

INSPECTION REPORT

DEEPDALE JUNIOR SCHOOL

Preston

LEA area: Lancashire

Unique reference number: 119227

Headteacher: Mr Gary McKeon

Lead inspector: Dr. Alan Jarvis

Dates of inspection: 7th – 10th February 2005

Inspection number: 266724

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior school
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	332
School address:	St. Stephen's Road Preston
Postcode:	PR1 6TD
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Appropriate authority:	The governing body
Name of chair of governors:	Miss S Heys

Date of previous 11th January 1999 inspection:

CHARACTERISTICS OF THE SCHOOL

Deepdale Junior School is larger than most primary schools and educates boys and girls between the ages of seven and eleven. Currently there are slightly more boys than girls, especially in Years 3 and 5. Most pupils live close to the school, which is in an area of social and economic deprivation. The most striking feature is the very high proportion of pupils who speak English as an additional language (approximately four out of five), of whom about a quarter are at an early stage of acquiring English. The most common home languages are Gujarati, Urdu and Panjabi although twelve languages in total are represented. The school receives special funding to help to support the large numbers of pupils at various stages of learning English as an additional language. Around two thirds of pupils are from an Indian heritage background. The largest other groups of pupils come from White British or Pakistani backgrounds, with pupils from Caribbean backgrounds also being represented. Currently, there are 5 pupils whose parents are seeking asylum. No pupils are in public care. Overall, the pupils' socio-economic backgrounds are well below average, although there is some spread of advantage. The percentage of pupils claiming free school meals is above average. Attainment on entry varies year by year. It is mostly below average but was well below average for the current Year 6 and average for the current Year 3. An average proportion of pupils enters or leaves the school in any one year. Some pupils undertake extended leave to visit relatives in other countries. An average proportion of pupils have a special educational need; an above average proportion are supported via a statement of special educational needs. Pupils' special needs include specific needs such as dyslexia or moderate learning, speech and communication or

physical difficulties. The school has very close links with the nearby secondary school, Moor Park High School, and Deepdale Infant School. The school helps train teachers from St. Martin's College, Lancaster. It is involved with a number of local and national initiatives to help support better achievement. Most notable are the "Preston Excellence in Cities Initiative", "EAL Pilot Project" and "School Sports Co-ordinator Programme". It has been awarded a number of important awards in the past four years such as an "Investors in People" employer (2002), "Healthy School" award (2003), "Basic Skills Quality Mark 2" (2004) and "Activemark" (2004).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2711	Dr. Alan Jarvis	Lead inspector	Science Information and communication technology
9986	Bill Twiss	Lay inspector	
8316	Jozefa O'Hare	Team inspector	English Religious education Music Physical education Special educational needs
22092	Derek Watts	Team inspector	Mathematics Design and technology English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Deepdale Junior School is a good school. Value for money is good. Achievement is good across many subjects. This is because of consistently effective teaching and a good curriculum. Extra support is well targeted towards those pupils who need help with their language development or have a special educational need. Pupils who start at an early stage of acquisition of English do exceptionally well but some White British pupils underachieve. Leadership and management are strong and well developed at all levels. This ensures the school runs well, is in good heart and is constantly improving. It is very inclusive and rightly well regarded by the community it serves.

The school's main strengths and weaknesses are:

- Racial harmony is excellent and pupils feel very secure, enjoy their school lives and flourish.
- Attendance is unsatisfactory as too many pupils go for extended holidays in term time.
- Pupils' very good attitudes and behaviour considerably help their good achievement.
- Pupils are very proud of their different backgrounds and are very interested in other cultures.
- Aspects of the non-classroom accommodation are unsatisfactory, but do not affect standards.
- Links with the community and fruitful partnerships with other schools are both very good.
- Financial planning is very good and money is being carefully spent to make a difference.

There has been good all-round improvement since the last inspection. Standards have risen faster than the national trend. This has resulted in a firm upward trend in achievement. Teaching, the curriculum, governance and leadership and management are all improved. Past weaknesses in financial management, development planning, governance, monitoring of performance and provision in information and communication technology (ICT) have all been considerably strengthened but attendance has not improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	E	C	C
Mathematics	C	E	C	C
Science	D	E	C	C

*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.*

These results show a dip in performance in 2003, when the school had no permanent headteacher. However, results picked up strongly in 2004, where the average standards were a step above those on entry. This shows the good achievement of this group of pupils.

Performance was in line with similar schools but this was an improvement compared with that on entry. Overall, **achievement is good** and especially for the many pupils of an Indian background or who speak English as an additional language (EAL). This year standards are not as high. They are below average in English and mathematics. However, the current Year 6 pupils are achieving well as they entered with standards that were well below average. Achievement is good in science, ICT, religious education, design and technology, music and physical education, where standards are average. There are minor areas for further improvement in most subjects which, if addressed well, would strengthen the already good achievement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Pupils are confident and self-assured by the time they leave school. Attitudes and behaviour are very good. Attendance is unsatisfactory but most pupils arrive on time to school.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. The most distinctive feature is the high proportion of consistently good teaching across years and subjects which supports the good achievement. The challenge now is to provide more which is very good to make achievement even higher. Teaching and learning are strongest in English and in Years 5 and 6. Pupils with special educational needs or at an early stage of acquisition of English are supported well in their learning. Learning is helped by the very strong emphasis on developing vocabulary and speaking skills across all subjects and pupils' very good attitudes to learning. Thorough assessment helps teachers focus sharply on how well pupils are doing, especially in English and mathematics.

The curriculum is consistently well planned and promotes good achievement. A wide range of extra activities enrich the curriculum, particularly sport. High levels of support staff, including many bilingual teaching assistants, ensure that the needs of individual pupils are met well. Classroom accommodation, including a well equipped ICT suite, is good. However, the age of the buildings means that some aspects of the accommodation still require improvement. The governors have set out a clear plan to address these over the next two years. The curriculum prepares pupils very well for secondary school, helped by the very good links with Moor Park High School. An enthusiastic and effective school council ensures pupils are involved in developments. Other key strengths include the very good links with the community and very effective attention paid to pupils' care, welfare and health and safety. Parents are well informed and support their children at home but more could help in school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher, supported by his able deputy, has harnessed the potential of the staff and established a clear vision for the future. There is a good climate for learning and improvement. Subject leadership and management are consistently good with staff evaluating their areas well and using their findings effectively. Developments are thought out well and systematic monitoring has helped improved teaching. However, both could be sharper still. Now that consistently good teaching and an effective curriculum have been established, the school is well placed to take the necessary steps to become a very good school. The school makes a very effective contribution to training trainee teachers. Provision for EAL pupils and those with a special educational need is effectively led and managed. The governors represent the diversity of the local

community well. They are diligent in their committee work, have ensured all statutory requirements are met and are keen to improve.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. They especially like the way that the headteacher takes concerns seriously and deals with them promptly. In addition, they like the improvements that are being made and say their children are very happy at school. Pupils too like the school a lot, and like the way their voice is heard in the active school council. Both parents and pupils would like to see the quality of the non-classroom accommodation improved. The inspectors agree.

