, very good assessment procedures have been put in place in English and mathematics and effective use is being made of the information to identify strengths and weakness. This has resulted in the setting of realistic targets to focus on improving the weaker areas of pupil' knowledge and skills. In addition teachers' planning is more effective in ensuring that activities build on what has been taught previously. These initiatives are beginning to impact positively on standards and inspection evidence shows that pupils are now making good progress in Year 2. The survey of work and discussions held with pupils indicates that attainment in the current Year 2 is broadly in line with that found in most schools in speaking and listening, reading, writing, mathematics and science. This represents satisfactory achievement overall.

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

Standards in:	School results	National results
English	28.7 (29.4)	26.9 (26.8)
Mathematics	26.1 (27.8)	27.0 (26.8)
Science	26.6 (30.2)	28.6 (28.6)

*There were 14 pupils in the year group. Figures in brackets are for the previous year*

- The above table does not give an accurate picture of the school's performance in that it includes test data from a significant number of pupils who had only been at the school for a relatively short period of time. One child was statemented and dis-applied from the tests and only four of the pupils had been at the school since reception and they all achieved at least Level 4 in English, mathematics and science.
- In the 2004 national tests, pupils in Year 6 achieved well above average standards in English but below average standards in mathematics and well below in science. When the results are compared nationally with those achieved by the same class at the end of Year 2, they seem to indicate that the progress made by the pupils was well above average in English, below average in mathematics and well below in science. The school exceeded the target it set for the percentage of pupils to attain Level 4 in English and met it in mathematics. The trend in the school's results over the past five years has been below the national trend. However, the trend discounting the 2004

results would be in line with the national trend. One of the main reasons for the decline in standards in mathematics and science in 2004 was the lack of continuity in the teaching of these subjects when the pupils were in Year 5 which did not occur in English.

8. A scrutiny of work and information from lesson observations and from discussions held with pupils demonstrates that pupils' achievement is good overall. Standards in English are well above average and pupils are being provided with far more opportunities to write at length than they were at the time of the previous inspection. Though handwriting has improved significantly, pupils spelling skills are not as good as they should be. Good opportunities are provided for pupils to use their literacy skills across the curriculum.
9. The actions taken by the school to raise pupils' attainment in mathematics mentioned above are also being successful in Years 3 to 6. The teaching of mathematics has improved significantly because leadership of the subject is very good at identifying what is working well and what needs improving, building on the strengths and remedying the weaknesses. As a result standards are above those found in most schools. However, the speed and accuracy at which pupils recall basic number facts and apply them to solving problems are still not as good as they could be. Pupils use their mathematical skills satisfactorily in other subjects.
10. Standards in science are above average in the current Year 6 and pupils are achieving well. The results of the 2004 tests for 11 year-olds showed standards to be well below average when compared to all schools and to the performance of pupils in similar schools. Prior to this, the school's results had been well above average since 2001. A skilled science teacher who places a strong emphasis upon scientific investigation is now teaching pupils in Years 4, 5 and 6. As a result standards have improved significantly.
11. Pupils' attainment in information and communication technology (ICT) is in line with national expectations by the end of Years 2 and 6 and achievement is satisfactory overall. Appropriate opportunities are provided for pupils to use computers to support their work in most other subjects and so enhance their learning.
12. Pupils work was sampled in other subjects of the National Curriculum but insufficient information was available to make firm judgements about achievement in all of them. From the work seen, standards and pupils' achievements are good in art and design and satisfactory in design and technology. Religious education was the subject of a separate diocesan inspection.
13. Pupils with special educational needs achieve well and make good progress in relation to their difficulties in reading, writing and mathematics because they are well supported in each class. The school makes good use of extra funding and national initiatives to boost the achievement of these pupils, and they gain a great deal from working with classroom assistants in small groups. During lessons for example, assistants will often sit with them and prompt them with work or help them to maintain their concentration when the teacher is giving instructions.

14. The school maintains a register of gifted and talented pupils and makes sure that they are suitably challenged especially in mathematics. 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 participate fully in all activities and achieve well.

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

Pupils show **very good** attitudes to learning. Behaviour and relationships throughout the school are **very good**. The school makes **very good** provision, overall, for the pupils' spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- Pupils have very good attitudes. They behave very well and relationships are very good.
- There is very good provision, overall, for pupils' spiritual, moral, social and cultural development.
- Attendance is very good.

### **Commentary**

15. The pupils enjoy school. They work hard and are enthusiastic about all school activities. Their behaviour is very good. There have been no exclusions in the past year.
16. At the Foundation Stage (reception class), careful attention is given to promoting the children's personal, social and emotional development. This is reflected in the way in which the children relate to one another and in the confidence they show when selecting resources and participating in learning activities. Most are on course to achieve the early learning goals in personal, social and emotional development by the time they enter Year 1.
17. Pupils in Years 1 – 6 behave very well in lessons. They work with good concentration and show confidence and enthusiasm when putting forward their ideas and responding to questions. A very good feature of lessons is the social interaction between the pupils. They work very co-operatively with a partner, for example when carrying out investigations in science. The very good relationships that exist within the school community create a warm and friendly environment in which the pupils trust and support one another.
18. The pupils behave very well in the dining room, in the playground and in assembly. During a whole school assembly the pupils were very pleased and proud to receive their 'Golden Book' awards for hard work, perseverance, good manners and kind, helpful attitudes. The school makes very good provision for the pupils' moral development. Pupils understand and follow the 'Golden Rules' which uphold Christian principles of loving and caring for one another. They have a very good understanding of how unkind words and actions can affect other people. Incidents of bullying and other serious misdemeanours are very rare.

