

INSPECTION REPORT

COUPE GREEN PRIMARY SCHOOL

Hoghton, Preston

LEA area: Lancashire

Unique reference number: 119319

Headteacher: Mrs Kath Lea

Lead inspector: Mike Onyon

Dates of inspection: 10th – 12th January 2005

Inspection number: 266682

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

© Crown copyright 2005

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: Primary
School category: Community
Age range of pupils: 4 – 11 years
Gender of pupils: Mixed
Number on roll: 112

School address: Coupe Green
Hoghton
Preston
Postcode: PR5 0JR

Telephone number: 01254 853518
Fax number: 01254 853518

Appropriate authority: Governing body
Name of chair of governors: Mr. Z. Kulbacki

Date of previous inspection: 24th – 26th May 1999

CHARACTERISTICS OF THE SCHOOL

Coupe Green is a smaller than average sized primary school. At the time of the inspection, 112 children were attending. The number of pupils on roll is similar to that at the time of the previous inspection. The percentage of pupils eligible for free school meals is below average. The proportion of pupils with special educational needs is well below average and two pupils currently have a statement of special educational needs. Pupil mobility is average. There are no pupils learning English as an additional language. The school's socio-economic context is around the national average. Attainment on entry to the school is broadly average and varies from year to year. The school received a DfES School Achievement Award in 2003 and is actively involved with its local community, having a significant partnership with the high school to which most pupils transfer.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18146	Mike Onyon	Lead inspector	English as an additional language, mathematics, science, information and communication technology, design and technology, physical education.
9974	Daljith Singh	Lay inspector	
8316	Jozepha O'Hare	Team inspector	Special educational needs, the Foundation Stage, English, art and design, citizenship, geography, history, music.

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school providing good value for money. As a result of very good teaching, pupils achieve very well overall. Standards, by Year 6, are well above average in English, mathematics and science, and above average in information and communication technology (ICT). The headteacher and governors provide very good leadership and management.

The school's main strengths and weaknesses are:

- The headteacher leads the school very effectively. She has a clear and determined focus on maintaining high standards.
- Very good teaching is leading to very good achievement: standards in Year 6 have been consistently well above average over the last four years.
- All staff know the children well and challenge pupils at all levels of attainment.
- Pupils have very good attitudes to learning, behave very well and benefit very well from a broad range of activities that enrich the curriculum. They are proud of their school and actively take part in decisions about its future.
- The quality of care is very good. Information from assessment is used well to plan the next stages of pupils' work, particularly in English, mathematics and science. Guidance for pupils very effectively helps them move forward in their learning.
- Very good links with parents contribute very effectively to pupils' learning, both at school and at home.
- Long planned improvements to the accommodation are due to begin this year. Currently accommodation places restrictions on a number of activities and makes it difficult for pupils and teachers to get the best out of all lessons.

The school has developed well since its inspection in 1999 and it is now a very good school. High results have been maintained. The issues identified at that time have been successfully addressed. All staff now implement the school's behaviour policy consistently at lunchtimes. There is now regular consultation with parents and a positive response to any issues raised. There is an appropriate level of challenge for higher attaining pupils in literacy sessions and pupils are now well supervised at playtimes.

STANDARDS ACHIEVED

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*	A	A*	A*
Science	A*	C	A*	A*

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
A* means that the school's results were in the top five per cent nationally. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **very good** overall. When children begin school their attainment is generally average. Children in the reception class achieve well and, by the time they move on to Year 1, most of them exceed the standards expected nationally in the areas of learning in the Foundation Stage curriculum. Their personal development is well above average. Pupils in Years 1 and 2 achieve well. Standards at the end of Year 2 are above average in English, mathematics, science and ICT. Pupils in Years 3 to 6 achieve very well and results in national tests at the end of Year 6, in 2004, were very high in English, mathematics and science. Standards in ICT are above average. In comparison with schools whose pupils achieved similarly at the end of Year 2, the school's performance was well above average in English and very high in mathematics and science. The school is adding very good value to the education of its pupils.

Pupils' personal qualities, including their spiritual, moral and social and cultural development, are **very good**. Pupils have very positive attitudes to school and behave very well during lessons and at other times. Pupils take on a number of responsibilities and show considerable pride in their school. Representatives of the pupils have good opportunities to express their views about the school and to contribute to decisions through the school council. Pupils in Year 6 are very well prepared for the next stage of their education. Attendance is well above average and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is **very good**. Teaching and learning are **very good** overall, with very good teaching and learning observed throughout the school in English, mathematics and science. The planning of lessons and teachers' knowledge of the subjects of the curriculum are very good. Teachers very effectively promote equality of opportunity and insist upon high standards of behaviour. The school provides good learning opportunities for all the pupils and offers very good support for learning outside the school day. There is a strong learning ethos. The provision for pupils with special educational needs is very good; these pupils are well supported and as a result they make very good progress in their learning and personal development. Assessment is used well to plan pupils' future learning. The care provided for pupils is very good. Partnership with parents is very good. Links with other schools and colleges are very good and there are good links with the community. The accommodation is unsatisfactory, with limited space in some classrooms and throughout the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. The headteacher is a very effective leader. She is enthusiastic and effectively motivates all those connected with the school. She has a clear vision for the future of the school that is shared with all staff and governors. Other key staff including the deputy headteacher, provide very effective leadership and management in their respective areas of responsibility. The overall management of the school is very good. Governance of the school is very good. The governors have a very good understanding of the strengths and weaknesses of the school and are committed to helping the school to move forward. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed very positive views about the school. They particularly commented on the good teaching and strength of leadership and management. Staff explain well how parents can help and pupils are progressing well. Some parents had concerns about the induction arrangements for children beginning at the school. Pupils have a very positive

view of the school; nearly all say that they are able to go to an adult with worries, they really like being at school and they know that they are expected to work hard.

IMPROVEMENTS NEEDED

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

- To improve the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good overall. All children in the Foundation Stage and pupils in Years 1 and 2 achieve well. Pupils in Years 3 to 6 achieve very well and standards are well above average in English, mathematics and science in Year 6.

Main strengths and weaknesses

- In the core subjects of English, mathematics and science, pupils achieve well in Years 1 and 2 and very well in Years 3 to 6.
- The pupils' successes arise from very good teaching and learning and very good leadership. There is a very positive learning ethos and all pupils are encouraged to do as well as they can.
- Higher attaining pupils are effectively catered for and achieve very well.
- Very good support is provided for pupils with special educational needs and they too achieve very well.