IMPROVEMENTS NEEDED

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

- further strengthen provision to ensure pupils achieve very well.
- continue to work with parents and the community to improve attendance.
- press ahead with the well developed plans to improve the accommodation.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

The standards judgement compares the school to standards nationally. Achievement is a measure of how well pupils are doing, taking their progress and their capability into account.

In the current Year 6, standards are below average overall (given the importance attached to English and mathematics) but were well below average on entry. Achievement is good overall.

Main strengths and weaknesses

- The Asian Indian pupils consistently show good achievement.
- Standards have been rising faster than the national trend.
- Pupils at an early stage of acquisition of English show the best achievement, whilst some of the White British pupils sometimes underachieve.
- Pupils achieve well across many subjects but there are minor areas for further improvement.
- Pupils with special educational needs do well because of the good support they get.

Commentary

The table shown below gives average point scores for pupils. Each level in the national curriculum is given a number of points. Pupils are expected to move on one point every term, so if a school's scores are one point above the national, their pupils are, typically, a term ahead.

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

Standards in:	School results	National results
English	26.8 (26.4)	26.9 (26.8)
Mathematics	27.2 (25.1)	27.0 (26.8)
Science	29.0 (26.6)	28.6 (28.6)

There were 86 pupils in the year group. Figures in brackets are for the previous year

1. Pupils are now achieving better than at the time of the last inspection, when standards were below average and achievement was satisfactory. Last year, pupils reached average standards by the end of Year 6 from below average standards on entry. Consequently, achievement was good. Pupils did as well as those in similar schools, which was an improvement on their position when they started school in Year 3. Achievement remains good for the current Year 6. The key reasons for the good achievement seen in lessons and confirmed by other data are that:
 - pupils' progress is carefully tracked in English and mathematics so that any underachievement can be quickly remedied through well targeted support in lessons;
 - a very good ethos for learning and excellent racial harmony have been established;
 - teaching is consistently good and all groups of pupils are well supported in lessons; and
 - pupils are very keen to learn and work very well with their teachers to this end.
2. Since the last inspection many more pupils have reached the standard (level 4 in the national curriculum) expected of them in Year 6. For example, the percentage of pupils reaching this level has improved from 54 per cent in English to 83 per cent last year, 49 per cent in mathematics to 78 per cent and 59 per cent in science to 90 per cent. More pupils are also reaching the higher level 5 than previously, with for example a four-fold increase in science. The upward trend is not always even. For example, standards fell in 2003 during a period in which the previous headteacher was absent through illness. However, improvement has been sustained in three out of the last five years.
3. In the current Year 6, standards are below the national average in English and mathematics and average in science, ICT and religious education. Achievement in all these subjects is good, taking into account where pupils started. In English, standards in writing (particularly those of boys) are towards the lower end of the below average band, whilst those in reading and writing are towards the upper end of this band. One key reason why writing is not as strong is that pupils need to become proficient in speaking and listening and reading before their writing can progress. The school has sensibly recognised it, particularly in the light of the large numbers of EAL pupils. The difference in standards also reflects those on entry between the three aspects of English. However, writing is an area where the school is continuing its already strong focus, particularly with the boys, in order to narrow the gap in standards. Achievement is equally good in all areas of mathematics but standards could be improved if the higher attaining pupils were given more challenge. Standards are helped by good use of literacy and numeracy across the curriculum.
4. Achievement is good in all aspects of science but standards could be further improved throughout the school if pupils instigated, carried out and evaluated more of their own investigations. In ICT, pupils show good achievement and are developing their skills well in the weekly lessons in the ICT suite. However, standards could be even higher if ICT was used more in daily lessons in other subjects. Achievement in design and

technology, music, physical education and religious education has improved from satisfactory to good since the last inspection. Standards are average in all four subjects.

5. In all years, pupils who speak English as an additional language are achieving well in most subjects because of good teaching and effective classroom support. Notably, the Asian Indian pupils, who form the largest group of pupils in the school, achieve well, as do many of their peers nationally. Their achievement is higher than that of the Pakistani or White British pupils. Pupils who start at an early stage of acquisition of English (one quarter of the EAL pupils) do outstandingly well, with many reaching standards in line with national expectations and some exceeding this level. This is because they consistently work near their full capacity and are very keen to give of their very best. Some White British pupils do not do as well as they should because of their relatively weak language and social skills, but there are some high flyers within this group. Boys do as well as the girls in science and mathematics but the girls do better than boys in both reading and writing. Pupils who have particular gifts and talents achieve well and are stimulated by the curriculum. Achievement is impaired by some pupils taking extended holidays in term time. Almost all parents who replied to the questionnaires before the inspection felt their child was making good progress. The inspectors agree. The challenge now is to make achievement very good by further improving teaching, assessment, the curriculum and the sharpness of leadership and management.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good and help their good achievement. Their personal development is very good and is supported by the school's very effective spiritual, moral, social and cultural education. Attendance is unsatisfactory. Most pupils generally arrive on time to school.

Main strengths and weaknesses

- Attendance is unsatisfactory, as it was at the last inspection.
- Racial harmony is excellent; pupils love the school and take a full part in all activities.
- Pupils take full responsibility for themselves and others and develop high self-esteem.
- Pupils are proud of their different background and have a very strong interest in the cultures, beliefs and feelings of others.

Commentary

6. The school works very hard with the parents and community to promote attendance. The headteacher and staff assiduously follow up all unexplained absences and constantly reinforce the importance of regular attendance at school. The pupils try hard to achieve awards for full attendance. As a result, some classes achieve high weekly attendance rates. Nearly all pupils come to school on time. Despite the staff's intensive efforts, a number of families make long overseas visits during the school year. This has a negative impact on attendance. A significant minority of pupils miss out parts of their education as a result.

Attendance in the latest complete reporting year (%)

Authorised absence	Unauthorised absence
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School data:	6.6
National data:	5.1

School data :	1.3
National data:	0.4

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

7. Pupils of all ages are passionate about their school. They like coming to school and value it as an oasis in the community. Pupils are very keen to become involved in their lessons and are eager to please their teachers. They work well together and often share ideas and resources such as computers and discuss their work. For example, in a Year 6 English lesson pupils were keen to talk about their work and all their peers offered sensible and helpful views on how it could be improved. Pupils are welcomed into the good range of clubs and activities that their teachers provide for them at lunchtime. They enthusiastically take part in sports and can learn more about music, for example. Although there were three exclusions last year (a very low proportion) no pupil has been excluded to date this year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of students on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	64	2	0
White – any other background	6	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	209	1	0
Asian or Asian British – Pakistani	30	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	3	0	0
Asian or Asian British – African	1	0	0
Asian or Asian British – any other Black background	1	0	0
Black or Black British – Caribbean	6	0	0
Any other ethnic group	3	0	0
No ethnic group recorded	1	0	0

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

8. The school provides many opportunities for the pupils to develop and mature into responsible individuals. Pupils are eager to do jobs for their teachers like helping to prepare for the hall for assemblies and looking after the equipment used in lessons. They look after their peers and help them to make friends. The teachers encourage pupils to stand for election to the school council or to become house captains. Regular and relevant rewards are given to the pupils and their classes for good work, conduct and achievement. Pupils show initiative and will, for example, raise money for good causes. Because of the very good opportunities for personal development, the school is successful in building up the pupils' self-esteem and confidence. Standards of behaviour in and around the school are consistently very good, and particularly so in Years 5 and 6. Pupils respond well to their teachers' high expectations of good

conduct. Teachers deal very quickly with any lapses and ensure no undue disruption to lessons.