19. The school makes very good provision overall for the pupils' personal and social development. Year 6 monitors are given many opportunities to take responsibility inside and outside of school. Their duties, organised on a rota system, include supporting younger children in the dining room and in the playground, setting out the hall for assemblies and operating the overhead projector, and distributing class registers at the beginning of the morning and afternoon sessions. A school council was set up in 2003 and has already influenced a number of school improvements especially to the playground. Years 1 to 6 are represented on the council, and it is intended to include the reception children later in the year. The pupils reach out to the wider community through fund raising for a number of charities. A very wide range of extra curricular activities, including after-school clubs, an annual residential visit for older pupils, inter-school sporting competitions and school productions strongly support the pupils' all-round development.
20. The school makes good provision for the pupils' spiritual development. Through assemblies and prayer times, the pupils are developing an awareness and understanding of their own and others' beliefs and an appreciation of the value of personal qualities such as truthfulness and forgiveness. Many opportunities are provided, in lessons and in the daily life of the school, for the pupils to reflect thoughtfully on the wonders of modern technology and the beauty in nature, art and music.
21. Provision for the pupils' cultural development is satisfactory overall. An appreciation of art, music and literature is promoted through lessons, high quality display and a carefully planned programme of educational visits. In assemblies, the school celebrates the major celebrations of other religions, as well as Christianity. Pupils develop a good awareness of their own cultural heritage through the work in history. For example, the Year 6 pupils have been studying Britain in the 1930s and have gained a good insight into what life was like at that time through talking to their grandparents about working conditions, transport, entertainment and important events such as the coronation of King George VI. However, pupils' awareness of life in multicultural British society is not as strong as it was at the time of the previous inspection.
22. Procedures for monitoring and improving attendance are very good. Attendance for the academic year 2003-2004 improved significantly over the previous year and was very high in comparison with other schools. This marked improvement has been brought about chiefly as a result of the school's efforts to discourage parents from taking family holidays during term time. The rate of unauthorised absence is below the national average for primary schools. Punctuality is good. The vast majority of the pupils arrive on time in the mornings and lessons start promptly.

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

Authorised absence		Unauthorised absence	
School data	3.4	School data	0.0
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.*

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
Mixed – White and Asian

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
102	0	0
1	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education overall. Teaching is effective and leads to a good quality of learning. Curricular provision and the care and support given to pupils are **good**. Links with parents and the community are **very good**.

### Teaching and learning

The overall quality of teaching and learning is **good**. This has a positive impact on the quality of pupils' learning which is also **good**. Assessment procedures are **satisfactory overall**.

### Main strengths and weaknesses

- The quality of teaching and learning is good overall.
- There is sometimes too much adult intervention in children's activities in the Foundation Stage.
- Spelling skills and the speed at which pupils recall basic number facts are not taught as well as other aspects of English and mathematics.
- The school has very good assessment systems in place in English and mathematics but there is no whole-school approach to assessment in other subjects.
- Teachers manage pupils' behaviour very well.
- The new approach to marking is not yet followed consistently.

### Commentary

#### *Summary of teaching observed during the inspection in 24 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	15	3	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

23. As at the time of the previous inspection, the quality of teaching is good overall. Teaching was never less than satisfactory and good or better in about nine tenths of the lessons observed during the inspection. One quarter of the lessons seen were very

good. Teaching is particularly strong in Years 3 to 6. The weaknesses identified in the previous report with regard to teachers' long-term planning have been rectified. Lessons now build upon pupils' prior attainment and tasks are no longer being repeated between year groups. The combination of good teaching and care for pupils provides a positive environment for learning to which pupils respond well.



24. Inspection evidence shows that the children are making sound progress overall in all the six areas of learning in the mixed reception and Year 1 class and that teaching is satisfactory. However, lessons observed during the inspection were mostly of a good quality. Though activities were organised well and included some good examples of exploration and absorbed play, they were little over heavy on adult lead and involvement. As a result, the quality of children's learning lost some of its momentum and quality. Staff provide a warm and caring environment where children settle in quickly and form very good relationships.
25. From the observation of lessons and a scrutiny of pupils' books, the teaching of English, mathematics and science is good in Years 2 to 6. Lessons are prepared to a good standard and teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond well to the challenges set and comment that they find most lessons enjoyable. Consequently, learning is good and often very good.
26. The means of assessing pupils' achievements have improved since the previous inspection and are satisfactory overall. They are very good in English and mathematics. In these subjects teachers regularly use a range of appropriate assessments, including statutory and optional National Curriculum tests. The information gathered from these tests is analysed carefully to identify strengths and weaknesses, to guide teachers' planning and to set targets in order to improve pupils' attainment. However, in other subjects there is no whole-school approach to assessment and the use made of the information. A new marking policy has recently been introduced but this is not yet being followed consistently and teachers' written comments do not always sufficiently inform the pupils how they can improve their work.
27. The Joint Primary Strategy is taught well overall and as a result standards have been consistently well above average for the past four years by the end of Year 6. The school has recently reviewed the teaching of reading in Years 1 and 2 and as a result of the action taken, reading skills are now being taught thoroughly and the attainment of all pupils is showing signs of improvement. Though teachers are now providing pupils with appropriate opportunities to write at length, the teaching of spelling skills is not as good as it should be and needs to be strengthened.
28. During the past year the school has focused successfully on improving the quality of teaching in mathematics. As a result of the action taken, teaching is now good and standards are improving. However, more attention needs to be given to improving the daily oral and mental work in order to develop and secure pupils' calculation strategies and ensure a rapid recall of number facts.
29. In science, teachers make use of a practical approach to learning. Their questioning is effective in ensuring that pupils think through their ideas and solve the problems set for them through observing closely and working collaboratively. However, on occasions teachers overdirect the learning instead of allowing pupils to draw their own conclusions from an investigation.
30. The school makes very good use of the skills of specialist teachers in some subjects such as science and French. Pupils of all attainment levels benefit greatly from their

knowledge and expertise. Teachers are good at making links between different subjects and this has a beneficial effect upon the quality of learning and the progress pupils make.

31. Teachers manage their pupils very well and the very good relationships between adults and between pupils and adults mean that a positive climate for learning is established. They make good use of teaching assistants in supporting the needs of small groups or individual pupils. The school has an established system to encourage pupils to read and learn at home and this has a positive effect on the progress they are making.
32. Insufficient evidence was found to make a secure judgement about the quality of teaching and learning in other subjects.
33. The teaching of pupils who have special educational needs is good overall because teachers plan activities well and ensure that they are matched to pupils' needs and abilities. Very good relationships and an inclusive ethos ensure that these pupils are well integrated into classes.