Commentary

1. Attainment on entry to the reception class is broadly average and varies each year. Children achieve well as a result of the very good planning to match activities with their needs. Some parents expressed concern with the arrangements made to introduce their children to school. However, inspection evidence indicates that the sessions offered to children in the year before they begin in the reception class contribute positively to their progress. Both higher attaining and lower attaining children achieve well, as do those with special educational needs, due to very good support. Children generally exceed the goals they are expected to reach in the areas of learning by the end of reception. An exception is physical development, where the lack of regular opportunities for outdoor play means the standard is lower. Their personal and social development is well above average.

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

Standards in:	School results	National results
Reading	16.7 (18.8)	15.8 (15.7)
Writing	15.7 (16.0)	14.6 (14.6)
Mathematics	16.4 (18.5)	16.2 (16.3)

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

2. Because of very good teaching pupils achieve well in Years 1 and 2. Small numbers of pupils are admitted to the school each year and careful efforts are successfully made to accommodate individual pupils' needs as they move from one age group to the next. Teachers and support staff ensure that time is taken to consolidate pupils' understanding in literacy and numeracy. Standards are above average in English, mathematics, science and ICT. Results in the national tests have fluctuated over the

last four years and in 2004 were average in reading and writing and below average in mathematics. The school has carefully analysed the outcomes of the tests and ensured that individual pupils receive the necessary support and challenge.

- Pupils in Years 3 to 6 achieve very well. This is because of the very high quality teaching, best characterised by very high expectations of work and behaviour and the effective use of assessment information to match tasks to individual needs. Pupils know that they are expected to work hard and have very positive attitudes to their learning. They are consistently encouraged to do as well as they can and to take responsibility for their own learning. Standards in Year 6 are well above average in English, mathematics and science and above average in ICT. In the main they have been well above average for three years and, over that period recorded results have often been in the top five percent in the country. The trend in the school's results in national tests at the end of Year 6 is above the national trend. High standards have been maintained since the time of the previous inspection.

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

Standards in:	School results	National results
English	30.4 (29.8)	26.9 (26.8)
Mathematics	31.5 (29.1)	27.0 (26.8)
Science	32.3 (28.8)	28.6 (28.6)

There were 16 pupils in the year group. Figures in brackets are for the previous year

- Higher attaining pupils are catered for effectively and they achieve very well. In the national tests in Year 6 in 2004 the number of pupils attaining the higher National Curriculum levels was well above average in English, mathematics and science. In mathematics and science the results place the school in the top five per cent in terms of the value added to pupils' education in these subjects. Observations during the inspection indicate that these pupils are being challenged at an appropriate level and that they are on course to do as well as they possibly can. The consistently very good quality of teaching contributes strongly to pupils' very good achievement. Teachers have high expectations of all their pupils, whilst at the same time presenting work at an appropriately challenging level and encouraging pupils to consider their own progress. The headteacher and assessment co-ordinator work together very effectively to monitor and evaluate pupils' progress and to ensure that lessons and activities are planned to effectively meet the learning needs of all pupils.
- Very good support is given to pupils with special educational needs, who achieve very well because their work is tailored to their individual needs and builds steadily on previous learning. Needs are identified early and teachers and support staff know and plan for them very effectively. Pupils with special educational needs are fully integrated into classroom activities and other pupils are very sensitive to their needs, helping them to achieve very well. The previous report judged the progress of pupils with special educational needs as satisfactory. Since then, the school has made very good improvement in the provision. All pupils are included very effectively with staff skilled in ensuring that all are included in lessons and activities and given the opportunity to contribute effectively.

Pupils' attitudes, values and other personal qualities

Pupils' attendance, attitudes and behaviour are very good, having a very positive impact on learning. This is enhanced by pupils' very good personal development, ensuring very good achievement.

Main strengths and weaknesses

- Attendance is well above average and contributes to very effective learning.
- Very good relationships ensure active learning in a very stimulating environment.
- A well established system of rewards and sanctions enables pupils to exercise self control and self discipline inside and beyond lessons.
- Pupils value their very good spiritual, moral, social and cultural experiences, which ensure they serve the school in a mature and responsible manner and grow into caring citizens.

Commentary

6. A very constructive partnership between pupils, staff and parents ensures very good attendance. Staff work very hard to ensure teaching and learning take place in a stimulating environment and pupils' achievements are valued. There are very effective procedures for investigating absences. Constructive support for all learners and parents is implemented quickly and efficiently.
7. Most pupils respond very effectively to teaching, both inside and beyond lessons. Their disciplined behaviour forms a very solid foundation for all learners, including those with special educational needs. As result of good teamwork most learners were observed working in an inquisitive, industrious and objective manner.
8. Pupils' spirit of enquiry was also evident beyond lessons; for example, when learning French after school and when working on computers during break time, which enhanced their language and ICT skills. These experiences continue to stimulate and motivate learning and support pupils' personal development, particularly cultural and social experiences. When in the company of adults, including visitors, pupils asked and answered questions in a sensitive, caring and objective way and this led to meaningful and constructive discussions. This interaction indicates that pupils are inspired by their teachers and value the contributions of others.
9. Around school pupils consistently observe the rules and move around in a disciplined way. They frequently show consideration for other users by caring for the school environment and equipment and keeping noise levels to an acceptable and tolerant level, especially when eating in the small dining area. In the playground most pupils use their leisure time wisely by using space well and playing and interacting in a friendly manner. Older pupils care for younger pupils and assist staff in discouraging inappropriate behaviour in a mature and responsible manner. The partnership between pupils and staff has ensured there have been no pupil exclusions and teaching and learning are enhanced by the positive harmonious environment.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.4
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

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

10. The underlying messages, promoted consistently through the school, about the importance of living together harmoniously and respecting others, make a real impact and are reinforced through reflection, assemblies, circle and story time and through social activities beyond lessons. This contributes powerfully to pupils' personal development, particularly their moral, spiritual, social and cultural development, all of which is very good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are very good overall. The curriculum is good and there are very good opportunities for enrichment. The care provided for pupils is very good. Partnership with parents and links with other schools and colleges are very good. Links with the community are good.

Teaching and learning

The overall quality of teaching and learning is very good overall. It is good in reception and very good in Years 1 and 2 and in Years 3 to 6. Assessment is used well to inform teaching and learning.