9. The school serves a community that has a rich and diverse mix of cultures. Staff and pupils take great pride in their heritage and provide excellent role models for racial harmony. Pupils of all ages know that everyone matters and that all people have views and beliefs that can be just as valid and important as anyone else's. In classes and at playtimes pupils integrate very well. The school monitors all racial incidents very closely and has virtually eliminated them.
10. Pupils of all backgrounds value their cultural traditions and show a very strong interest in their peers' values and beliefs. They show respect for each other, staff and school property. Discussions with them reveal that they really care about events around them and in the wider world and they appreciate that there are others who have needs and beliefs that differ from their own. Pupils know and understand that an orderly school depends on rules and values. They have been actively involved in developing their own code of conduct and demonstrate a strong understanding of the difference between right and wrong. Teachers use lessons well to promote values and beliefs. In a Year 4 religious education lesson, for example, the teacher encouraged pupils to talk about the Muslim faith and all of them beamed with delight when they were asked to design a prayer mat. The pupils show appropriate respect for assemblies and understand their role in recognising and valuing personal qualities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Consistently good features include teaching, the curriculum across subjects and the effective enrichment activities. Links with the community and other schools plus pupils' care, welfare and health and safety are very good.

Teaching and learning

Teaching and learning are consistently good. Assessment is good.

Main strengths and weaknesses

- Teaching and learning are strongest in English and Years 5 and 6, where they are sometimes very good.
- EAL pupils and those with special educational needs are effectively supported in their learning.
- Very strong emphasis is given to developing vocabulary and speaking skills in learning.
- Assessment is thorough and helps teachers focus sharply on how well pupils are doing.

Commentary

11. At the last inspection around half of the teaching was judged satisfactory, one third good and one fifth very good. The table shows that the proportion of good teaching has doubled. The amount of very good teaching is approximately the same and this is where the school now needs to focus. Teaching is not yet very good overall because the proportion of very good teaching is not high enough to justify this. Additionally, the

impact of this on achievement is good rather than very good. Good improvement in teaching is a result of good monitoring and teachers being keen to improve and acting well on the advice they receive. The school and parents say teaching is good. The inspectors agree. The challenge now is to ensure a lot more teaching is very good and leads to even higher achievement.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (17%)	30 (71%)	5 (12%)	0	0	0

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

12. Distinctively, there is a high proportion of consistently good teaching across most years and subjects. The key reasons for this are:
 - a very calm, productive climate for learning is helped by very good classroom relationships;
 - enthusiastic and lively teaching ensures that good pace is maintained in learning;
 - teachers' good subject knowledge helps provide accuracy and rigour in learning;
 - pupils constantly work hard because of the interesting activities they are given to do;
 - teachers' well developed empathy and sensitivity to the needs of the wide range of pupils they teach help them set challenging and well matched work;
 - lessons are purposeful because they are carefully planned and executed;
 - good use of computer-linked display boards aids good presentation; and
 - effective use of the teaching assistants makes a significant contribution to learning.

13. The very good teaching is all located in Years 5 and 6, and mostly in English but with some also in mathematics, history and music. Several factors made this stand out. Most noticeably, learning proceeded with much more urgency and pace. There was a much sharper focus on teachers stressing what pupils were expected to learn in each lesson and how these goals were to be reached. Crisper attention was given to challenging the higher attaining and able and talented pupils. This really stretched them to their limits. Pupils were more engrossed in their learning. This resulted from high quality presentations, very skilful questioning, and very well thought out ways to keep all pupils really working hard all the time. Teachers very effectively encouraged pupils to work more independently, which led to more creative work and time being used very well. The expectation and pace in the few satisfactory lessons, all in Years 3 and 4, were not as high as elsewhere and so pupils' productivity fell to a sound level.

14. Many pupils start school with low levels of literacy. They need close support in their learning because of this. The school rightly provides a very strong focus on learning new vocabulary and the development of language and literacy. This is one basis of all learning across all subjects. For example, teachers use a range of effective strategies such as the use of large cards with new words and skilful questioning to ensure that pupils understand new words. In a Year 6 English lesson, the teacher's lively, animated manner in explaining the use of formal language resulted in pupils acquiring new vocabulary and using it with confidence. The pupils suggested phrases such as 'emotive language' or 'the author elaborates the argument' to show understanding of persuasive language. In a Year 6 science lesson, the bilingual support assistant clarified the meaning of *dissolve* as being different from *melt* as only one word – *ogregu* - is used for both in Gujarati, the mother tongue of many of the pupils.

15. EAL pupils and those with a special educational need are effectively supported in class by well trained teaching assistants and in specifically established small group teaching. The good sharing of information on progress and the communication between teachers and support staff ensures that there is continuity of learning for all pupils. Tasks are generally well thought out to suit the learning needs of these pupils, particularly in English and mathematics. This helps to ensure that pupils are suitably challenged and they make good gains in their learning. The teaching of pupils at an early stage of English language acquisition is very good because they have very positive attitudes to learning and are constantly supported in their speaking, listening and reading development. This is helped by very good identification of their language and learning needs, which acutely informs their well focused teaching and support. The specialist teachers and bilingual support staff are particularly skilled in promoting vocabulary and checking pupils' understanding through very effective questioning.
16. Assessment procedures have improved and are thorough and constructive. Because of the complex make-up of its pupils the school quite rightly focuses on assessing the work and progress of the many EAL pupils and those with a special educational need in English and mathematics. In these areas assessment is consistently effective and helps teachers sharply focus on how well the pupils are doing. For example, teachers regularly refine their planning in the light of the learning outcomes and how successfully they have been achieved. Assessment information is well used to track pupils' progress. As a result targets for improvements are set in English and mathematics on the basis of assessment information and reviewed regularly. In science and ICT the already clear information that is obtained is being further sharpened to provide a more comprehensive picture on what each pupil can and cannot do. Marking is generally good and helps the pupils to understand how they can improve. In the best examples seen, teachers provided pointers for improvements that are part of the dialogue between teacher and pupil.

The curriculum

The curriculum and its enrichment are consistently good. Resources and accommodation are good overall but some aspects of the non-classroom accommodation are unsatisfactory.

