

INSPECTION REPORT

**LANCASTER CHRIST CHURCH
CHURCH OF ENGLAND PRIMARY SCHOOL**

Lancaster

LEA area: Lancashire

Unique reference number: 119532

Headteacher: Mrs S Hall

Lead inspector: Mr S Bywater

Dates of inspection: 7th – 10th March 2005

Inspection number: 267172

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 to 11
Gender of pupils: Mixed
Number on roll: 218

School address: Highfield
Derwent Road
Lancaster
Lancashire
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Appropriate authority: Governing body
Name of chair of governors: Father Phil Hudd

Date of previous inspection: 16th November 1998

CHARACTERISTICS OF THE SCHOOL

This average sized primary school is situated in a residential area on the edge of Lancaster. The school admits children between the ages of four and 11. There are currently 218 full-time equivalent pupils on roll, of which less than ten per cent are from a range of minority ethnic groups. No pupil is described as being at an early stage of language acquisition. The proportion of pupils known to be entitled to free school meals is around 12.8 per cent, which is broadly in line with the national average. Attainment on entry to the school is best described as average, although the full range of attainment is represented. The proportion of pupils identified as having special educational needs is above the national average. Six pupils have a statement of special educational need. Twenty-three other pupils have various needs which include learning or physical difficulties and social, emotional and behavioural problems. The school has been awarded the Healthy Schools Award (2004) and a School Achievement Award (2002).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Mathematics; science; art and design; design and technology; music; personal, social and health education and citizenship
10144	Mike Vineall	Lay inspector	
6282	Parveen Raja	Team inspector	Foundation Stage; information and communication technology; physical education
9224	Mary Marriot	Team inspector	English; geography; history; special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This effective school has many very good features. It is a school where every child matters. Good teaching ensures that all pupils achieve well. By the time pupils are 11 years old, standards are above national expectations in English and science and in line with national expectations in mathematics and information and communication technology (ICT). A good curriculum motivates pupils very well. Christ Church is a very caring school and has very good relationships with parents, the church, other schools and the community. Overall, leadership and management are good and the school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is good and pupils achieve well.
- The headteacher provides good leadership.
- There is an effective governing body.
- Pupils' personal and spiritual development is promoted very well.
- An interesting curriculum promotes pupils' very good attitudes and they behave well.
- Links with parents, other schools and the community are very good.
- Assessment procedures need further development so that pupils' progress is tracked more effectively.
- There are insufficient opportunities for pupils to record their work in science.

The school has developed well since the last inspection. Standards have improved over time and especially good progress has been made in improving literacy, especially writing. Standards in ICT have improved because of investment in hardware and staff training that has raised staff's confidence and skills. The use of ICT to check on pupils' achievement and application of it across the curriculum have improved.

STANDARDS ACHIEVED

Year 6 results

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

Key: A – very high; 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.

Throughout the school pupils achieve well. By the end of Year 6, standards are currently above national expectations in English and science and in line with national expectations in mathematics and ICT. In the 2004 national tests for 11 year olds, pupils' performance in English and science was above the national average whilst in mathematics it was average. In comparison with similar schools, standards were well above average in English and science and average in mathematics. Pupils enter the school with attainment that is generally average. Children achieve well in the reception class and currently achieve well in Years 1 to 6. Pupils with special educational needs and those from minority ethnic groups achieve well.

Pupils' spiritual, moral, social and cultural development is good overall. They display a clear sense of belonging to their school, with very good attitudes to school and good behaviour. Attendance is very high and most pupils are punctual to school.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good and the school has a good curriculum. The overall quality of assessment is satisfactory. Care and support are very good as are the links with parents, other schools and the community.