Main strengths and weaknesses

- Because staff know them well, pupils are very effectively encouraged and engaged; they apply themselves very well and have very positive attitudes to their learning.
- There are very good relationships between adults and pupils, with an insistence on very high standards of behaviour.
- Assessment is used well to plan lessons and pupils understand what they need to do to improve.
- Teachers have a very good knowledge of the subjects they teach.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	11	2	0	0	0

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

11. Teaching and learning are consistently good throughout the school with very good teaching in reception, Years 1 and 2 and Years 3 to 6. Teaching and learning are good in the Foundation Stage. Activities are well planned and organised in all of the six areas of learning. However the accommodation places some constraints on teaching and learning. A number of teaching areas are 'open plan', and the movement of pupils can disrupt other activities. There are limited opportunities for physical activities in the Foundation Stage. To their credit, pupils and teachers adapt well and overcome the difficulties well and the school has well advanced plans to improve the accommodation. In Years 1 and 2 teachers place a particular focus on ensuring pupils' clear understanding of basic concepts in numeracy and literacy and very effectively build upon the skills. In Years 3 to 6 pupils are effectively encouraged to share a responsibility for their own learning and to work towards targets for improvement.
12. The planning of lessons is very effective and teachers strive to interest pupils at the beginning of lessons and sustain their concentration throughout, employing a variety of strategies and effectively using interesting resources. In very good lessons where time is well managed, pupils work independently and do their own research after clear teacher explanation and appropriate pupil interaction. On occasion, when lessons were satisfactory, the teacher's explanation was over-long and pupils were unable to finish their tasks even though they were interested and keen to do so. Teachers are particularly good at using questions that are appropriate for individual pupils, based on good knowledge of their level of learning. Teachers make good use of assessment in their daily planning and frequently explain to the class that the aims of the current lesson reflect the good progress made in previous lessons. Where teaching is at its best pupils are included in considering: for example, in a mathematics lesson for pupils in Years 5 and 6 they considered whether the time allocated for a task was fair and what they would need to do to successfully carry out a problem solving exercise.

13. Parents and pupils rightly acknowledge the good quality of teaching and learning in the school, through their response to questionnaires. Teachers have established very good relationships with their pupils and frequently praise and encourage them. As a result there are high standards of behaviour and pupils know they have to work hard. Most lessons have shared good humour and teachers use activities effectively to generate excitement when teaching a particular concept. For example, in the Year 1 and 2 class pupils excitedly built towers including 'tens' and 'units' and searched for the matching written numbers. When teachers talk to the class at the beginning of lessons they are very skilful in encouraging all pupils to participate. Pupils speak confidently to the rest of the class, who listen well. This leads to a growth in self-esteem and their increased confidence is carried over into frequently high quality written and number work.
14. All the staff make very good provision for all pupils, regardless of ability, gender or special educational needs, in classroom activities, other activities and in homework tasks. Teachers often set independent research projects. In class resources are modified to meet specific needs. Individual educational plans for pupils with special educational needs are clear and detailed enough to be incorporated into general lesson plans. As a result, support staff successfully help these pupils to work through tasks set, and they fully benefit from the lesson. Marking is used well to assist individual progress by recognising achievements and indicates how progress can be made. Discussions with pupils indicate their clear understanding of targets for future improvements in English, mathematics and science. They are actively engaged in the process, talking about what the targets mean and what they need to do to improve. The targets are also shared with parents and this helps pupils to understand fully what it is they need to do and how they can do it.
15. All teaching staff have very good knowledge of the subjects they teach. This is evident in the quality of their explanations and in their use of questioning and intervention, which results in pupils explaining their reasoning or applying their knowledge to predict outcomes. This was seen in a Year 5 and 6 ICT lesson, where pupils successfully predicted the effects of their choices to be included in a 'PowerPoint' presentation they were constructing to present to younger children. Where interactive whiteboards are installed in classrooms they are used to good effect in lessons to illustrate points and to teach new skills. Speaking and listening are strongly encouraged amongst pupils; this contributes much to their confidence and self-esteem.

The curriculum

The curriculum is good and it is very well enriched by a wide range of extra-curricular activities and opportunities for learning outside the school day. Resources are satisfactory, but the accommodation is unsatisfactory, particularly for reception children.

Main strengths and weaknesses

- There range of learning activities in reception is constrained by the cramped accommodation.
- The curriculum for pupils in Years 3 to 6 is good, because it is organised well to provide a breadth and balance of learning opportunities.
- The curriculum is socially inclusive to ensure that there are no barriers to pupils' learning.

- Provision for pupils with special educational needs is very good, resulting in very good achievement for them.
- The curricular and extra-curricular activities successfully enrich pupils' learning.

Commentary

16. Whilst the opportunities for children in the reception class successfully promote the early learning goals the children have limited space, which they share with some Year 1 pupils. The cramped conditions for the children in this class limit the range of activities, such as exploration, play and investigations both inside and outside the classroom. For older pupils, space is limited in awkwardly designed classrooms, which places constraints on teaching and learning. The hall houses equipment and cupboards that protrude into the space for activities and inevitably limit movement. The school is eagerly awaiting planned improvements in the near future. When completed, additions to the accommodation will enable the school to provide further opportunities for teaching and learning both indoors and outdoors.
17. The school's curricular provision is broad and balanced, and fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The curriculum is socially inclusive and promotes very good equality of opportunities for all pupils. Planning for lessons is very good and ensures that pupils' knowledge and skills build progressively as they move through the school. Teachers identify and plan good links between subjects. Literacy, numeracy and science, for example, are well promoted in other subjects. ICT is beginning to be used well as a tool to aid teaching and learning across the curriculum.
18. Planning for pupils' personal, social, health and citizenship education is very good. Aspects are taught as discrete topics, but are also integrated into all subjects. The outcomes of the school's approach can be seen in the very good relationships that exist throughout the school and in pupils' understanding of their rights and responsibilities of living in a community.
19. The curriculum for pupils with special educational needs is very good, because it is very well adapted for their needs by means of individual education plans. The pupils are set appropriate targets and all staff are very effective in helping the pupils to access all areas of the curriculum. In consequence, there are no barriers to pupils' learning.
20. A very good range of visits and visitors enhance pupils' learning through first hand experience and very effectively support learning outside the school day. A very wide range of extra-curricular clubs provides further enrichment for the pupils. These include sporting activities such as football, cricket and judo, as well as French, chess and music. In addition, Years 5 and 6 participate in a residential visit to Wales, where they experience activities that support learning in science and in geography, for example. Through these, the pupils develop confidence and independence and build comradeships, qualities they can carry into their life.
21. There is a good match of teachers and support staff to the curriculum. A particular strength is the spirit of teamwork that binds the staff together to work for the benefit of all pupils. Resources are satisfactory overall and they are well used by the staff and pupils for teaching and learning.