Main strengths and weaknesses

- Classrooms are spacious and well designed but several aspects of accommodation are unsatisfactory because of the age and design of the buildings.
- Very good levels of support staff help EAL pupils and those with a special educational need.
- All groups of pupils are included very well in school activities.
- A wide range of additional activities enrich the curriculum, particularly sport.
- The curriculum prepares pupils very well for secondary school.

Commentary

17. The well planned curriculum effectively supports pupils' good achievement. The curriculum is not yet very good because it is not always imaginatively planned, evaluated with real rigour or promoting consistently high achievement. There is also scope to enhance the outdoor areas to become a rich source of learning opportunities.
18. All the subjects of the national curriculum and religious education are well planned and delivered. The school has implemented the national guidance and strategies on how to

improve literacy and numeracy well. The school places much emphasis on the development of pupils' language and literacy skills. This emphasis has been particularly effective in raising achievement for pupils' whose first language is not English. Planning for other subjects is appropriately based on national guidance. Past weaknesses in design and technology and music have been effectively addressed during the past 18 months. This has resulted in standards rising and pupils now achieving well in these subjects.

19. The curriculum is particularly effective in providing for all groups of pupils, including able and talented pupils, EAL pupils and those with special educational needs. "Excellence in Cities" grants are used well and the school's enthusiastic participation in a range of national and local initiatives is having a very positive impact on improving the curriculum and raising achievement. For instance, "talking partners" is an interesting initiative designed to develop pupils' thinking and speaking skills and is working well. The curriculum in English and mathematics is effectively modified to meet pupils' different abilities. Able and talented pupils are provided with many opportunities to meet their needs, including enrichment activities such as chess and mathematics clubs. Teachers from Moor Park High School and coaches provide specialist teaching and coaching in areas such as dance, gymnastics and hockey and pupils with a talent for sport have opportunities to participate in inter-school competitions.
20. Pupils now benefit from much improved and wide-ranging additional activities. Clubs take place at lunchtimes or after school and sporting activities are very well represented. The clubs on offer include badminton, cricket, football, netball, table tennis, rounders and singing. Pupils in Years 5 and 6 have the opportunity to participate in a residential visit to the Lake District.
21. A very effective partnership with Moor Park High School helps prepare pupils very well for their secondary education. Teachers from the high school visit on a regular basis and a 'Summer School' covering a range of themes is organised. The school benefits from being in a cluster partnership of infant, primary and other junior schools with the high school. Teacher expertise is shared and numerous projects and competitions involve all the schools.
22. Half of the teaching assistants are multilingual and this considerably benefits those pupils learning to speak English. Together with the other support staff, they are well deployed in class and effectively support the pupils allocated to them. Good use is made of the school's "learning mentors". These assist the very small number of pupils who need to overcome particular barriers to learning, for example, their social, emotional or behavioural needs. There are two experienced specialists teachers for pupils at an early stage of English acquisition. They help give pupils full access to the curriculum and develop their English vocabulary.
23. Good achievement is helped by good levels of equipment and resources. Classroom accommodation, including a well equipped ICT suite, is good. Teachers have done much to create lively learning environments. Good numbers of computer-linked display boards are effectively used. However, the outdoor play areas are limited in terms of outdoor play equipment and outdoor furniture. There is no grassed area. The canteen building is unsatisfactory but is due to be replaced. Disabled access to many areas of the school is inadequate. The school does not have a room for targeted support for EAL where resources can be housed. These weaknesses do not adversely effect pupils' achievement in subjects. There are firm plans to address these to further

improve the school environment and extend facilities available to pupils and the community.

Care, guidance and support

There are very good arrangements to ensure pupils' care, welfare, health and safety. Pupils are given good support, advice and guidance and involved well in its overall work and development.

Main strengths and weaknesses

- An enthusiastic and effective school council ensures pupils are involved well in developments.
- Good communications between teachers and other schools ensure pupils are confident and self-assured by the time they leave school.
- Pupils new to school are warmly welcomed and settle in very quickly.
- Pupils feel secure and have very high levels of trust in their teachers and other adults.

Commentary

24. The school provides a safe and supportive environment that is conducive to learning. Close attention is paid to health and safety issues, with the expertise of governors contributing to the monitoring of this provision. Pupils' healthy and safe living is actively promoted with the school achieving a "Healthy Schools Award" in 2003. Comprehensive arrangements for child protection are in place with staff and governors being given regular updates to ensure these are implemented swiftly if needed. The school works very closely with external agencies with an interest in EAL pupils and those with a special educational need.
25. The well established school council provides the pupils with a strong and effective voice in the school. All classes are represented and pupils talk enthusiastically about their election speeches. The council members see their roles as very important and know that their duty is to represent their peers and to help shape the school's plans. They are, for example, closely involved with the development of the playground and ideas for replacement of an old building. County councillors have been impressed with the school's work. They have invited the school council's members to Preston City Hall to see how local democracy works.
26. Staff understand and know the pupils in their care very well. They liaise regularly with colleagues in the infants and secondary schools. Consequently, they build up a good picture of each pupil's needs and make sure that guidance and support are well focused on them. Good assessment procedures, particularly for EAL pupils, those with a special educational need and in English and mathematics, ensure that good tracking of academic progress makes an effective contribution to pupils' achievement. They communicate well with their colleagues in the professional agencies who are brought into school to offer services such as speech therapy. The school's "learning mentors" work in close harmony with the teachers in feeder and receiving schools and give sensitive help to pupils who need it. Through this high quality work, the pupils mature, become self-assured and leave the school with the skills and necessary enthusiasm to face the challenges of their next stage of education.
27. Parents and pupils are welcomed to the school. They visit the school before their children start to see its routines and meet staff. Parents are given good quality information about school routines and its expectations. The staff make sure that all

families, whatever their background, understand what the school has to offer. Not only does it organise a meeting for the parents, but it also makes sure that staff are available and approachable to answer questions. Consequently, pupils see friendly and welcoming faces on their first days at school, and settle quickly into their new school.

28. The school prides itself on maintaining high levels of trust between pupils and all staff who work in the school. The pupils relate well to adults and are confident in their relationships with them. Pupils of all ages know they can approach staff if they have a worry. They are also keen to talk about their successes and have a healthy sense of enquiry.

Partnership with parents, other schools and the community

The school's links with parents are satisfactory, but those with the community and other schools are very good.

Main strengths and weaknesses

- The school has extensive links with the community.
- Very good, long standing and fruitful partnerships exist with local schools.
- Few parents help in the school.