### **The curriculum**

The **good** curriculum provides a well balanced range of activities that ensures suitable experiences for the mixed classes in the school. The school's accommodation has been improved since the last inspection and after considerable upgrading, resources for learning are satisfactory.

### **Main strengths and weaknesses**

- Exciting activities widen the scope of pupils' interests, skills and knowledge of the world.
- Pupils spelling skills and the speed at which they recall basic number facts are not as good as they could be.
- Good links between subjects make learning more interesting and relevant.
- Targets for learning on pupils' individual educational plans are too general.
- Activities for children in the reception year are well organised but adults take the lead too much.
- New buildings have successfully upgraded the facilities for learning.

### **Commentary**

34. A good variety of experiences overall are planned to meet the needs of pupils. Improvements in the organisation of the curriculum, the new building and outdoor areas and substantial investment in resources now provide a range of activities better suited to the range of mixed ages in classes than they were at the time of the previous inspection. Moreover, the school is not complacent and continues to review the provision in line with national guidelines, to improve the quality of learning. Good links between subjects such as science and design and technology help to make the learning more interesting and relevant.
35. The scope of literacy and the improvement drive to develop writing skills in particular are thorough. Quick progress in most junior years groups (Years 3 to 6) builds a strong repertoire of skills in both reading and writing now. The range of writing

activities has improved since the previous inspection and pupils use their research and valuable first hand experiences of the locality. For example, in geography, juniors write well in different formats and for a range of reasons. Despite the limited stock of quality books in the school's own library, pupils use other sources of information for their studies, often using computers and indeed use their mathematical and scientific skills soundly when they handle information in other subjects.

36. The school has started to widen the variety of activities for pupils' personal, social and health education (PSHE), much of which now has a positive effect on their understanding of the choices they have to make in their lives. Pupils have a range of good opportunities to explore options in several areas of the curriculum as well as sessions devoted to this area.
37. In reception, activities are well organised to ensure that the children develop their skills appropriately in all the six areas of learning. Scientific activities foster curiosity and offer exploratory experiences very well and a much better range of resources and tools, designed for indoor and outdoor activities, are now available. Many of these carefully planned activities are marred by too much adult lead and intervention and, therefore, important qualities of learning are lost.
38. In general, work is tailored to the needs of pupils with special educational needs. However, the targets included on their individual educational plans are not as clear and measurable as they need to be.
39. The very good range of sporting activities and exciting curriculum clubs for subjects are open to all the pupils and offer experiences such as French, Judo, dance and theatre workshops. Together with the good range of visits, visitors and residential experiences, these experiences broaden pupils' lives and forge strong links with the locality.
40. The accommodation is good overall. However, children in the Foundation Stage do not have access to their own toilets. The school's new hall, classroom and ICT suite now ensure that the full curriculum can be delivered and make a substantial difference to the quality of learning. Human resources are satisfactory. The dedicated team of teachers is well-matched to the needs of the curriculum. Well-trained and deployed teaching assistants support teachers and pupils effectively and their commitment and expertise make a significant contribution to the good provision by the school especially in ICT.

### **Care, guidance and support**

The provision for pupils' care, welfare and health and safety is **good** and has been maintained since the previous inspection. The guidance and support pupils receive is **good**. There is a **good** level of involvement through seeking, valuing and acting upon their views.

### **Main strengths and weaknesses**

- The quality of care and support for pupils is good.
- There is a good level of awareness of pupils' needs and support is well directed.
- Pupils do not receive enough guidance about how they can improve their work.

- Induction arrangements are very good.
- The school council, in the decisions it makes, is improving the quality of pupils' experiences.

## Commentary

41. The care pupils receive is of a good quality. Everyone in the school community is united in making children feel valued and cared for. The very good relationships between pupils and teachers and between the pupils themselves, reported in the previous inspection, are still a strength. Teachers and support staff know pupils well and create an environment in which children feel secure and interact freely. Children with special educational needs are well supported and helped to reach their full potential. However, the targets included on their individual education plans (IEPs) are not specific enough and need breaking down into smaller steps. The very good links between the school and parents and carers make a significant contribution to the quality of care provided. Pupils confirm that they feel valued, safe and supported in the way they are treated.
42. The procedures for checking safety and carrying out risk assessments are good and effectively undertaken. A fully qualified member of staff carries out first aid duties ably supported by others. As a result, personal needs, including medical requirements are dealt with effectively. Child protection procedures are secure and the designated teacher ensures that all staff, who have responsibility for pupils, have full knowledge and understanding of the school's policy and practices. Through the good provision for personal, social and health education, pupils learn to be responsible citizens and be aware of healthy eating.
43. The arrangements to ensure that children settle into school are very well considered and contribute to pupils' positive attitudes towards school. Twelve months before they start school children are invited to visit the school on a weekly basis and engage in a variety of activities in the hall. Parents attend meetings about school routines and expectations and as a result, children are very well-prepared for entry to the reception class.
44. The climate for learning is very good. Pupils' personal as well as academic development is monitored soundly overall. However, teachers' marking does not give the pupils sufficient advice about to improve their work. The involvement of pupils in setting their own targets is at an early stage of development and as a result, in some classes, pupils are missing the chance to understand what they need to get better at and how to do it.
45. The headteacher is committed to consulting pupils as a means of raising self-esteem and as an early introduction to the democratic process. This is done using questionnaires and formal discussion. For example, the school council regularly brings items to the headteacher's attention. Pupils see things are changing for the better and that their opinions are listened to and taken seriously. In a long list of their achievements, councillors are particularly pleased with the improvements to the playground equipment. The school council is working well because pupils know that their views matter.

## Partnership with parents, other schools and the community

The school has established a **very good** partnership with parents and **very good** links with the community. The school has **good** links with other local schools.

### Main strengths and weaknesses

- The school involves parents through seeking, valuing and acting upon their views.
- Parents make a very good contribution to their children's learning.
- The school responds very effectively to parents' concerns.
- The quality of the information provided for parents is good.
- The school has established very good links with the community.
- Links with other local schools contribute effectively to the quality of education.