There is good quality teaching throughout most of the school. Good teaching ensures that children get off to a solid start in the Foundation Stage. There is a good range of activities to enthuse children. However, there is a need to provide more challenging work for higher attaining children in mathematical learning. Teachers in Years 1 to 6 also prepare interesting lessons. Pupils respond by concentrating very well and being very interested in their work. Teachers share very good relationships with pupils. Teachers interlink subjects very well and increasingly use ICT effectively as a tool for teaching. Pupils acquire good investigational skills in science. However, a weakness in the teaching of science is that insufficient attention is given to the written recording of work done and to getting pupils to explain why they are doing it. Assessment is satisfactory but does not yet enable teachers to track pupils' attainment across the school. Pupils with special educational needs and the few from minority ethnic groups are taught well and are fully included in all lessons. They are helped efficiently by support staff and the use of good individual education plans. Throughout the school, children in the Foundation Stage and pupils in Years 1 to 6 have a good curriculum which motivates them very well. Pupils' learning is greatly enriched by a wealth of interesting artefacts, activities, clubs, visits and visitors to the school. Provision for personal, social and health education is very good and reflects the very strong ethos of care in the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. Leadership is good. The headteacher's very clear vision, sense of purpose and high aspirations are shared by staff and governors. Elements such as self-evaluation are very good and the continuing professional development of staff is good. The work of the governing body is good and governors take an active interest and involvement in the school, ensuring that all legal requirements are met. Management of the school is also good. The leadership of key staff is satisfactory overall although some are good and others are very good. The school has sensibly paired co-ordinators to lead subjects but it is too early to say that all are effective in their knowledge and understanding of what is going on in the subjects and how to improve any of the areas for development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

A very large proportion of parents expressed very positive comments about the information that they receive from school and the ease with which they could approach the school over any concerns. Pupils have very positive views about the school. They speak enthusiastically about their teachers, their lessons and their appreciation of the family atmosphere.

IMPROVEMENTS NEEDED

The school has already identified the following developments with which the inspection team agree.

- Develop further the assessment procedures so as to track pupils' progress more effectively.

- Improve the teaching of science so that work is more effectively recorded.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Children enter the school with standards which match those normally expected for their age. Overall, children achieve **well**. They achieve **well** in the reception class and achieve **well** in Years 1 to 6. Pupils with special educational needs and those pupils of other ethnic groups achieve **well** as they progress through the school. In Year 2, pupils attain standards which are generally above expectations but by Year 6, standards are generally in line with expectations.

Main strengths and weaknesses

- Overall pupils achieve well because the quality of teaching and learning is good.
- Pupils with learning difficulties are well supported and achieve well.
- English standards are particularly good.

Commentary

1. Most children enter the school with average skills although the full range of ability is represented. They receive a solid start and make good progress through the reception class, continually building on what they have learnt. They achieve well in their personal, social and emotional development because the teaching is good. They also achieve well in their communication, language and literacy, knowledge and understanding of the world and creative development. They achieve satisfactorily in all other areas of learning. By the end of reception, most children have reached the standards expected of them in all six areas of learning and several pupils have exceeded them. Many show maturity in personal, social and emotional development and they have good skills in speaking and listening. Several are reading independently and beginning to record their own stories and number sums. Higher attaining children are already working towards Level 1 of the National Curriculum.
2. The following table shows the school's results in the national tests for 2004. Standards by the end of Year 2 were above the national average in reading, well above average in writing and in line with the national average in mathematics. When compared with pupils in similar schools, pupils' performance was above average in reading, very high (top five per cent of schools) in writing and well above average in mathematics. The four-year trend in the school's average point scores in Key Stage 1 is above the national trend.

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

Standards in:	School results	National results
reading	16.5 (18.1)	15.8 (15.7)
writing	17.0 (15.8)	14.6 (14.6)
mathematics	16.4 (17.3)	16.2 (16.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year

3. The following table shows the results pupils in Year 6 attained in 2004. When compared with all schools, standards in English and science were above average and standards in mathematics were in line with the national average. When compared with similar schools, standards in English and science were well above average and

standards in mathematics were average. The four-year trend in the school's average point scores in Key Stage 2 is below the national trend, mainly because of a steady decline in mathematics standards. As a result of recent input from consultants and a school focus on improving numeracy, this falling trend appears to have been halted.