Commentary

29. The school values the community and sees it as a way of enhancing the pupils' learning. There are very good links with the locality. Visits to places of interest such as the local museum are helpful in improving the pupils' understanding of events like World War II. Local businesses have supported the refurbishment of the school's gardens and people from industry visit the school to hear pupils read. The school regularly invites visitors in to make learning even more interesting. For example, a visiting musician helped the Year 6 pupils to learn about African cultures and music. Community links extend beyond the main faiths and beliefs in the school and help the pupils to understand different religions.
30. The headteacher and staff play a full part in the cluster of local schools. They see significant benefits and have, for example, received a contribution towards computer resources from the nearby secondary school. The links with the infant school are productive and contribute well to preparing the pupils for their work. Through the very good partnership with the secondary school, the pupils benefit from extra lessons and are very effectively introduced to the next stage of their learning. Mentors from the secondary school visit to talk to pupils about what they might expect when they transfer at age eleven. Pupils also attend the summer school, which is hosted at the secondary school and provides activities for a number of schools.
31. Parents are very satisfied with the work of the school. They especially like the improvements that are being made and the fact that their children are happy. They value everything that it does. They are provided with good quality information. However, few parents help in the school, either because they lack confidence or have not previously been given the opportunity to do so. Consequently, links are satisfactory, rather than good. The headteacher has started to identify ways in which this can be strengthened. Courses have been held for the past four years to help parents support their children at home to complement this.

LEADERSHIP AND MANAGEMENT

Leadership and management, including those of the headteacher and other key staff, are good overall. Governance is satisfactory. All statutory requirements are met.

Main strengths and weaknesses

- Provision for EAL pupils and those with a special need is well led and managed.
- Financial planning is very good and money is being carefully spent to make a difference.
- Subject leadership and management are consistently good.
- Developments are thought out well and reflect a clear analysis of the school's performance.
- Systematic monitoring has helped improved teaching but could be sharper still.
- The school makes a very effective contribution to training trainee teachers.

Commentary

32. The headteacher has the full confidence of parents. They are delighted by the way the school has recently improved. He provides strong and caring leadership. His commitment to improving all aspects of provision has built on previous work. This has led to good improvements in achievement, the school's ethos for learning, teaching, the curriculum, care and management. Consequently, the school is in good heart. His presence around the school and the positive way he encourages pupils to give of their best set a very good tone. He is ably supported by an influential deputy who has effectively led work on staff development, the school council and pastoral matters. The inspectors agree with the school and parents, who both say the school is well led and managed.
33. Good teamwork has been established. In addition, the lead given and commitment shown by all staff to the inclusion of all pupils contribute strongly to the very good ethos and climate for learning. Consistency has been established in the good teaching, effective curriculum and ensuring the school is led and managed reflectively by all those who hold responsible posts. However, now that provision is well developed at all levels the challenge is to make it even better and focus, through a sharper long term plan, on becoming a very good school.
34. Leadership and management are having a good impact on achievement because:
 - staff responsible for a subject evaluate their areas well and use their findings effectively;
 - teamwork is good and there is a strong commitment to staff development;
 - staff work closely together to jointly address areas of weakness;
 - performance management is working well and there is a close link between the objectives set for teachers and the priorities in the school development plan.
35. Short and long term development planning was weak at the last inspection. It is now much improved and of a good quality. The annual planning cycle involves a clear analysis of performance in the national tests, evaluations of each subject area, annual performance reviews of all staff and suggestions from the governing body. It is well costed to ensure it is affordable. Sufficient time is allocated to ensure its effective implementation. The current plan has rightly placed a high priority on further improving standards in writing and strengthening the curriculum. The quality of the plan is not yet

very good because some of the intended outcomes lack precision and there are no targets to help governors monitor progress.

36. The headteacher and his staff work closely together to ensure pupils achieve their full potential. Using the assistance of the local education authority consultant, the school has carried out a thorough review of its EAL provision. The findings have been used well to guide action plans to raise pupils' achievement further. For example, all teachers are committed to developing pupils' language skills and all have received effective training in this important area. About one in ten pupils has been identified as having a talent and a wide range of provision has been successfully managed to enable them to reach their potential.
37. A high number of trainee teachers, sixteen last year, spend some time in the school to gain first hand teaching experience. The diverse range of pupils at Deepdale provides a particular challenge to them but this is a key reason why the school is chosen by St Martin's College, Lancaster. Staff provide an effective programme of support and help tailor this to trainees' individual needs. The arrangement is successful for the school as it helps to bring in fresh ideas and careful steps are taken to ensure that pupils' achievement is not impaired.
38. Governance was unsatisfactory at the last inspection. This was because the role of governors was under-developed and insufficient attention was paid to financial planning. Good improvement is now evident. Their membership now represents the needs of the community well. They are diligent in their committee work. Attendance at appropriate training courses helps improve their performance. However, they do not have their own programme of training outlined within the school development plan. The governing body offers good support but, as yet, they do not have a fully rigorous culture of review and challenge.
39. Finance is reviewed and managed very effectively. It was weak. The governors now have a very clear oversight of the financial position and have helped target spending to make a difference. Good examples include the money spent on upgrading ICT, staff training, building maintenance and priorities within the school development plan. The last audit report (July 2004) reports a good level of internal control. The larger than usual carry forward last year was the result of substantial savings and a thorough review of finances. These revealed a much healthier position than expected. The level of contingency expected to be held at the end of the current financial year is much lower but remains higher than normal. Much of this is earmarked for planned improvements to the accommodation and building maintenance. Good value for money is provided as a result of the school's good effectiveness compared with its average expenditure. This is a further good improvement.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,006,258
Total expenditure	999,396
Expenditure per pupil	2,983

Balances (£)	
Balance from previous year	82,092
Balance carried forward to the next	88,954

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are below average in Year 6, but pupils achieve well, particularly the Asian Indian pupils, because teaching is consistently strong.
- Standards in writing are the weakest area of English but achievement is still good.
- Assessment and target setting in reading and writing are good.
- The very strong emphasis on language development is successfully raising standards.
- Leadership and management are good and are focused on continuing improvements.

Commentary

40. Standards across the three elements of English are below average for the current Year 6 pupils. Writing is the weakest area. The school is well aware of this and has made it a priority for improvement. Achievement is good in all aspects of the subject because of the consistently effective, carefully planned teaching strategies and good support from classroom assistants. Those at early stages of learning to speak English achieve very well, as a result of the very good support they receive in their language development. Few pupils underachieve.
41. Standards in *speaking and listening* are below average in Year 6. They are towards the upper end of this broad band of attainment. This is the direct result of the school's very strong focus on this development as the basis of all learning in reading and writing. Most pupils listen attentively and are eager to answer questions, although their vocabulary is sometimes limited. The very good explanations that the teachers and support staff provide to groups of pupils, together with clearly identified key words, enable the pupils to understand and make good gains in their learning. There are enhanced opportunities for speaking and listening, such as collaborative activities that require talk to complete a task. Opportunities for reporting back to class and evaluations of work by the pupils very effectively help them to consolidate their language skills. The "talking partners" strategy helps develop pupils' language very well.
42. Standards in *reading* are below average in Year 6. Again, they are towards the upper end of this band. Pupils of all ages are keen to read, however, and achieve well. Support staff and teachers listen regularly to pupils' reading during the guided reading times, and parents and other family members are encouraged to share books with their children at home on a daily basis, whenever possible. Pupils in Year 6 love books and talk enthusiastically about their favourite authors. For example, one pupil quoted Charles Dickens as her favourite author and identified his intentions in *A Christmas Carol*.