### Commentary

46. As at the time of the previous inspection, the school's partnership with parents is very strong. Parents are made very welcome in school. They make a very good contribution to their children's learning through their support for the home-school reading scheme and for homework in general, and by helping inside school, in lessons and with extra curricular activities. Parents of pupils with special educational needs are closely involved with setting and reviewing their children's targets and IEPs. Parents support the religious life of the school by joining in the weekly 'Sharing' assembly and the services to celebrate major festivals in the Christian calendar, which are held in the two churches in the village.
47. The quality of the information provided for parents is good. Parents are kept well informed about the life and work of the school through the prospectus, the governing body's annual report, regular newsletters, school notice boards and general correspondence. Currently, the school arranges only one formal parents' evening a year, which is usually very well attended. The school is planning to introduce a second meeting, earlier in the academic year, in response to parents having expressed a wish to be given more information about their children's standards and progress. Parents' views are canvassed on a regular basis, through questionnaires, informal meetings and through the Parents', Teachers' and Friends' Association (PTFA). Pupils' annual written reports provide parents with very detailed and helpful information about their children's attainment and progress in all areas of the curriculum. The quality of the reports has improved since the time of the last inspection. They are now very good and include targets for future development.
48. The home-school agreement sets out, very clearly, the responsibilities of the parents and the school and explains how the family and the school can work together to create a caring environment, to foster the pupils' confidence and self esteem and to promote Christian values and attitudes. The agreement strongly encourages parents to keep the school informed about any concerns or problems that might affect their children's work or behaviour. The consultation

exercise, prior to the inspection, revealed that parents feel comfortable in approaching the school with problems or questions concerning their children. Inspection findings are that the school's procedures for ensuring parental satisfaction and dealing with any concerns or complaints are of a high quality.

49. The school has established good links with other local schools, in particular the Language College to which the majority of the pupils transfer at the end of Year 6. Staff from the college come into school to teach French to the older pupils, which extends their language skills, supports their cultural development and helps to prepare them for the next stage of their education. Links with other primary schools in the area provide good opportunities for the pupils to participate in competitive sports.
50. The school has established very good links with the community. Local artists, musicians and theatre groups work with the pupils inside school, helping to promote their personal, social and cultural development. Education officers from Blackburn Rovers Football Club arrange weekly coaching sessions for pupils in Years 3 – 6. Students from Preston Dance College organise dance workshops for the pupils and Judo tuition is offered to the pupils as an after-school activity. The active friends of the school association organises numerous social and fund-raising events which help to make school enjoyable for the pupils and which strengthen links with parents and the local community.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good** overall. The leadership of the headteacher is **good**. The management of the school is **good**. Governance of the school is **good**.

### **Main strengths and weakness**

- The headteacher and governors provide good leadership.
- Subject co-ordinators are not involved sufficiently in evaluation of their subjects.
- The school analyses its performance in English and mathematics accurately and is taking the necessary action to address weakness.
- Good improvements have been made since the previous inspection.

### **Commentary**

51. A very caring Christian ethos exists within the school with staff providing equally for all pupils. A major strength of the school is that, despite its small size, every effort is made to ensure that pupils have the opportunity to take part in a wide range of activities both in and out of school time.
52. The new head teacher leads the school well. She has a heavy teaching commitment but still manages to carry out her other roles effectively. In the relatively short period of time she has been in post she has put in place several initiatives that are already helping to raise standards. For example, very good assessment procedures are now in place in English and mathematics and good use is being made of the information to keep track of how well pupils are doing. Also, the effect of a more focused approach to the teaching of reading in Years 1 and 2 is proving successful in improving overall

standards. She is well supported by a senior member of staff. The school development plan is a very useful document that has a clear focus on raising standards further.

53. Governors share a common vision and support the new headteacher and staff well as they work hard to improve the learning opportunities for the pupils. The governors carry out all their statutory duties and have an enthusiastic and committed chairman. 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. Performance management is being used well as a mechanism to improve standards because there is a close link between the objectives set for teachers and the priorities in the school improvement plan.
54. The overall management of the school is good. Since the previous inspection co-ordinators have improved their involvement in curricular development. However, this is a small school and they have had only limited opportunities to monitor and evaluate standards in their subjects. The school is very aware that co-ordinator roles need to be developed further.
55. The school has made good improvement since the last inspection. Standards and pupils' achievements in English and mathematics have improved significantly in Years 3 to 6. Pupils are now being provided with more opportunities to write at length and their work is usually well presented. Curriculum planning has improved and takes appropriate account of the mixed-age classes. However, the concerns about teachers' marking have still not been addressed fully and there is no whole school approach to the assessment of pupils skills in subjects other than English and mathematics. Considerable improvements have been made to the buildings.
56. The management of the provision for pupils with special educational needs is satisfactory. The co-ordinator provides good leadership and has a good understanding of the needs of the pupils. However, some of the pupils' individual educational plans lack specific targets. The contribution made by the classroom assistants to pupils' progress is a particular strength of the provision for special educational needs.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	285,985	Balance from previous year	56,084
Total expenditure	312,133	Balance carried forward to the next	29,936
Expenditure per pupil	3,251		

57. Good procedures are in place to ensure that services and resources provide good value for money. The most recent audit report found that the school's financial systems and procedures were of a good standard. A great deal of the balance brought forward from the previous year has been spent on improving resources and on additional staff.

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

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

58. Provision in the foundation stage is satisfactory. When children start the reception year, their attainment is generally what is expected for their age. They achieve soundly in all the areas of learning and better than this in some of the early skills for learning such as listening and writing because of the regular emphasis placed on these aspects. Most of the children are on course to meet the goals set out for them to achieve in all the areas of learning. Work is organised well in this mixed reception and Year 1 class. A good balance of activities is provided across the six areas of learning but it is a little over heavy on adult lead and involvement. As a result, the quality of children's learning loses momentum and quality even when activities are worthwhile. Teaching is satisfactory overall. Lessons observed during the inspection were good overall and included some good examples of exploration and absorbed play. New developments and resources for outdoors are starting to make a good contribution to the breadth and quality of experiences provided. Staff have made good efforts to provide enough space for the areas of learning indoors and they use the sparse outdoor setting well. The school has invested in many new resources for learning and a satisfactory range is now available.
59. Standards are not as high as those reported at the time of the previous inspection when children were found to be making good progress and attaining above average standards in language and literacy and in creative, personal and social development. However, since then new guidance has been issued with regards to effective learning and teaching for children in the Foundation Stage.