Care, guidance and support

The school very effectively ensures the care, welfare, health and safety of all pupils. It provides very good support and guidance for all pupils, based on the very effective monitoring of their personal and academic development. Pupils' views are valued and they are very well involved in the life of the school.

Main strengths and weaknesses

- A very good induction programme ensures that young children settle quickly into school life.
- Pupils are respected and valued as individuals; their views are regularly sought and acted upon and the school promotes their interests very well.
- The school is a happy, safe and secure place for the pupils; supported by secure arrangements for health, safety and protection of the school community.

Commentary

22. The school council ensures pupils are treated equally and plays an active role in the work of the school. It provides pupils from Year 2 to 6 with opportunities to represent their peers and ensure their views and concerns are conveyed to staff and governors. This enables the school community to make informed choices about learning and ensure all learners are treated fairly and equally. It allows pupils the opportunity to raise issues affecting pupils' personal development - for example, bullying - and to explore ways of raising funds to enable pupils to enjoy their time in school. The council has raised a significant amount of money for indoor games to be used during wet playtimes.
23. The headteacher and staff are very good role models. Their consistent approach to promoting very good standards of behaviour, discipline and care for others encourages and achieves mutual respect, good communication and very good levels of cooperation and self discipline in the pupils. This very effectively promotes and supports the very good and trusting relationships seen throughout the school. Teachers ensure that every child has equal access to the learning opportunities on offer, and that they are fully included in all that the school has to offer, whatever their circumstances. This enables all pupils to have ownership and sense of belonging to the school and wider community.
24. The systems and procedures for introducing and settling new pupils into the school are clear and productive. Most parents are pleased with these arrangements and the way in which their children very quickly adapt to school routines because they are so well supported by staff and other pupils, who act as 'buddies' to show them the ropes. Pupils know who to turn to if they have problems, and feel confident about discussing the issues that affect them and their peers. All assessment information, academic and personal, is used very effectively to guide and support them through their life at this school while preparing them for the next stage of their education and life beyond school.

Partnership with parents, other schools and the community

Parents enjoy a very good, productive relationship with the school. This very effectively supports the schools' work with other schools and good links with the wider community.

Main strengths and weaknesses

- Parents enjoy learning with their children and this very effectively supports pupils' achievement and their personal development.
- The school regularly seeks parents' views and works very hard to involve them in their children's learning.
- Very good links with other schools and good links with the wider community contribute very well to pupils' learning and personal development.

Commentary

25. Parents are actively encouraged by the senior management team, governors, pupils and the Friends of the school to support learning in the school and community. Parent helpers regularly support teaching and learning in lessons and educational visits by providing funding and giving time. The Friends of the school organise and run events such as school fairs and pupil discos to encourage pupils, parents and staff to meet socially and fund various learning events. These arrangements ensure pupils learn alongside adults and learn to serve and value their school and wider community.
26. The school enjoys a constructive relationship with the wider community and this supports pupils' achievement and personal development. Very strong links with other schools and colleges support teaching and learning; for example, a specialist music teacher and two gym teachers from the high school assist with coaching juniors each week. Pupils take part in football, netball, rounders, cross country running and kwik cricket tournaments with other primary schools. The headteacher is mentoring a new head from a school in Chorley and sharing vast experience to promote the profession.
27. The school nurse is actively involved in teaching and supporting the sex education programme and advises the school and parents on a healthy eating programme. Artists and musicians visit the school to promote the pupils' own and other cultures. The local brownies and cub scout group use the school premises. Through the effective work of a visiting theatre group the school is able to share stories from other ethnic cultures.

LEADERSHIP AND MANAGEMENT

The governance of the school and leadership by the headteacher are very good. The school is very well managed and leadership by other key staff is very good.

Main strengths and weaknesses

- The headteacher has very high aspirations for the pupils and strives to maintain high standards.
- The deputy headteacher makes a significant contribution to developing subjects of the curriculum.
- There is a strong sense of teamwork with very good leadership and management embedded throughout the school.
- Governors are very well informed and clearly influence the school's work and development.

- Whilst the school carefully uses the available accommodation, there is a need for more space in classrooms.

Commentary

28. The headteacher, working very well with all staff, has been very successful in creating a stimulating environment where high standards are reached and where pupils enjoy their learning. There is a strong sense of teamwork and all adults subscribe to the school's vision and ethos. This involves a firm commitment to inclusion and all pupils have opportunities to be involved in all activities. The headteacher is constantly seeking to maintain and improve very high standards and is effective in utilising school finances to get the best value from purchases, carefully considering whether they will support this drive. In particular she has involved a number of visitors to the school to teach various areas of the curriculum in an interesting and exciting way. For example, during the inspection a visiting teacher of music offered sessions to the whole school, enabling the school's members of staff to effectively learn from the approach.
29. The headteacher's strategic planning reflects the school's goals and she is aware of the need to address accommodation issues. Shortage of space is a regular consideration but staff carefully organise the use of the space available. Movement through some classroom areas can cause distraction, however pupils are thoughtful about their movements and activities – thinking of the needs of others. This means that the effect on pupils' learning is being minimised. Discussions have been held with representatives of the local education authority to improve the accommodation, and current plans indicate a start on building works in the spring term, 2005. The headteacher is supported by a very dedicated staff team. She promotes effective interpersonal relationships and a strong commitment to staff development. The good quality of teaching and learning at the time of the previous inspection has been improved and is now very good. Staff work very well together and all are valued. Consultation with parents, pupils, staff and governors is a strong feature of decision-making.
30. The headteacher works closely with the deputy headteacher, who very successfully leads curriculum developments. Because of this very good quality leadership the school has been able to successfully introduce and maintain the national literacy and numeracy strategies, develop its science teaching and keep pace with improvement in ICT. The deputy headteacher motivates staff well and they are encouraged to develop their skills and competencies through well focused continuous professional development. Like the headteacher he is committed to the school and its community. His teaching and effective subject co-ordination provide very good role models. The high aspirations of the headteacher, who is the special educational needs co-ordinator, have ensured very good provision for pupils with special educational needs. She manages this area very well. As a result, the needs of all pupils are very well met.
31. The assessment co-ordinator very effectively analyses the school's attainment data and tracks individual progress thoroughly, sharing the information well with colleagues. All staff have considerable responsibilities for subject development and are given time to monitor and evaluate progress. They work together very well, assisting each other across a wide range of areas. Information they gather informs the school's development plan well. Teaching assistants have well defined responsibilities and work effectively with specific pupils and with groups of pupils, successfully contributing to their assessment. The school has some very capable volunteers who are well organised to contribute effectively in lessons, supporting pupils' learning well.