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

Standards in:	School results	National results
English	28.1 (27.6)	26.9 (26.8)
mathematics	27.2 (27.5)	27.0 (26.8)
science	29.9 (29.9)	28.6 (28.6)

There were 38 pupils in the year group. Figures in brackets are for the previous year

4. Standards in reading are well above average by the end of both Years 2 and 6. Standards in writing are not quite as high although they are above average. Pupils swiftly gain confidence with their reading and writing in Years 1 and 2 and the high standards they attain are maintained and consolidated in Years 3 to 6. Pupils of all abilities are achieving well throughout the school and their progress is good.
5. In mathematics, pupils' skills, knowledge and understanding have progressed well this year following the effectiveness of the whole school focus and input from numeracy consultants. Standards are above average by Year 2, with pupils achieving well in Years 1 and 2 due to effective teaching. Similarly, effective teaching in Years 3 to 6 ensures that good achievement is maintained although standards are in line with national expectations.
6. In science, pupils achieve well overall. They achieve very well in the practical aspects of science because the school places a significant emphasis on investigational work which motivates pupils very well. However, pupils' written recording of work is a weakness in Years 3 to 6. Standards are broadly in line with national expectations in Year 2 and above national expectations in Year 6.
7. ICT has been a key priority for school development over the past few years and as a result there has been good improvement in its provision. Standards are in line with those expected of pupils at the end of Years 2 and 6 and rising, particularly in Year 6. Developments in the subject have not been in place for long enough to impact on the standards achieved by the other age groups.
8. There was too little evidence to make a firm judgement about standards and achievement in other subjects, except for music, where standards are above average in Years 2 and 6 and pupils achieve well. High quality work was seen in many other subjects, particularly art.
9. Throughout the school there is currently no difference between the attainment of boys and girls. Pupils with special educational needs make consistently good progress throughout the school because of the very good support that they receive. Targets set for these pupils identify precisely what needs to be worked on next. The high level of inclusion for these pupils is a major factor in their good achievement.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes to school and learning and behave **well**. Provision for pupils' spiritual, moral, social and cultural development is **good**. Attendance and punctuality are both **very good**.

Main strengths and weaknesses

- Pupils enjoy coming to school and have very good attitudes to their work.

- Relationships throughout the school are underpinned by the caring ethos and are very good.
- Pupils behave well around the school and in the classrooms.
- The school council has limited responsibility for managing meetings.

Commentary

Attendance in the latest complete reporting year 2003-4 97.6%

Authorised absence		Unauthorised absence	
School data	2.4	School data	0.8
National data	5.1	National data	0.4