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

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

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

- Children are happy and confident.
- Relationships are very good.
- In the pattern of day to day activities adults tend to intervene too much.

#### **Commentary**

60. Children achieve satisfactorily in their personal, social and emotional development because of sound teaching. They settle quickly into the reception class because of the very good arrangements with families and pre-school provision to ensure that children have a smooth start to school. They have very good attitudes to learning. Children settle well to tasks, some of which are shared with Year 1. They manage their own belongings sensibly, with just one or two problems when dealing with zips and putting on winter garments. Children behave very well and work alongside others without fuss and bother during the routines of the day. The majority of them are capable of making choices independently and when they have the chance, they play happily and with a sense of purpose. Several of the mature children will stand aside to let another take the lead even though they might lead themselves – a mark of personal maturity.



Teachers and the teaching assistant have very good relationships with the children. Every child is valued and learns that his/her feelings are respected. However, in an attempt to move lessons on quickly adults tend to take the lead in too many of the activities so fewer opportunities occur for children to explore for themselves. This imbalance slows children's progress towards independence and, therefore, how much they achieve overall.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Pupils listening skills are developed well.
  - Children are not given enough opportunities to write for different purposes.
61. Teaching and learning are satisfactory. Children achieve soundly overall and the majority are likely to reach the expected level by the end of their year in the reception class. Achievement in the development of their listening and writing skills is good because of the regular emphasis placed on these aspects. The effective arrangements for sharing books in small groups mean that children build up a good understanding of stories and the skills they need to gauge what is happening. The phrases they use in their conversations show that they have grasp of language typical of children the same age. The progress they make is noted accurately and the information is compared with children nationally. This provides a useful track of how much they achieve. Most children can recognise the sounds they have been taught to use in their reading. They use them to tackle new words that they read and write themselves. The priority given to letter formation and to handwriting gives children a strong start for the future. Reading is well linked to writing and activities help children to develop a good level of sentence making. However, the breadth of experiences planned for children to write in different situations and for reasons of their own is not as rich as might be and this tends to limit how much they achieve overall.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Outdoor play activities deepen children's mathematical understanding.
62. The quality of teaching and learning is satisfactory overall. Children's activities and recorded work show that the majority can count to 10 and onwards and can combine and subtract numbers to 10. They can write numbers to 20. Regular computer play with fun mathematical activities involves counting and simple handling of shape and pattern when they "dress teddy" on the screen. Given the children's attainment when they start school, this represents sound progress in their first year in school.
63. Access to the ideas and challenge in activities designed for pupils in Years 1 means that in some instances children make good progress. For example, in a robust lesson outdoors, children counted in twos, led by the teaching assistant. They explored the

playground “number snake” and the pattern of twos in shoes and jumps along the snake. In doing so they absorb mathematical ideas that they can use again when they play outdoors. Achievement is satisfactory in this area of learning and the majority of children are likely to reach the expected level by the end of their year in the reception class.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The quality of learning improves when children are provided with opportunities to investigate.
  - Opportunities are missed to develop children’s design and making skills.
64. The quality of teaching and learning in the development of children’s knowledge and understanding of the world is sound. Children’s awareness of time, place, cultures and beliefs is clearly planned and linked into their experiences in other areas. Where ideas and props combine to invite investigation, children’s progress is accelerated as, for example, in the role-play area. Here children learn with anticipation and imagination. However, some missed opportunities for designing and making at times limit the range of personal skill that could be developed and harnessed in other activities. Children use computers purposefully and with a good level of mouse control and use of simple screen tools. Achievement is satisfactory in this area of learning and the majority of children are likely to reach the expected level by the end of their year in the reception class.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Children have good dexterity.
- Insufficient resources are provided for outdoor play.

### **Commentary**

65. Teaching and learning are satisfactory. In their physical development, children show typical progress in the limited range of skills they can develop outdoors because of the small quantity of resources that the school has at its disposal. In lessons indoors, children balance well and can negotiate space and weave in and out of each other with good dexterity. Most show good manipulative ability when they handle small tools and props for learning. The good emphasis on pencil control builds fine control and strength in fingers. Achievement is satisfactory. Staff make sure that sufficient worthwhile ways are available for children to develop enough stamina and skill in their physical development to reach the goals for their age. Newly delivered resources are planned to develop some of the skills important for climbing and racing around outdoors.

## **CREATIVE DEVELOPMENT**

No overall judgements can be made because of insufficient evidence.

### **Commentary**

66. Children's ideas for imaginative play show that they have good ability to play creatively and for a prolonged amount of time with others. They use resources to develop their ideas well when they play. Most of them paint with great care and although some use brushes immaturely, they manage materials well. No musical experiences were observed during the inspection.

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

### **ENGLISH**

Provision in English is **good overall**.

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

- Pupils achieve very well overall and by the end of Year 6 standards are well above average.
- The quality of teaching and learning is good overall and very good in Year 6.
- Pupils spelling skills are unsatisfactory.
- There are very good assessment procedures and tracking systems in place.
- Reading standards in Years 1 and 2 are improving as a result of new initiatives.
- The junior library is not well organised and poorly sited.
- Marking does not always tell pupils what they must do to improve.

### **Commentary**

67. Standards in Year 6 have been consistently high over the past four years and are currently well above average because of the very good quality of teaching that pupils' receive. Good improvement has been made since the previous inspection in the rest of the school and pupils are now being provided with appropriate opportunities to write at length. No significant difference is evident between the performance of boys and girls. Pupils with special educational needs make the same level of progress as other pupils but the targets on their IEPs are too general and not specific enough.

68. Overall results at Year 2 in 2004 were in line with national averages but standards of reading were below average. Inspection evidence demonstrates that reading standards are now average. The school has successfully introduced new initiatives that are having a positive effect on pupils' achievement. These include more targeted direct reading sessions and parents being given better information about how they can help their children develop their reading skills further.