32. The governing body uses its expertise to support the school but is also prepared to challenge it. Governors tackle difficult issues, such as staffing and resources, objectively. They are actively involved in the school's self evaluation and play a full part in determining its future direction. They have responded well to the issues of the previous inspection and carefully monitored the school's improvement. They challenge well, asking pertinent questions about the attainment of pupils in particular subjects, and have a very good knowledge of the trends in pupils' attainment and the performance of different groups of pupils. They ensure that all their duties are carried out effectively. They have a very good understanding of the accommodation issues faced by the school and are active in seeking improvements. The headteacher and chair are determined to provide pupils with the necessary skills that will enable them to develop fully. This teamwork contributes positively to the maintenance of very high standards.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	308,252
Total expenditure	302,903
Expenditure per pupil	2,752

Balances (£)	
Balance from previous year	4,368
Balance carried forward to the next year	9,717

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision in the Foundation Stage is good. This constitutes good improvement since the previous inspection. The only significant weakness is the unsatisfactory accommodation, which is to be rectified shortly. Leadership and management are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well through the very good teaching they receive.
- Teachers and staff ensure that all children feel secure, valued and included.
- The accommodation places constraints on teaching and learning.

Commentary

34. Children achieve very well through the very good teaching they receive. Consequently, they exceed the early learning goals in the reception year. The staff ensure that all children feel included, secure and valued. They all matter to staff, who have high expectations of their behaviour and of learning. Consequently, there is mutual respect. Children behave very well and take responsibilities when organising their play. In the 'doctor's surgery', for example, the children undertake different roles and show that they understand the rules for working and playing together. The staff participate in children's role-play and listen and comment on what they say, in order to challenge their thinking and understanding further.
35. During the inspection, the children were often observed to be completely engrossed in their activities, concentrating hard and working independently in the adjoining areas, without adults' direct supervision. They amicably share resources and show enthusiasm for their learning. This is the direct result of the attention staff give to this crucial area of children's development. The present cramped conditions and the unheated adjoining area currently used for teaching and learning limit children's opportunities to experience all aspects of this area of learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well because staff are particularly skilled in developing children's language skills.
- The staff strongly emphasise language skills in all activities.

Commentary

36. Children achieve well in their communication, language and literacy through the skilful teaching they receive in the reception class. The staff provide very good opportunities for talk and for modelling of sentences, through the high quality of their commentary. They seized opportunities to extend children's language skills, for example, through questioning the doctor to explain the function of each instrument to the patient. The children delighted in their play and soon 'diagnosed' the teacher's ailments, in considerable detail. The teacher made very good links with literacy, by asking the children to check the appointments box, for example, when there was a clash of bookings.
37. The teachers use numerous strategies to teach language and literacy, such as play. Children wear a mask or other headgear and join in with repetitive parts when they read a story and write their own versions. Phonics are very well taught and children acquire good habits of letter formation. The teachers use a modified literacy session, but do not introduce it too soon in children's language development. The assessment they make of children's progress is carefully used to inform planning of teaching and learning. A particular strength is the support given to groups of different abilities to enable the children to learn.
38. The very strong focus on language development can be seen in all activities. When a mother brings her young baby into the class, the children eagerly ask questions about the baby's care and development. They make puppets and talk about the most suitable ways of making joining materials. The children eagerly use the puppets to create stories to tell adults or to each other. All these factors make a positive contribution to children's learning and result in children exceeding the early learning goals by the time they reach Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching of mathematical language and skills is good; consequently children achieve well.
- Children learn through practical activities, which their teachers plan carefully to ensure maximum progress.

Commentary

39. Through good teaching, children achieve well and make good learning gains in their mathematical development. They exceed the early learning goals. Despite the limitations imposed by the accommodation, teachers plan imaginatively and resource good practical activities to give the children hands-on experience which leads the children to understand shape, size, weight and capacity. There is also a very strong focus on numeracy. The staff seize many opportunities to point to numbers, for instance, singing number songs or checking the clock to enable the children to match the doctor's appointment to the time shown. The regular play with construction kits enables the children to see different shapes, how they fit together, how heavy they are and how to make patterns with them.

40. By careful observation, the staff track where children are in relation to the mathematical stepping-stones. They plan accordingly and match tasks to the stage of children's learning. In a very good lesson observed during the inspection, the teacher provided the children with practical activities to enable them to understand ordinal numbers. Following assessment and evaluation of what the children learned, the teacher decided on other games and activities to consolidate understanding. The teacher's sensitive and encouraging manner and skilful questioning helped the children to persevere with their activities and to deepen their understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well and exceed the early learning goals.
- Teaching and learning are good. Teachers successfully overcome the limitations imposed by the accommodation.

Commentary

41. Children achieve well in knowledge and understanding of the world and consequently exceed the early learning goals. Their curiosity is stimulated through the activities provided for them. The children marvel, for example, at the patterns they see when they examine their fingertips through a magnifying glass. They eagerly ask questions about caring for a cat when a parent brings one in for them to study. The children enthusiastically explore magnets and are beginning to make early scientific conclusions as to which materials will adhere to it. They are excited about the new interactive whiteboard, which they use to access reading or to participate in other learning activities. The children use a computer program to paint illustrations.
42. Teaching of knowledge and understanding of the world is good. Children were observed making bubbles from soap flakes and using a whisk, commenting on the way they can make more froth if they whisk faster. Children eat fruit and recognise this as healthy eating. They have visitors such as the fire service, police, school nurse and parents to enrich their learning opportunities. Photographic evidence shows that children learn about other cultures and faiths such as Islam, when visitors talked about being a Muslim. Staff work very hard to overcome the limitations in activities imposed by the cramped accommodation, both indoors and outdoors.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is good teaching but the accommodation limits the range of activities, both indoors and outside.
- Children achieve well in the areas of learning currently possible.