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

10. Pupils' attendance is very high compared to other schools nationally. Most parents respond very well to the school's very good procedures to promote regular attendance and ensure pupils arrive punctually at school. There have been no exclusions during the last year.
11. Most pupils are interested in their lessons and are very eager to join in discussions and answer questions. The provision for the development of pupils' attitudes, values and personal qualities is very good. Pupils are confident that their teachers and fellow pupils will listen to them and respect their views. Most pupils can work with sustained concentration, take an active part in lessons and work hard when activities are interesting and challenging. This was apparent when in an ICT lesson Year 2 pupils instructed a programmable device to move in different directions. As a result of their very good attitude and good behaviour, they made good progress in learning in a fun-filled enjoyable lesson. Pupils respond well to the high expectations of conduct set by the teachers and other staff. Pupils know what is acceptable. Pupils with special educational needs are very well integrated so that they make friends and benefit from the support of their classmates as well as adults.
12. Pupils work successfully with their classmates. Older pupils help the younger ones and this contributes to the very good relationships between all in school. For example, Year 6 pupils act as 'Buddies' for the reception children; they also work collaboratively, which greatly promotes learning for all the pupils. Pupils are frequently asked to co-operate with one another in lessons and often share materials during group work. Pupils also learn to appreciate the responsibilities of citizens through the election of the school council. However, the head teacher generally leads school council meetings and this responsibility is not as yet delegated to pupils. This limits the extent to which pupils can show initiative in these meetings. Pupils learn to value each other and their achievements. They are encouraged to celebrate the success of others. Assemblies contribute well to this aspect of pupils' development. Pupils and parents are confident about the absence of bullying.
13. The school supports pupils' spiritual, moral, social and cultural development well. Children are encouraged to reflect on issues and compose prayers, for example about the Tsunami disaster and the plight of so many people. There are very good opportunities for pupils to appreciate and make personal responses to art and music. Moral development is promoted very successfully through stories, religious education work and raising funds for charities and this supports pupils' very positive attitudes and behaviour. Social and cultural development is supported well. Through activities in English, art, music and geography, pupils develop a good sense of their own cultural heritage. The school promotes cultural awareness and understanding of Britain's diverse communities through studies in religious education, history and geography and in the theme days such as the 'China Day'. Parents and visitors from other cultural heritages support the school's efforts to raise awareness of the multi-ethnic nature of modern British society, for example focused work on the Hindu festival of Vasanta Panchami.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good** overall. Teaching and learning are **good** and the school provides a **good** curriculum. Assessment is **satisfactory**. The quality of care, support and guidance is **very good** and there are **very good** links with parents, other schools and the community.

Teaching and learning

The overall quality of teaching is **good**. As a consequence, the quality of learning is **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers have high expectations, of both what pupils can achieve and how they should behave. Pupils rise to these challenges and achieve well.
- Teachers' subject knowledge is secure and the good use of resources results in good learning.
- Teachers enthuse and encourage pupils well and use adult support effectively so that all pupils in class benefit.
- Pupils with special educational needs are taught well because of the use of good individual education plans and work set at the correct level.
- Assessment and tracking procedures in subjects other than English and mathematics are as yet in need of further development.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7 (22%)	18 (56%)	7 (22%)	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.

14. Teaching and learning of children in the Foundation Stage is good. The teacher plans well, manages children's behaviour well and has good relationships with them. Staff have established clear classroom routines and the good organisation underpins this. They frequently praise children's efforts and achievements and this fosters children's good confidence. Staff ensure that all children are included fully in the activities. The classroom assistants are deployed effectively in lessons and make a positive contribution to children's learning. However, at times, adults over-prepare activities or give too many instructions. This slows down the development of children's independence. Whilst the staff prepare a good range of activities, opportunities for the higher attaining children to record and save their work in order to review prior learning and consolidate new learning are sometimes missed.
15. Teaching in Years 1 to 6 is good and sets standards of quality, which provide pupils with high expectations and positive attitudes. For example, teachers create a good learning environment and displays are of a high standard. They are a mixture of interactive displays, information or celebration of good work. Teachers promote a very positive ethos throughout school, which encourages children to be enthusiastic learners. Relationships throughout the school are very good and teachers value every child and value effort as much as attainment. However, teachers occasionally do not

encourage pupils enough to take responsibility for resources and this limits pupils' initiative.