69. Pupils start school with average standards in speaking and listening, reading and writing. Standards in speaking and listening have improved since the previous inspection and are now above average by the end of Years 2 and 6. Pupils are confident when speaking in formal situations such as during assemblies and contribute ideas and opinions readily in lessons. This is because teachers plan into their lessons

specific opportunities for speaking and listening, such as the use of finger puppets in role-play dialogues. However, opportunities are sometimes missed for pupils to take part in group discussions.

70. Standards in reading have risen since the previous inspection and are broadly average in Year 2. Pupils are making better progress now because individual targets are being set that concentrate on what pupils need to do improve, for example, predicting what comes next in the story. Group reading sessions have been set apart from the daily literacy lesson and are promoting a more focused approach to the direct teaching of reading skills. There is a good selection of home and school readers and parents are involved in recording children's progress.
71. Pupils in Year 6 have no difficulty with 'reading between the lines' to infer and deduce from what they read. For example, one pupil was able to deduce from reading about Hitler that he was a jingoist (and she knew what it meant!). Another pupil, after reading about Mr. Wormwood, a character in a Roald Dahl book, described him as "an uneducated grown up". By the end of Year 6, pupils have above average reading skills but have not developed well their preferences for different authors. They can discuss sensibly nuances of plot or characters and begin to explain how authors create effects. In Year 6, very good links are made with writing with pupils being asked to not just produce book summaries but, to collate evidence about other aspects of English. Pupils say how much they enjoy this part of their work. However, they make little or no use of their referencing skills in using the junior library. This is not surprising bearing in mind that books are situated on shelving that is beyond most pupils reach and not well organised.
72. Teachers have worked hard successfully to raise the standards in writing. As a result, pupils are achieving well overall and attaining above average standards by the end of Year 6. Average and higher attaining pupils in Year 2 write complex sentences. Their stories and other forms of imaginative writing are usually well organised and of an average standard. Pupils in Year 6 build up their skills at a very good rate, particularly in assembling carefully structured paragraphs and properly connected sentences in a range of writing forms. However, across the school teachers are not consistent in expecting the highest standards of spelling, and this sometimes impacts adversely on overall standards.
73. In lessons seen, teaching was good overall. All teachers are using the interactive whiteboards effectively. Lessons are lively and interesting so that pupils enjoy their learning and work hard in school and with their homework. For example, during the inspection, as a result of the Year 4/5 teacher's lively approach, poetry of exceptionally high quality was produced that made very good use of similes such as 'red as blood pouring from a cut.'
74. The subject is led and managed soundly. The co-ordinator has been given more responsibility by the new headteacher and is responding well to the challenge. However, her role in evaluating standards is at an early stage. The headteacher and senior teacher have ensured that assessment systems are now of a very good quality. Test results are analysed rigorously with the information used well to track pupils' progress. However, opportunities are sometimes missed by teachers when marking pupils' work to give pointers for improvement.

## Language and literacy across the curriculum

Provision is good. Pupils are given good opportunities to write in other subjects and to use their reading skills to research information in the classroom. In both geography and history pupils are given the opportunity to write at length. Some very good work was seen during the inspection relating to a study of rivers and to the Second World War, but this was occasionally spoiled by careless spellings. Satisfactory use overall is made of ICT in all classes but progress is sometimes limited because of the lack of access to computers in classrooms.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses

- Leadership and management of the subject are very good.
- Teaching and learning are good in Years 2 to 6 but work is not marked in a way that helps pupils to improve.
- Pupils achieve well overall by the end of Year 6.
- Pupils do not recall basic number facts quickly enough.

### Commentary

75. The standards achieved in 2004 by pupils in Year 6 in the national tests for 11 year-olds were below average in mathematics when compared to all schools and to the performance of pupils in similar schools. In the national tests for seven-year olds, taken at the end of Year 2, standards were above average for all schools but below average for similar schools. However, this is a small school and class sizes vary each year and any comparisons made with other schools need to be treated with great care.
76. The need to improve pupils' progress and achievement in mathematics has been a priority for the school for the past twelve months and appropriate action has been taken. For example, very good assessment procedures have been put in place and effective use is being made of the information to identify strengths and weakness. This has resulted in the setting of realistic targets to focus on improving the weaker areas of pupil's knowledge and skills. In addition teachers' planning is more effective in ensuring that activities build on what has been taught previously. These initiatives are beginning to impact positively on standards and inspection evidence shows that pupils are now achieving well and making good progress in Years 2 to 6 during their lessons. However, the survey of work and discussions held with pupils indicates that attainment in the current Year 2 is broadly in line with that found in most schools. This represents satisfactory achievement overall. Standards in the present Year 6 are above those found in most schools. No significant differences are evident in the attainment of girls and boys. Pupils with special educational needs and those that are gifted or talented make good progress in lessons and achieve well. These judgements are an improvement on those made at the time of previous inspection when standards by the end of Year 6 were found to be average.

77. Pupils in Year 1 build soundly on the satisfactory start they are given in the Foundation Stage through a range of practically based activities. For example, in a very good lesson taken by the headteacher, the pupils made effective use of cardboard clocks to gain a good understanding of 'half past the hour' times. In Year 2, pupils used multilink blocks to deepen their knowledge of multiplies of 2. They have a satisfactory knowledge of the properties of different shapes such as octagons and pentagons but are not as confident when it comes to solving story problems. Pupils in Year 6 have a good knowledge of their tables and can convert fractions into decimals and percentages. They are able to work out the area of simple and compound shapes. Higher attainers enjoyed the challenge of using their knowledge of percentages to work out the price of a television set reduced by 10%. Pupils' ability to estimate, for example, the perimeter of the staff room, is satisfactory. However, as at the time of the previous inspection, pupils do not have a quick mental recall of basic number facts and this slows the pace at which lower and average attainers work out the answers to problems.
78. The quality of teaching and learning is good overall. Teachers have good subject knowledge and plan thoroughly. For example, during the inspection they provided appropriate activities for the full ability range in each class by setting work at different levels. New learning objectives are shared with pupils so that they are aware of what they are expected to have learnt by the end of the lesson. Teachers use support staff effectively so pupils with special educational needs benefit from working in small groups. Relationships are very good and teachers control their classes skilfully, which results in very good behaviour, positive attitudes to learning and good levels of concentration from pupils. These features result in good learning overall. All teachers start their lessons with mental warm-up activities for pupils to practise mental arithmetic and other basic skills but the pace is too slow in some classes. As at the time of the previous inspection, the approach to the marking of pupils work is inconsistent and written comments do not always indicate to pupils what they should do next to improve.
79. The subject co-ordinator is the headteacher. She is knowledgeable and enthusiastic, has a clear vision for the further development of the subject and provides very good leadership and management. Resources are satisfactory overall and well used. Good improvements have been made in mathematics since the previous inspection.