Commentary

43. The teachers provide the children with as many opportunities as possible within the limitations imposed by the accommodation. There is no developed outdoor learning environment for this area of children's learning. This significantly limits the opportunities for children to develop specific skills through play, games equipment and portable climbing equipment. Children use a variety of small equipment like scissors and malleable materials within the limitations of their classroom. They use the hall for dance and for physical activities, and in these, children achieve well. In addition, teachers plan carefully to use the available space to maximise learning. Children are on course to reach the appropriate level by Year 1. Good examples are seen in the way children make transport models or use construction kits to make an aeroplane.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are provided with good opportunities to develop creativity.
- Teachers very effectively make best use of the limited accommodation.

Commentary

44. Children are provided with a good range of activities to enable them to develop their imaginative responses. Consequently, they exceed the early learning goal. Teachers make best use of the available space, but there are limitations imposed by the accommodation. For example, children cannot explore musical instruments in their own area, as it is an open plan classroom that also accommodates the Years 1 and 2 class. The adjoining area is unheated and therefore cannot be used for any length of time for activities. Nevertheless, there is evidence of stimulating activities that the teachers plan for their children. Children participate in activities such as a dance session, to build a shape sequence. Imaginative play, such as shopping, encourages mathematical understanding and language skills. Children's imaginations are successfully engaged when they make up their own game, as evidenced in making a tower or a barrier inside a tunnel for others to knock down. Children make up their own stories and eagerly re-tell them to the teachers and other children. They are on course to exceed the early learning goals in this area of learning by the time they reach Year 1 and are achieving well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average for the current Year 2, but well above average for Year 6.
- Teaching and learning are very good throughout the school.
- Pupils have very good attitudes to their learning and achieve very well.
- More use of ICT could be made to support teaching and learning in the subject.

- Leadership and management are good.

Commentary

45. Standards for pupils in Year 2 are above average, but in Year 6, they are well above average. Pupils' achievements are very good over their time at Coupe Green Primary School. Teaching and learning are very good throughout the school. In addition, pupils' attitudes and their exemplary behaviour contribute to their overall very good achievements. Pupils with special educational needs also achieve very well through the very effective and skilful support they receive from the staff.
46. Standards in *speaking and listening* are above average in Year 2 and well above average in Year 6. Pupils listen attentively to their teachers and classroom assistants and are eager to answer questions. In a very good lesson in the mixed Year 1 and 2 class, the pupils confidently communicated their ideas when discussing the functions of a dictionary, for example. The excellent relationships that exist between the teacher and the pupils ensure that the pupils are involved because they know that their contributions are valued. Older pupils, in Year 3 and 4, eagerly offer explanations for words and roots, such as 'vain comes from vanity'. The teacher of the oldest pupils very effectively enables them to acquire new vocabulary and to articulate meaning and understanding. He uses a variety of strategies for this purpose, including pupils posing questions for others to answer.
47. Standards in *reading* are above average in Year 2 and well above average in Years 5 and 6. A significant proportion of pupils in Year 2 read at the higher levels. Throughout the school, pupils enjoy reading and read books for pleasure. They talk enthusiastically about the books they have read and regularly borrow books from the public library. The pupils know how to access information from the Internet, from books and other sources, for example, and they are know and understand the library system. Year 6 pupils are secure in the higher order reading skills such as skimming and scanning the text for information, or comparing and collating information efficiently. These skills enable the pupils to learn very well across other subjects.
48. Standards in *writing* are above average in Year 2 and well above average in Year 6. Pupils in Year 2 write for numerous purposes, including film reviews. Their sentences are well extended, with generally correct spelling and a good range of punctuation marks being used. Many of the pupils write in joined script. Their letters are very well formed and of even size. Presentation is good. Year 6 pupils organise their writing in paragraphs, which are very well formed. Pupils' spelling of complex words is accurate and handwriting is clear, in joined script and in ink. Presentation is very good. The pupils in both Years 5 and 6 show writing that is varied and interesting. Moreover, their writing is successfully adapted for different readers and pupils use a more formal style where appropriate. A very good example was seen in a letter to the editor, about 'Improving our World'. From all evidence available, it is clear that English contributes very well to pupils' spiritual, moral, social and cultural development.
49. Teaching and learning of English are very good throughout the school. Teachers and support staff are enthusiastic about their work and share that enthusiasm with their pupils. The pupils thoroughly enjoy words and expressions and are often observed experimenting and exploring meaning, to make their writing more thoughtful and expressive. They are enabled in this by the teachers' love of the subject. Years 5 and 6 pupils, for example, sat entranced, listening to the teacher's presentation of *The Silver Sword*. This session had a spiritual dimension to it. A particular strength of this very

effective lesson was the number of strategies that the teacher used, which very effectively deepened pupils' understanding. The pupils undertook the roles of various characters, for others to interview. Pupils asked relevant questions such as, '*Did you feel shocked when the you found that the house was ruined?*'

50. Classroom assistants make a very good contribution to pupils' learning. They have excellent relationships with their pupils, as seen in the lively interaction and the effective support they provide for the pupils with special educational needs. A very good example was seen in Year 6, when the support assistant contributed very well to the pupils' learning and overall achievement by posing skilful questions to encourage talk. As a result, the pupils were able to deepen their understanding of the key points of the advertising texts.
51. While there was some use being made of ICT in lessons and for activities such as production of a school newspaper, more use could be made on a regular basis to support teaching and learning of English. Resources are satisfactory overall, with the school supplementing them with the book loans from the local library. Nevertheless, resources are well used by staff and pupils for teaching and for learning, but in need of replenishment.
52. Leadership and management are good overall. While the co-ordinator monitors class displays and samples pupils' work annually, the head rigorously monitors standards, teaching and learning, and planning, and takes action to ensure that high standards are maintained. The deputy head very effectively supports these high aspirations and leads by example in his teaching.

Language and literacy across the curriculum

53. Teachers and support staff provide very many opportunities to develop language in other subjects. Year 2 pupils write accounts of the lives of Mary Seacole or Florence Nightingale. Detailed discussions of issues such as taking responsibilities and class rules contribute to pupils' understanding of living in a community. In a science experiment in Years 5 and 6, the pupils give very good explanations, using correct terms such as *variable factors*, and provide reasons for the methods of constructing their own experiment, while investigating sight. There is very good emphasis throughout the school on developing pupils' literacy skills by reading and writing across the curriculum. Homework, set regularly, effectively supports this learning.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very good teaching throughout the school makes mathematics relevant to pupils' experiences.
- Assessments are thorough and help match tasks closely to the needs of all pupils. Teachers know their pupils well.
- Pupils successfully build up their knowledge and skills securely, particularly through investigational activities. They are encouraged very well to think independently and to use their own strategies to solve problems.