43. Pupils' standards in *writing* are below average in Year 6. They are towards the lower end of this band of attainment. The reason why standards are not as high as in other aspects of English is that pupils enter the school with lower standards in writing. The stronger focus on writing skills results in improvements, such as in sentence structure, which is becoming more complex and providing greater clarity to the meaning. Pupils' writing is becoming more adventurous and creative. They are encouraged to write at length and often organise their texts into linking paragraphs, particularly in Years 5 and 6. Handwriting is generally good, legible and mostly in ink. The focus on better presentation is paying dividends across the curriculum.
44. Teachers engage pupils well, have good behaviour management and offer strong encouragement. The very effective deployment of support staff results in pupils of all abilities receiving differentiated but appropriately challenging tasks to meet their needs. In the four very good lessons observed, teachers' infectious enthusiasm and the high quality of input inspired the pupils, who were engrossed in their learning. In a Year 3 lesson, this led the pupils to express preferences for their favourite lines and to savour a poet's use of expressive language - such as 'silk and satin' - both in reciting it and in hand movement, as if feeling the material. This lesson had a spiritual dimension with pupils sensing awe at the power of English.
45. Assessment and target setting are good in reading and writing. Information is used well to track pupils' progress and to address identified weaknesses. Teachers share targets with their pupils and thoroughly monitor each element of English. Targets are specific to pupils' level of achievement and are well focused to help individual pupils to learn.
46. The co-ordinator has a clear vision for the subject and effectively manages provision. For example, the national test results and other assessment data are analysed in detail and strengths and weaknesses in pupils' learning are identified. This information is used well to guide future planning and teaching. Since the previous inspection, there have been good improvements in teaching, which have helped improve achievement.

Language and literacy across the curriculum

47. The school plans well for the development of language skills through all subjects and teachers seize opportunities to ensure that opportunities are not missed for consolidation of learning. Vocabulary is consistently emphasised. Pupils write guides in design and technology for making shelters or research into the life of a frog in science. There are several good examples in history in Year 5 where pupils used instructional language on how to survive the Blitz. Very good explanations and skilful questioning in mathematics promoted understanding.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well, particularly those from an Asian Indian background.
- Teaching and learning are consistently good.
- Occasionally, tasks are not sufficiently well matched to pupils' attainment.
- Systems for assessment and target setting are used well to help improve standards.
- Good leadership contributes well to pupils' good achievement and the effective provision.

Commentary

48. Standards in the current Year 6 are below average. Pupils are achieving well from their well below average attainment on entry. Good teaching and pupils' very positive attitudes to learning contribute to this good achievement. Standards are similar to those reported during the last inspection but pupils' achievement has improved from satisfactory to good.
49. The quality of teaching and learning is good overall. It ranged from satisfactory to very good in the lessons seen. Most lessons were well planned and structured, and clear learning objectives were identified. These were effectively shared with the class so pupils knew what they were expected to learn. Teachers' explanations and demonstrations of mathematical operations were generally clear and informative. Consequently, pupils were attentive, enthusiastic and made good gains in mathematical knowledge and understanding. In a number of lessons, teachers used large computer-linked display boards well to enhance their presentation skills. Effective questioning was used to challenge pupils' thinking and check their understanding. Pupils responded very well and were keen to express their ideas and demonstrate what they had learned. Teaching assistants were well deployed and made a good contribution to pupils' learning, particularly that of pupils with special educational needs or at an early stage of English language acquisition. In a very good Year 5 lesson, pupils were studying angles and direction. The teacher's enthusiastic and lively approach motivated the pupils. High quality explanations and demonstrations increased pupils' competence in estimating and measuring angles. For the main activities, work was very well matched to the different attainment and needs within the class. As a result, pupils were suitably challenged and were very productive. The end of the lesson was used extremely well to share and reinforce learning.
50. Pupils' work and the observations of some lessons show that tasks were not always well matched to pupils' attainment and needs. As a result, some pupils are not always suitably challenged, particularly the higher attainers. As a result, learning is not as effective as it could be. In Year 3, an overuse of worksheets hinders pupils in organising their own work. There are effective systems for assessing pupils' individual attainment. This is effectively tracked as they move through the school. Good use of assessment data is made to set individual learning targets. As a result, pupils have a clear awareness of how they are doing and what they are aiming for. The marking of pupils' work is good overall but there are some inconsistencies. In the best practice, marking is both diagnostic and developmental. Pupils are given praise for good work and comments to help improvement are provided. In the main, however, marking is not sufficiently related to pupils' learning targets.
51. Leadership and management by the part time coordinator are good. The curriculum is well planned and the national numeracy strategy has been effectively implemented. The coordinator leads by example in her teaching and has provided effective advice and training to colleagues. Through effective monitoring and evaluation, the school has a clear overview of standards and provision. Good improvements have been made since the last inspection.

Mathematics across the curriculum

52. Pupils apply and develop their numeracy skills well in other subjects, particularly in Years 5 and 6. In design and technology, pupils in Year 5 use measuring skills

competently in designing a net for packaging for bread. In science, in Year 6, pupils use force meters to measure the weight of objects in air and in water. Their measuring is accurate to 0.1 of a Newton. Line graphs are used well in science to show how shadows increase in size as objects are moved further from a light source.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Good teaching combined with good in-class support is ensuring good achievement.
- Pupils do not instigate, organise and complete enough of their own investigations.
- There is a good focus on developing pupils' scientific literacy and numeracy skills.
- The subject features well in the curriculum and is well led and managed.
- ICT is insufficiently used to enliven and strengthen the subject.

Commentary

53. Standards were below average at the last inspection. Achievement was satisfactory but standards should have been higher as pupils' investigation skills, scientific literacy and knowledge and understanding of science were under-developed. These weaknesses have now been rectified. Consequently nearly all pupils achieve well, particularly the Asian Indian pupils. Standards are average in the current Year 6 and achievement is good.
54. Throughout the school good teaching ensures that a strong emphasis is given to developing those language skills which pupils needed to succeed in science. Scientific vocabulary is constantly and effectively emphasised in pupils' learning. In one good lesson in Year 6, skilful care was taken to point out that in Gujarati there is one word which describes both melting and dissolving but in English there are two words. The teaching assistants play an effective role in aiding pupils' language development. Plentiful opportunities are taken for pupils to write about science in a variety of ways, which helps improve their standards. Similarly, good learning opportunities are provided for pupils to use numeracy, such as in presenting information in tables, graphs and charts, using correct units, measuring and calculating.
55. The higher priority given to science now ensures pupils have enough time to improve their knowledge and understanding of living things, materials, forces and electricity to a satisfactory level. Teachers use good questioning and a wide range of activities to bring about good gains in pupils' learning. The pace of learning is generally good but stronger in Years 5 and 6 than in Years 3 and 4. The increased emphasis on scientific investigations has also paid off. Pupils experience a good range of investigations in which they develop their skills of devising, carrying out and making sense of what they observe. However, this is often done in a stepwise manner with the teacher taking the lead. The bite sized chunks help give pupils clear short term learning targets. However, the approach is also preventing achievement from being very good as few pupils really develop a spirit of enquiry so that they are able to adapt their learning to new situations or point out limitations in their tests. The lack of high levels of independence is the key reason why teaching and learning are good rather than very good.
56. Retained work shows little evidence of ICT featuring regularly in pupils' scientific learning. However some examples are evident. Several opportunities were taken to

show video clips to pupils using the computer-linked display boards. These are also being increasingly used by several teachers to aid their presentation of the lesson. In a good lesson in Year 5 with lively teaching and a sustained pace, pupils learnt in their investigation on sound levels how to collect data electronically using a device which stores the information for future use. During the course of the year the Internet is also used for research.