### **Mathematics across the curriculum**

80. The use of mathematics to support other areas of the curriculum is satisfactory. For example, appropriate links are made with the science curriculum, with graphs and charts being used soundly to record findings and timelines are used well in history to help the pupils place events and people into correct periods of time. However, there is no whole-school system in place to identify how and where mathematics can be effectively developed through other subjects and this is an area for development.

## **SCIENCE**

Provision in science is **good overall**.

### **Main strengths and weaknesses**

- Pupils make good progress and achieve well.
- Teaching is good overall but sometimes overdirected.
- There is no whole school approach to assessment and marking does not indicate to pupils what they need to do to improve.

## Commentary

81. Standards in Year 2 are broadly average and pupils are making satisfactory progress overall in Years 1 and 2. In Year 6, pupils' attainment is above that found in most schools. This judgement is similar to that made at the time of the previous inspection and indicates that pupils, including those with special educational needs, are achieving well overall. There is no significant difference in achievement between boys and girls.
82. The results of the 2004 tests for 11 year-olds showed standards to be well below average when compared to all schools and to the performance of pupils in similar schools. Prior to this the school's results had been well above average since 2001. The decline in standards can be put down to the lack of continuity in teaching when the pupils were in Year 5. The school has reviewed the teaching of science in Years 3 to 6 in the light of last year's disappointing test results. A skilled science teacher who places a strong emphasis upon scientific investigation is now teaching pupils in Year 4, 5 and 6 and is responsible for the marked improvement in standards and pupils' achievements.
83. The insistence on the use of key vocabulary is consistent throughout the school and extends pupils' language skills very well. Across the school, pupils' ability to discuss scientific concepts sensibly and in depth is a particular strength. For example, in a Year 4/5 lesson comparing the lengths of bones in the body with their partner, pupils measured accurately each other's hands and feet to see if there was any relation to height. They discussed emerging patterns and whether it was feasible to make a generalisation based on their limited evidence. Pupils in Year 2 talked confidently about the properties of different building materials such as slate, tiles and bricks but only the higher attainers could categorise them according to whether they were 'natural' or 'man made'. Discussions held with pupils from Year 6 show that they enjoy their work, especially when they are given the opportunity to engage in practical activities. They were able to explain how to go about setting up an investigation and emphasised the importance of ensuring that, "everything should be the same except the thing you are testing".
84. The quality of teaching now is good overall as it was at the time of the previous inspection. Teachers are secure in their knowledge of the subject and make lessons interesting and stimulating. Planning and preparation are good with appropriate use made of resources including interactive white boards. Teachers make good use of a practical approach to learning. Their questioning is effective in ensuring that pupils think through their ideas and solve the problems set for them through observing closely and working collaboratively. However, on occasions teachers overdirect the learning instead of allowing pupils to draw their own conclusions from an investigation. They have high expectations of pupils' behaviour. This and the very good relationships ensure that pupils have a positive attitude to their work. They like science and get fully involved with the discussions and activities. For example, during a Year 6 lesson

to investigating the separation of solid particles from water, one pupil asked what would happen if the water evaporated. The teacher picked up on the question and set up an investigation to test the pupils' hypotheses. However, there is little evidence of pupils using their ICT skills in science.

85. Marking of pupils' work is done regularly, but teachers' written comments do not always inform pupils how to improve. Assessment of pupils' achievements is undertaken by individual teachers but there is no whole school approach to the gathering of the information and its use to improve standards and provision. The school rightly sees a need for more consistent and rigorous assessment procedures to be put in place as soon as possible.
86. The leadership and management of the subject are satisfactory. The co-ordinator is new to the post and has not yet monitored standards and the quality of teaching and learning across the school. Resources are adequate.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have good access to the ICT resources in the suite to learn new skills.
- Teachers use the interactive whiteboard effectively in class to teach basic skills.
- Assessment procedures are not in place.
- Very good use is made of the expertise of a classroom assistant to support staff and pupils.

### **Commentary**

87. Standards of attainment in ICT are in line with national expectations by the end of Years 2 and 6 and pupils are achieving satisfactorily. These judgements are similar to those made at the time of the previous inspection. Since that time provision has improved well. All classes have access to the well equipped computer suite. However, the current timetable lacks flexibility in order to allow classes to make use of the computers to enhance learning being done in class on a particular day. Most classes have interactive whiteboards and teachers are beginning to use them competently to instruct pupils in basic ICT skills and to enhance learning across the curriculum.
88. Overall, pupils in Year 2 demonstrate sound skills in all strands of ICT. By Year 6, they can communicate information satisfactorily using word processing programs and art packages. They use graphic programs effectively and narrow down searches for information in their data-handling work. Pupils research topics using the Internet and make their own notes from the information contained on the web pages. They competently download pictures that they can use. Pupils have the necessary skills to use spreadsheets to produce graphs.
89. No judgement can be made about the quality of teaching as no lessons were seen during the inspection. Evidence from planning demonstrates that pupils receive a balanced curriculum, covering all aspects of the ICT programmes of study. The scheme of work is thorough and meets requirements. Teachers use their subject knowledge well to give effective demonstrations to pupils using the interactive whiteboard. One member of the non teaching staff has very good ICT skills and she not only supports pupils and staff well but also finds the time to organise out of school computer clubs.
90. The curriculum co-ordinator provides satisfactory leadership and management but has not yet had the opportunity to monitor standards to check on the teaching and learning. The school does not have any consistently applied procedures for assessing and recording the development of pupils' skills as they move through the school.