16. Teachers in most classes have good curriculum knowledge and are clear about the skills, concepts and attitudes the pupils need to acquire. They have clear learning objectives for each lesson, which are clearly shared and understood by all pupils. They provide an exciting curriculum where cross-curricular links are planned for and carried out. Most lessons have challenging and differentiated learning tasks which use stimulating resources, avoiding a dependency on work sheets. They often include individual tasks giving them opportunities to become confident and independent, and collaborative work to foster co-operative learning. Teachers often make the most of first-hand experiences to arouse pupils' curiosity and interest by using appropriate artefacts, objects, visits, visitors and photographs and through the use of investigative work. Most teachers have the confidence and skills to use ICT to enrich learning. Teachers also ensure they provide a variety of learning techniques to cater for all types of learning, for example by speaking and listening and by using practical equipment.
17. Much of the work, especially in English and mathematics, includes extension work as well as consolidation activities. It also allows pupils to practise and apply their knowledge, skills and concepts and allow for the sequential acquisition of basic skills. This enables pupils to communicate their learning in a variety of ways and for a variety of audiences. Teachers engage in well-trying interventions using effective questioning and discussion during lessons, concentrating on learning rather than matters of discipline. They distribute time equally between pupils and provide equal, if sometimes a little restricted, opportunities for pupils to develop their ideas through independent enquiry.
18. The teaching for pupils with special educational needs is good, being based on careful analysis of what pupils need to do next to improve their skills. Individual education plans have clear targets for improvement. Teaching assistants provide very effective support because they know exactly what they are doing and provide feedback to teachers at the end of sessions so that future work can be adapted.
19. Teachers plan for assessment opportunities satisfactorily and use information to facilitate future planning. They assess children's learning within a lesson through discussion, questioning and plenary session. Assessment in English, however, is very good because teachers maintain effective records of pupils' achievements and plan sequential work as a result of their findings. In other subjects the assessment procedures are not as well advanced and although teachers have a clear understanding of how well pupils are doing in the short term, they have do not have a clear picture of how cohorts are performing over time.

The curriculum

The school provides a **good** curriculum for its pupils and there is **very good** enrichment through activities both within and outside of the school day. The school's accommodation and resources are **good**.

Main strengths and weaknesses

- There is very good provision for the development of pupils' personal, social and health education.
- Good links are made between subjects so that the pupils see the relevance of their learning.
- There is very good provision for enrichment of the curriculum both within and outside of the school day.
- The provision for pupils with special educational needs is good and all pupils are included.

Commentary

20. There has been good improvement in developing the curriculum since the last inspection. The very good use of role-play for children in the Foundation Stage helps to prepare them well for the next stages of their education. Planning ensures that activities match children's needs well and this helps them to gain confidence and make good progress. The learning environment is well organised to provide a good range of purposeful activities although some are over-directed. The reception class teacher has innovative creative ideas which are shared with the rest of the school. For example, she has been instrumental in developing links with Year 6 which produced some very good work in the style of Lowry and she also instigated a Vasanta Panchami day celebration which included dance and percussion. 'Katie Morag Day' was another innovative idea. Children in reception, and other pupils throughout the school, enjoyed a ceilidh and piper as part of a creative linking of subjects as they worked on a study about a girl who lives on a remote Scottish island. These activities play a very positive part in improving children's cultural development.
21. Throughout the school pupils benefit from a wide range of good quality learning opportunities to ensure that they achieve well. The curriculum is well managed with all subjects of the National Curriculum being taught. The literacy curriculum is particularly good and this is reflected in the above average standards reached by pupils. Teachers' planning is good overall and generally meets the needs of all pupils well. A major strength of curricular planning is the attention that goes into linking work in different subjects. This results in pupils having secure skills, knowledge and understanding because they can see the relevance of what they are doing and use what they are gaining in a meaningful and constructive way. Of particular note is the boost that pupils' writing skills are given in subjects like history, geography and ICT. However, in some classes, pupils do not always record their work well enough in their science books, and there is not enough careful emphasis on recording in sequence and drawing a conclusion. Thus pupils do not make good use of the opportunity to practise and improve their writing skills.
22. The school reflects its aims well in provision for pupils' personal, social and citizenship education, when this important part of the curriculum is part of a rolling programme for pupils in Year 3 to 6 to take part in, together with music and 'thinking and library skills'. There is good provision for sex education, learning about alcohol and drugs abuse and understanding how to keep healthy, through visits from the school nurse and the school's work to achieve healthy school status.
23. There is good provision for pupils with special educational needs. Pupils benefit from the very good relationships and inclusion that are evident throughout the school. The good management of special needs ensures that the needs of pupils are fully met and that pupils have equal access to the curriculum and achieve well.
24. The school enriches its curriculum very well by providing activities outside of the school day, aiming to offer at least one club for children in Year 2 to Year 6 each term. Many pupils take part in these activities such as football, netball, computer club, textiles and drama. Regular arts festivals, special weeks and a wide range of sporting activities ensure that all pupils have an opportunity to take part in additional 'out of school' events. Older pupils benefit from taking part in residential visits.
25. The number, qualifications and experience of teaching staff match the needs of the curriculum. The good number of support staff reflects the school's good provision for special educational needs. The accommodation is good. Pupils benefit from improvement over the last three years to the teaching areas in the school. This includes work on every classroom and the establishment of another learning zone equipped with computer and library facilities. A link corridor has been established between the Foundation Stage, Years 1 and 2, and Years 3 to 6. This means that