57. The co-ordinator has brought about good improvements in teaching, the curriculum and achievement since the last inspection. Observations of teaching, discussions with staff and monitoring of standards ensure the co-ordinator has a clear vision for future improvements in provision. A good example of this continual focus on improvement is the steps being taken to sharpen the already useful assessment scheme to provide more detail on what individual pupils, rather than groups of pupils, can and cannot do well.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources, including Internet access, are of a good quality and are well maintained.
- Pupils are consistently taught well in the ICT suite, where they learn new skills each week.
- The use of ICT in other subjects has improved but remains a priority for development.
- Monitoring and control, although sound, remains the weakest area of the curriculum.

Commentary

58. At the time of the last inspection standards were below average. There was no whole school approach to teaching the subject. Inadequate curriculum time was allocated, resources were unsatisfactory and too few teachers had the confidence to teach the subject well. In addition, many pupils struggled because they did not have the skills to use computers independently. Improvement since then has been good and these deficiencies have been converted into strengths. The ICT suite (installed after the last inspection) has recently been upgraded with 20 new computers. Good investment has also been made in other ICT equipment such as digital cameras and equipment to sense the environment. A straw poll amongst pupils shows that around two thirds have access to a personal computer at home, indicating the investment and support many parents have in their children's education. Good training has ensured that teachers confidently teach the subject and pupils systematically learn a wide range of skills.
59. Standards are now average in Year 6. Achievement is good. During the inspection good examples were seen of pupils learning how to use databases and spreadsheets and developing the skills needed to use these competently. Pupils have also recently used word-processors, the Internet and sent e-mails. Although all strands of the curriculum are now covered the weakest area remains that of monitoring and control. This is because the higher priority currently being given to this area, improved resources and training that teachers have recently received have not yet had time to fully impact on standards.

60. Leadership and management are good. A lot has been accomplished in recent years in bringing consistency to provision. This has been a high priority for the school. The use of computers has now become part of the daily work of teachers, not just in this subject but also as an aid to lesson planning, administration and assessment. Systematic monitoring of pupils' work and teachers' planning is helping to raise standards. As yet, there is insufficient direct monitoring of teaching and learning but there are firm plans for this in the summer term.

Information and communication technology across the curriculum

61. Little use was made of ICT in other subjects at the last inspection. Each classroom now has at least one computer and six classrooms have been equipped with interactive whiteboards. Their use has been increasing and during the inspection sound opportunities were provided for pupils to use ICT, most frequently, in English and mathematics. Examples were also evident of ICT helping pupils to enhance artwork in Year 3, using "PowerPoint" presentations" of the creation story in religious education in Year 5, and writing newspaper accounts of "The Battle for Marathon" in history, also in Year 5. However, although sound, ICT does not feature as well across all subjects in the same way that the good use of literacy and numeracy do.

HUMANITIES

Religious education was inspected in full. Geography and history were sampled.

62. In a satisfactory **geography** lesson, Year 4 pupils made sound gains in their knowledge and understanding of ways in which materials can be reused or recycled. Good opportunities were provided for speaking and listening. However, the lesson did not have the good pace of the majority of lessons seen elsewhere. There was also scope to adapt work more precisely to challenge the needs of different groups of pupils in this class, particularly the higher attaining pupils. The curriculum is now securely based on national guidelines. Literacy is used well to enhance the subject and sound opportunities are provided for pupils to use ICT. A good range of visits are provided to help each year group develop their geography skills and extend their experiences of different places. The co-ordinator has improved the curriculum, resources and the use of literacy and is currently sharpening the sound assessment.
63. In a very good **history** lesson, Year 6 pupils were studying what life was like in the time of Queen Victoria. The very interesting activities were very well matched to the needs and level of attainment of individual pupils. Teaching was consistently challenging and pupils learnt at a high pace and very little time was wasted. Pupils of different abilities recorded their ideas in different carefully thought out ways, ensuring that none were held up by speed of writing, with some using ICT to support their learning. The curriculum is based on national guidelines; literacy is used well, and it is enhanced by trips such as those to the Tudor house at Turton Tower, the Museum of Lancashire in Preston and Wigan Pier. Good resources are used. The new co-ordinator has a clear plan of action and is further sharpening the sound assessment.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Consistently good teaching enables the pupils to achieve well.
- Pupils have good understanding of the effects of religion on people's lives.
- Religious education makes a very good contribution to pupils' personal development.
- The subject is well led and managed.

Commentary

64. All pupils, including EAL pupils and those with special educational needs, achieve well as a result of the consistently good teaching they receive. Teachers engage their pupils well through the variety of methods they employ to ensure that all are included and learning. The good use they make of discussions and demonstrations effectively deepens pupils' understanding. Teachers capitalise on the diversity of faiths and cultures present among the pupils. Well-planned lessons and effective use of resources and artefacts underpin pupils' good gains in knowledge, skills and understanding.
65. Pupils learn about other religions such as Judaism, Hinduism, Buddhism and Sikhism. There is an appropriate balance between these religions and Christianity. As a result, the pupils have a satisfactory understanding of the different elements and similarities between religions. The Imam also assists with religious education outside school, providing background on traditions and cultures. His evening lessons to the Muslim children enrich their knowledge and understanding of Islam.
66. Pupils understand how religions influence lives. Moreover, they show deep respect for different religious practices and beliefs. In Year 4, for example, the teacher invited her pupils to demonstrate to the class how to perform the ceremonial washing and how to pray. The pupils were fascinated by this demonstration. Throughout the school, pupils show remarkable understanding how belief guides people's lives. They make good links between teachings and consider how the principles of different faiths can be applied to their own lives. This is a particular strength of the school's provision. As a result, religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development. Assemblies support this development very well.
67. The co-ordinator is experienced and committed to the continuing improvements in the teaching and learning of religious education. She constantly reviews provision and seeks ways of enriching the subject. Towards this end, the co-ordinator plans class visits to places such as a Sikh temple, a church, the Jewish museum in Manchester and a Buddhist temple. Good improvement has been made since the last inspection, particularly in teaching.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, music and physical education were inspected in full. Art and design was sampled.