Commentary

54. National test results at the end of Year 2 were average in 2004 and reflect a relatively lower starting point, on entry to the school, for that group of pupils. Inspection evidence indicates that standards are now above average in Year 2. This represents good achievement because pupils generally enter the school with average attainment. The results in 2004 at the end of Year 6 were well above average, both nationally and in comparison with those for similar schools. They placed the school in the top five per cent in the country. This shows very good achievement and shows an improvement on the above average standards found at the time of the last inspection. Pupils in the current Year 6 continue to achieve very well and work at standards well above average.
55. The quality of teaching and learning is very good in Years 1 and 2 and also very good in Years 3 to 6. An important factor in the improvement in standards from above average to well above average is the balanced presentation of all strands of the subject and especially the emphasis given to using and applying mathematics. Teachers ask questions well and encourage pupils to explain their reasoning. Time is spent in Years 1 and 2 carefully consolidating basic concepts and reinforcing pupils' understanding. Mental agility is fostered by number games so that pupils learn to think quickly and use what they have learned before in practical situations. Teachers effectively develop pupils' skills through practical activities. These are usually taken from realistic situations so that pupils see that what they are learning is important in the world in which they live. Pupils in Year 2, for example, learnt that each digit in a number represents a particular group of objects. Pupils in Year 6 were interested in calculating how many ways pentominoes and tetrominoes can be drawn and constructed and how the resulting shapes might be used. Because they were encouraged to explain their strategy for calculating solutions they referred to practical applications, for example sharing things and discussing solutions together.
56. The subject is led and managed very well. This is illustrated by the very good system of assessments using statutory and non-statutory tests, which are closely analysed by the co-ordinator and shared with all staff. Lessons are monitored regularly and all the information gathered is used very effectively to help plan work to suit all groups of pupils. Pupils with special educational needs are very well supported by support staff so that they play a full part in lessons. Higher attaining pupils in Years 5 and 6 benefit from very good links with the secondary school and sometimes tackle much more demanding work than is usual at their age. All pupils are equally included in activities because of the teachers' very good knowledge of their progress. The very good teaching and provision for pupils of all abilities has contributed to improvement in standards and represents a good improvement since the last inspection.

Mathematics across the curriculum

57. The school introduces numeracy well into other subjects and reinforces the relevance of mathematics to all areas of life. Pupils in Year 2 readily related their calculations in drawing pictures representing balanced diets, in science. Pupils in Years 3 and 4 considered the popularity of different products and types of employment in geography. Pupils in Years 5 and 6 effectively used mathematical calculations to consider fair tests in science. Tasks, therefore, made more sense. ICT is used by small groups of pupils to support and extend their learning in classrooms; for example pupils in Year 3 and Year 4 transferring their survey data into a computer program and representing the information in graphs. Mathematics is used well.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- There is a very good balance between all strands of the subject.
- Pupils are encouraged to use an investigational approach to the subject and are encouraged to question the results of their investigations.
- Teachers have a very good understanding of the levels at which pupils are working and plan lessons accordingly. Work is well matched to pupils' needs.

Commentary

58. There has been a good improvement since the last inspection, when standards were above average by Year 2 and Year 6. The trend in results has been upward over the last four years and standards remain above average by Year 2 and have improved to well above average by Year 6. The results of National Curriculum tests have mostly been well above both national and similar schools averages. The 2004 test results place the school in the top five per cent in the country. This represents very good achievement because pupils enter the school with broadly average attainment. Standards in the current Year 6 reflect those of the last four years, and are well above average, standards in the current Year 2 are above average.
59. This is the result of very good teaching in Years 1 and 2 and in Years 3 to 6, which enables pupils to learn well through interesting first-hand experiences. The investigational and 'hands-on' approach engages their desire to find out things. The excitement of discovery enables them to understand new concepts and skills with enthusiasm and this in turn helps them retain and apply their knowledge and understanding. Pupils in Year 6, for example, had the opportunity to consider how effectively our eyes help us to see things, in different circumstances. Through practical applications the teacher presented studies as relevant and useful in real life, so pupils based their predictions on real experiences and sensible ideas. For example, pupils considered their own experiments and how they would need to repeat them to make sure their results were reliable. Pupils in Years 3 and 4 were motivated well in considering different materials and their properties. They were encouraged to devise sensible experiments of their own to support their evaluations with precise observations, clearly expressed using appropriate scientific vocabulary.
60. Pupils' achievement results from a suitable level of challenge. Lessons successfully contain all strands of the National Curriculum programme. Pupils with special educational needs have the support of very well-briefed support staff who make sure that questions are within their capabilities but always require plenty of thinking. All pupils are effectively included in activities and investigations. The books of higher attaining pupils show that the level of detail required of them is high and they must regularly contend with extended work that makes for more complex answers.
61. Teachers have a good grasp of all aspects of the subject. Very good subject leadership and management also help to ensure that the different parts of the good curriculum receive equal attention. Adults work well together as an effective team.

Lesson planning is regularly monitored and lessons are sampled. As a result good progress has been made since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The co-ordinator provides good leadership and management of the subject.
- Teachers are confident in using the equipment and use questioning and intervention effectively to take pupils' learning forward.
- The school is planning effectively to develop its ICT resources as part of the plans for building extensions.
- Good links are made with other subjects of the curriculum.