pupils with special educational needs are increasingly able to access the whole school area with ease. The corridor is attractively decorated with pupils' artwork, which celebrates their achievements. The school has a good number of resources to support learning well and meet the needs of the curriculum. These include an attractive role-play area, a library and computer suite.

Care, guidance and support

The school's attention to all issues regarding health, safety and welfare of the children is **very good**. Pupils' support, advice and guidance are **good**, as is the involvement of pupils in the school's work and development.

Main strengths and weaknesses

- Very good and meticulous attention is given to all health and welfare issues.
- Induction processes into, through and onward from the school are very good.
- Very good relationships exist between all adults and all children.
- Good support and guidance do much to lay the foundations for learning.

Commentary

26. This is a very caring and inclusive school. Careful attention is given to all activities aimed at ensuring the health, welfare and safety of every child in a most meticulous manner. Thus, for instance, nearly all teachers and support staff are trained in first aid. Similar detailed attention is given to health and safety and to child protection, which is led by the headteacher but with the learning mentor being trained and all staff well involved.
27. Similarly, very good, carefully crafted attention is given to all stages of induction. Transfer into the Foundation Stage is very well handled with home visits and many welcoming features, which even include a letter to new pupils from their potential Year 6 'Buddy'. Passage from year to year is equally sensitively handled, with 'move up' days every summer term so that the pupils can meet their next teacher. The school feeds several secondary schools of various status and popularity, but parents made a point of praising the way the school helps them to make difficult choices and then does everything possible to minimise the stress of transfer for all children and parents.
28. The school has a very good level of contact with a range of support agencies and uses advice and guidance given very effectively to promote pupils' progress.
29. Very good relationships exist between all parties. Those between all adults and the children inform much of the very effective care and guidance. Those between staff ensure that support is seamless. Much good work is done to overcome any problems or difficulties encountered by children and parents to ensure that all pupils have the best chance possible to learn effectively. Not just teachers and teaching assistants contribute here, but key people like the learning mentor – a relatively new appointment, funded by the school itself, who is rapidly having a beneficial influence on the overall quality of care.

Partnership with parents, other schools and the community

The school has built **very good** links with parents, the local community and other local educational establishments.

Main strengths and weaknesses

- Communications to parents are very good.
- Parents have very good attitudes towards, and support for, the school.
- Inclusive work is done through the Parental Involvement Project.
- Very good links with local schools and colleges bring many benefits, often mutual.
- Very good and constructive links are forged with many facets of the local community.