68. In **art and design** work is planned using national guidelines, ensuring that over the year all aspects of the curriculum are soundly covered. Each term pupils focus on a particular area, allowing for work to be covered in some depth. Some pupils do well, especially those who might not shine in other subjects. There are examples of this around the school, such as the quilts made by Year 3 representing the "Five Pillars of Islam", and other work using textiles and observational drawings. The subject is being

well led and managed. Resources have been improved and there is a clear plan for action.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- Pupils are achieving well across all aspects of the subject.
- Insufficient use is made of mechanical or electrical components in pupils' designs.
- Pupils' good attitudes help their learning and the detail given in the artefacts they make.
- Teaching and learning are good and literacy is used well in the subject.
- Effective leadership has led to good improvements.

Commentary

69. Standards are average in Year 6. Most groups of pupils are achieving well in the development of designing, making and evaluating skills. This good achievement is due to effective teaching, pupils' very positive attitudes to learning and an improved design and technology curriculum. Whilst standards are similar to those reported at the last inspection, achievement has improved from satisfactory to good.
70. Pupils undertake a broad range of designing and making tasks. For example, Year 3 pupils have designed and made photograph frames. In the design and making, they ensure that the frame will stand up and that the photograph can be easily placed in the frame. Pupils evaluate the finished product and make suggestions for improvement. Pupils in Year 5 have tested and evaluated different breads from the supermarket. They looked at the appearance, taste, texture and cost of the products. Pupils made bread of their own in different styles such as plait or a cob and designed and constructed attractive packaging for their products.
71. Lessons are well planned with interesting activities provided. Teachers are particularly effective in developing pupils' technical vocabulary. For example, in a good Year 6 lesson, words such as *uppers*, *seam allowance* and *sole* were effectively introduced and displayed on large cards, and the teacher ensured that pupils understood these before moving them on. After exploring a range of slippers, pupils had good opportunities to design their own. Pupils identified the features of successful slippers such as comfort, warmth and a good fit. They generated good ideas and produced clear labelled sketches of their designs. Higher attaining pupils produced drawings involving plan and side views. In a good Year 5 lesson, pupils explored string instruments before designing and making an instrument of their own. The teacher's instructions were clear and informative. However, the range of materials available was limited as all pupils used the same sized box and rubber bands. This limited the scope of the activity. In all lessons seen, teaching assistants made a valuable contribution to pupils' learning, particularly that of the EAL pupils and those with a special educational need. Pupils are keenly interested in their work and show high levels of concentration.
72. During the past eighteen months, the co-ordinator has helped raise the profile of the subject, improving curriculum planning and increasing the range of learning resources. Improvement plans have been effectively implemented; however, projects involving

electrical motors are less evident in Years 5 and 6. Good improvement has been made since the last inspection.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching and learning are good with the teacher's specialist knowledge shining through.
- All aspects of the music curriculum are covered well and musical terminology is emphasised.
- Pupils' very good attitudes and behaviour contribute greatly to their good achievement.
- The subject is well led and managed and rapid improvements have been made this year.

Commentary

73. Since the previous inspection, average standards have been maintained. However, since that time, the subject underwent a decline, attributed to lack of expertise. Since September 2004, there has been good improvement as a result of an appointment of a music specialist, who is using her expertise to raise standards.
74. The music co-ordinator teaches music to all classes. Through her expertise and infectious enthusiasm, the pupils learn well. In an effective lesson with Year 6 pupils, the teacher used different strategies to improve the quality of singing and to ensure new learning. The good teaching, which built on pupils' previous learning, led them to compose accompaniment for the story of a Norse Myth. In this lesson, the pupils successfully created musical scenes, which, with practice, they successfully formed it into a sequence. They evaluated their compositions well, expressing preferences and suggesting improvement.
75. Pupils' very good attitudes and behaviour contribute very well to their overall good achievement. EAL pupils and those with a special educational need are also enthusiastic about the subject and all participate fully in activities. In a very good lesson in Year 3, the teacher's very good planning and clearly identified learning objectives, shared with the pupils, resulted in pupils' very good achievement. Teaching was brisk, consistently challenging and stimulating, and very successfully engaged the pupils in their learning. Pupils' very good behaviour and the teacher's effective methods helped the good achievement.
76. Since taking up the post at the beginning of the educational year, the co-ordinator has done much to improve the subject. Towards this end she has purchased high quality resources, structured a skilled-based scheme of work, set up and implemented assessment and successfully enriched pupils' provision through workshops and community-based events. A further strength of her management is the way that she links language and literacy to teaching and learning of music. In consequence, pupils successfully learn to understand musical terms and use them with confidence.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well through good teaching and learning.
- Very good extra-curricular activities and sport enrich the curriculum.
- The subject is well led and managed.

Commentary

77. Since the last inspection, there have been good improvements in provision. Teaching was satisfactory; now it is good. Standards are average overall. In swimming, however, not many pupils reach the nationally expected levels. This is because the school only has the funding to take pupils to the local swimming pool in Year 4. As few pupils have any prior experience the time available makes it difficult for some pupils to reach the standard expected.
78. Pupils' good learning is the direct result of the good teaching they receive at the school. All groups of pupils, including EAL pupils and those with a special educational need, apply themselves well in learning. Lessons are well organised, with tasks being made progressively more challenging, and teachers provide the pupils with good opportunities to evaluate their own performance. In one lesson in Year 4, for example, the teacher ensured good learning by linking pupils' previously acquired skills to challenge their movement further. In addition, the teacher enabled the pupils to improve the quality of their movement by reminding them of the ICT program they saw, in order to encourage them to imitate tigers' movements. Good use is made of specialist teaching expertise from the receiving secondary school to raise standards in dance, for example.
79. The very good extra-curricular activities, in which pupils participate well, provide extension and enrichment to pupils' learning. Through participation in these activities, the pupils learn to take up interests and to mix socially with others. As a result, the subject contributes very well to pupils' personal development. There is a very wide range of activities and after-school coaching sessions, which successfully enhance the school's provision.
80. The subject is well led and managed. The enthusiastic co-ordinator has put into effect numerous plans to develop the subject. She ensures coverage of all areas of the curriculum, has increased curriculum time to two hours per week, developed teaching of dance and has engaged several outside agencies to improve provision. The co-ordinator has provided good quality training for teachers. The use of ICT has been increased to record and evaluate achievement, to introduce a topic or to explain a move in detail.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

81. A good programme of experiences has been put in place this year. In a good lesson in Year 4, focusing on the consequences of stealing, the teacher extended pupils' learning by leading the discussion into citizenship within the community. By providing the pupils with a practical session to design a public park that will benefit local citizens

of all ages, the teacher successfully enabled the pupils to learn that public places belong to everyone. The pupils showed good understanding of terms such as *local citizens* as *people in the community*. Through this lesson, the pupils learned what it means to be a citizen and to understand that they have responsibilities as well as rights.

82. All staff have undertaken training led by the co-ordinator. She monitors mid-term planning and is taking feedback from staff. The subject is to be reviewed next year, particularly in respect of drugs and sex education for Muslim pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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