Commentary

62. By Year 2 and Year 6 pupils' standards are above average. Leadership and management of the subject are good. Similar standards were evident at the time of the previous inspection but improvement has been good, since the school has kept pace with considerable changes in ICT since that time. The co-ordinator is introducing effective systems to monitor and track pupils' progress as they move through the school. She has monitored colleagues' planning for the subject and offered advice about many aspects of a rapidly developing subject area. There are very good links with a partner high school, designated a technology college, giving older pupils opportunities to extend their skills. Pupils achieve well and standards are on course to improve.
63. Resources for the subject are good and include interactive whiteboards in three of the four classrooms, with computers based in classrooms. All the computers are suitably linked to the internet. The school has appropriate procedures to ensure pupils' safety when pupils access different internet web sites. As part of the plans to extend accommodation additional computers are to be provided, with an additional interactive whiteboard. It is planned to give all pupils access to interactive facilities and extend the possible use of ICT in other subjects of the curriculum.
64. The quality of teaching and learning is good. In lessons seen all teaching staff displayed secure subject knowledge and used ICT equipment well. All teachers used questioning and intervention effectively in lessons to help pupils grasp a particular technique to help take their learning forward. This was demonstrated in a lesson for pupils in Years 5 and 6 when the teacher used the interactive whiteboard to show pupils how to use different backgrounds and animated text for their PowerPoint presentation. The pupils eagerly incorporated the techniques into their work as they prepared presentations for younger pupils. When pupils are working with computers they treat them with respect, and allow other pupils to use them when they have completed their task. Computers in classrooms are used well to reinforce what has been learned and are used in different areas of the curriculum. For instance, in a Year 1 and 2 group pupils successfully used the computer to reinforce their work in ordering words according to the letters of the alphabet.

Information and communication technology across the curriculum

65. ICT is used effectively to support pupils' learning in a number of subjects. For instance, in literacy a number of Year 6 pupils worked very effectively to construct a school newspaper, including text and pictures. Pupils' work on display around the school illustrates the use of ICT to present the outcomes of science investigations in graphs and tables, and the presentation of forms of art, using computer software.

HUMANITIES

Work was sampled in geography, history and religious education.

66. Because of timetabling it was not possible to see any lessons in **religious education**, but discussions with pupils and with the subject co-ordinator show that subject planning is based on the locally agreed syllabus. Scrutiny of pupils' books indicates that they present work well and that lessons have been planned to meet the differing needs of all pupils. The work illustrates a number of aspects of the curriculum and pupils in Years 5 and 6 have studied many of the Christian stories and also examined other faiths, for example Islam, at an appropriate level. The subject effectively contributes to pupils' learning about cultures other than their own. There is a good range of artefacts that help pupils to understand the major world religions. Pupils' moral development benefits from the subject's strong links with the personal, social and health education development programme. For example, they look at the nature of human relationships by considering how we care for each other and respect the feelings of others. Effective links with other subjects were illustrated in an assembly learning about history and how events can be related to the passage of time.
67. In **geography**, scrutiny of teachers' planning shows that over the course of a year, pupils satisfactorily cover the curriculum expected for their age. Younger pupils' study focuses on the British Isles, and older pupils extend their geographical skills to include mapping. All Year 6 pupils are enabled to deepen their understanding through residential visit to Wales, for example. They learn to compare and to contrast localities with St. Lucia. There are good links with literacy and history.
68. In **history**, pupils study a good range of topics during their time at the school. There are links with other subjects, including some use of ICT, where the pupils research information about a variety of topics. There is a satisfactory coverage of history. The subject is successfully enriched through visits to places such as Chester and theatre groups invited to the school. These are particularly effective in enabling the pupils to understand aspects of their history, because they actively participate in these productions. In a discussion with Year 6, one pupil concluded that the '*theatre presentations help us to understand how people lived*'.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in art & design, design & technology, music and physical education.

69. In **art and design**, planning shows that over the course of the year, sufficient attention is given to ensuring that the curriculum is appropriately covered. Pupils have used an ICT program well to draw and paint pictures from Year 1 to Year 6. They learn to sketch and to do observational drawing using a variety of resources. Art and design is often linked to other subjects such as history; in making mosaics, for example, as part of their study of the Romans in Year 5 and 6.

70. Displays of pupils' work in **design and technology** suggest an appropriate curriculum. One lesson was observed during the inspection. Teaching and learning were good and pupils' attitudes to the subject very positive. Pupils in Year 1 were selecting and joining materials to make a moveable puppet character, based on a story from their literacy lessons. The scrutiny of pupils' books and work indicates that they consider various forms of design and how their designs might be improved, and also evaluate their finished products. Examination of planning, evaluation of previous work and discussions with staff indicate that an appropriately wide range of experiences are provided in the subject. The school effectively uses the teaching expertise of the deputy headteacher to teach the subject to other classes, whilst other teachers use their skills to teach other subjects to the Year 5 and Year 6 class.
71. In **music**, there are many opportunities for pupils to undertake instrumental tuition, for which parents pay. Music is regularly taught as part of the curriculum. Pupils are introduced to a variety of composers through which they learn about different times and cultures, such as Russian or African. In addition, the head has recently set up effective professional development for staff by engaging a specialist teacher from the music service. During the inspection, the teacher was observed providing very effective music sessions with combined classes, to enable the staff to extend their skills of teaching music. The pupils thoroughly enjoyed participating in these activities.
72. The scheme of work in **physical education** covers all aspects of the subject, including provision for outdoor adventurous activities for older pupils. A range of good quality sporting opportunities is offered to pupils outside normal lesson times. These include football, netball, cross-country running, judo, rounders, yoga, athletics and kwik cricket. School teams compete in a number of sports competitions with other local schools. Pupils with particular talent are identified and nurtured, for example, some boys currently have the opportunity to train with a local professional football club. All pupils have the opportunity to take part in swimming and most have achieved the expected 25 metres standard by the time they leave the school. Indoor accommodation is small and limits activities. Teachers are sensitive to this issue and plan activities that maximize the use of the space. Outdoor facilities are good, with considerable suitably surfaced areas. Pupils in Years 5 and 6 take part in an annual residential visit to North Wales which effectively incorporates a number of adventurous outdoor activities. The co-ordinator leads and manages the subject well. Resources for the subject are of good quality.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Work was sampled.

73. Planning for pupils' personal, social and health education and citizenship is very good. The outcomes of the school approach are clearly seen in the very good attitudes and the exemplary behaviour of the pupils. The impact of these arrangements can also be seen in the very good personal development of the pupils and the very good relationships that exist throughout the school. Pupils understand that they are already citizens, and that they have not only rights, but also responsibilities. They very effectively undertake their roles as members of the school council and exercise these roles for the benefit of the school and its community. The pupils raise funds, for example, for specific causes decided by the pupils. Each subject contributes well to the development of this area. In addition, each class holds circle time regularly, when the pupils can be involved in discussions on a variety of subjects. The plan for emotional development, involving some input from the local nurse, makes an additional

contribution to pupils' personal development. The lesson observed in Years 5 and 6 was very good, in that it helped the pupils to understand how they can make a difference in creating a fair, considerate and welcoming environment in their school. The pupils can carry these skills into the adult life. In consequence, the school prepares them very well for later stages of education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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