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

91. ICT is used satisfactorily in most other subjects to enable pupils to develop and refine their skills. It is used particularly well in history to research for information and in English to word process writing. Though spreadsheets are used in mathematics, little evidence was seen of pupils using their ICT skills in science to record their findings in the form of graphs or pie charts.

## HUMANITIES

A firm judgement about provision or teaching in history or geography could not be made because of insufficient evidence. In both subjects evidence was gathered from looking at pupils' work and talking to the pupils and teachers. History and geography are appropriately planned so that topics are covered over a blocked period of time. During the inspection, only Year 6 was studying history. It was not possible to observe any lessons in either subject. Religious education was the subject of a separate diocesan inspection.

92. In **geography**, pupils' achievement was found to be good in the work seen in the Year 4/5 Class on water. They had benefited a great deal from the thoughtful ways geographical and scientific ideas had been planned together by the teacher to help the pupils get the most out of the activities. Of particular note was the effective use of skills gained in other subjects. For example, the quality of learning was enhanced by the use of ICT to research the answers to key questions and by pupils being allowed to use their scientific skills when taking part in an investigation. Pupils' work and discussions held with them indicates that they have a thorough knowledge and understanding of the water cycle, local rivers and the effects of filtering and water use. Marking is very detailed and unobtrusive but a brief written note of how to improve a feature of work would benefit pupils. The school makes good use of the local area.
93. Pupils cover a suitable range of topics in **history** such as 'Toys in the Past', 'The Romans', 'Ancient Greece' and 'Britain since 1930'. Visits and the use of artefacts are used to good effect to bring the subject to life for pupils. Some of this work makes a significant contribution to the rate of pupils' learning in literacy. For example, a topic on life in Britain in the 1930's involved Year 6 pupils in talking to older relatives about their experiences during the last war and writing at length. Links with ICT are particularly well developed and pupils make effective use of the Internet to support their research. From the work seen, pupils' achievement in Year 6 is good. Pupils display a good sense of history and take pride in their work.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The subjects of art and design, design and technology, music and physical education were only sampled and, therefore, no secure judgements can be made about provision.

94. Only one lesson in **art and design** was observed. However, an analysis of pupils' work in sketchbooks and on display around the school indicates an overall good quality of work with attainment being above average and achievement being good. These findings are similar to those made at the time of the previous inspection. In sketchbooks, pupils' skills are developing well. Classroom displays, especially in Years 4 and 5 demonstrate a good range of skills and materials being used, for example, observational, collage and some good use of art software to produce pictures in the style of Kandinsky. Pupils' work is displayed with great care and sensitivity by the school in their Mondrian art gallery. This helps pupils to take a pride in their work and strive to continually improve their composition.
95. In the one lesson observed, very good teaching, learning and achievement took place. The inter-active whiteboard was used well to introduce pupils to the work of Matisse. Pupils then went on to make their own spiral patterns. The finished products were of a

very good standard. Pupils were very well advised on the materials to use and the techniques to try out. As a result, many were completely absorbed in their work. An after school art club ensures that those pupils who attend make good use of their artistic skills. At the time of the previous inspection there was no co-ordinator but this is no longer the case. Resources are satisfactory but no whole school approach is used to assess and record pupils' progress.

96. No lessons were observed in **design and technology**. However, evidence of previous work available in Years 4 to 6 indicates average standards and satisfactory achievement. Pupils work with a range of materials and identify the sequence of the making process. In the Year 4/5 class, they have successfully responded to the challenge of designing an alarm to protect their classroom. In Year 6, pupils have designed and made their own slippers that are of a good quality. Since the last inspection the school has developed a scheme of work and skills are now being developed in accordance with national guidelines but there is no whole school approach to the assessment of pupils' achievements.
97. Very little work in **music** was observed during the inspection. However, it is clear that music makes a valuable contribution to the pupils' personal development and the life of the school. This was evident in the lesson observed and in assemblies. Pupils have positive attitudes to music and sing enthusiastically and play recorders well during morning assemblies. In the one lesson observed, pupils in Years 4/5 improved their performance skills in singing and accompanying the song 'Dem Bones'. Planning shows that the school provides a full curriculum. A small group of pupils are learning to play woodwind instruments.
98. The school offers a full programme of **physical education** activities throughout the year, including outdoor activities and swimming. The subject is very well led and managed by the senior teacher. In addition, a high level of commitment to physical education exists amongst staff at the school and good use is made of outside expertise, including that of the chair of governors, to teach cricket, football and Judo skills. The subject is well resourced and is enhanced by the wide range of extracurricular activities and sporting events on offer to the pupils. Participation in these by both boys and girls is high.
99. In the two lessons observed in the juniors the teaching and learning were good overall especially in the development of pupils' performance skills. Both teachers have good subject knowledge, know their pupils well and plan appropriate activities. Close attention was given to warming up and cooling down before and after activities. These were carefully managed and provided a good starting point for lessons. The management of pupils was good and due care and attention given to ensuring safe working practices. The pupils responded well and their achievement overall in the development of their gymnastic and games skills was good. However, in both the lessons observed, pupils' evaluation skills were not developed effectively.

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

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

### **Main strength and weaknesses:**

- The aspect of citizenship is being established effectively.
- Pupils discuss feelings and share views sensibly.
- The very good provision for out of school activities supports this aspect well.

### **Commentary**

100. The school provides a broad curriculum for PSHE and citizenship, through separate specialist lessons as well as through the subjects of the National Curriculum, assemblies and class discussions. Planned programmes include work on diet, health, sex and relationships, drugs misuse and personal safety, that help pupils to develop an understanding of the importance of a safe, healthy life style. They also prepare pupils well for their next stage of education and life in a changing world.
101. The school provides good opportunities for pupils to develop confidence, a sense of responsibility and respect for the differences between people. This was seen in a very good lesson with Year 6 pupils on the benefits of working together as a team. The lesson also made a good contribution to the development of pupils' speaking and listening skills.
102. Pupils' personal and social skills, as well as their understanding of citizenship, are also developed through their involvement in the school council, the very good range of extra-curricular activities and visits that include a residential stay at Robinwood.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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