Commentary

30. Parents expressed very strong support and praise for the school. . Special praise was given to the care and support given, not just to pupils with special needs, but to all with concerns or problems. Parents appreciated the increasingly open approach to parents, responding to their worries and questions and involving them in the education of their children.
31. Very good relations are assisted by the good communications going out to parents which include a friendly and informative fortnightly newsletter and a useful notice board. Informal and spontaneous communication is encouraged by the headteacher, learning mentor and others. This is very evident at the end of the day, whatever the weather. Class teachers are also readily available in their rooms. School reports are very thorough and individual, embracing grades for effort and achievement in every subject and also targets for improvement.
32. Efforts to engage parents are rewarded by their very good support and involvement. A very active 'Friends of Christ Church' group runs many events that offer social and financial benefits to the school and also involve the staff. Support can be practical – parents levelled the playing field, a Herculean task involving tons of soil. Parents help in school and respond well to needs for extra help on trips. For example, the walk to the parish church involves 46 adults. Several parents have attended education classes for parents, including work on ICT and numeracy.
33. During a successful initiative the school positively targeted 34 homes where children had particular problems. Some 20 parents started a course to assist them to help their children, in conjunction with the school. Such carefully aimed action typifies the school's approach.
34. There is a high level of communication with parents of pupils who have special educational needs, and as a result, parents know exactly how the school is helping their child to meet targets.
35. The school networks very well with other schools in the area to bring many benefits. The 'Network Learning Community' of six primaries runs initiatives. These have included work on building self-esteem, staff training, drama and spelling. Links to the various secondary schools and colleges bring many more learning benefits – for example, a physical education initiative, and specialist teaching in numeracy, ICT, science and French, of which a particularly good example was seen during the inspection. Such links strengthen relationships and assist induction as well as enhancing the curriculum. The links extend into further and higher education with students coming from Lancaster University English Department, work experience students from Lancaster and Morecambe College and from secondary schools, and students placed for initial teacher training. All such positive links refresh teaching and learning.

36. Equally good links have also been built with the local community. The links to the parish church, its vicar and its congregation are at the heart of school life and the church links are evident in school. Beyond the parish, very good links embrace the local community centre while several projects engage with the wider community through imaginative means, for example the project that produces bird boxes and places them, not just around the school, but in the nearby parks and parents' homes. Many local organisations provide speakers in school to illuminate teaching and police, coastguards and visitors from other cultures have been welcome visitors. Similarly, visits out of school use many local facilities, such as the Ashton Memorial, museums and the cathedral.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher leads and manages the school **well**. The governance of the school is **good**.

Main strengths and weaknesses

- The very clear, shared vision and high aspirations of the headteacher lead to good achievement on the part of the pupils.
- The governing body takes an active role in shaping the direction of the school and provides a good level of challenge.
- Very efficient financial management systems reflect the emphasis on obtaining best value for money.
- Assessment procedures are in place but systems for tracking pupils' progress across the age range are not as well developed.
- The school includes all the pupils in everything it does.

Commentary

37. The school has improved in effectiveness since the last inspection. Pupils overall achieve better than at the time of the last inspection. Overall, the quality of the school's work in evaluating its effectiveness has improved and is now very good. Some of the reasons for the improvement are that performance management has had a positive impact on teachers' attention to raising standards and meeting whole-school targets.
38. The relatively new headteacher provides good leadership and demonstrates a strong commitment to raising pupils' standards and achievement. She manages the school with a clear vision and has established open channels of communication with pupils, staff and parents. The headteacher motivates her staff sensitively and quietly and as a result she and the staff work very well together as an effective team. The senior management team works efficiently. Currently some of the staff are in temporary posts and the headteacher is managing the staff changes well. The headteacher and subject co-ordinators work actively to maintain and improve standards. The headteacher plays a crucial role in ensuring that pupils succeed. The leadership and management of the subjects lack consistency and range from very good to satisfactory. The school recognises this as an important area for action and has devised an appropriate action plan to develop the role of the subject co-ordinators with support from the school advisor. This is to ensure that all co-ordinators have a high level of skills to monitor provision in their subjects and provide the necessary leadership and support.
39. The data the school accumulates through its assessment procedures is analysed carefully, and serves as an effective tool for the school's self-evaluation. This information is also used constructively in setting targets for pupils' performance in the national tests. The school is on course to meet its targets. However, the school has recognised the need to further develop its procedures for monitoring pupils' progress and has planned an appropriate programme for staff training in order to establish systems for whole-school use of targets to improve teaching and learning.
40. This is a school in which all children matter. A strong Christian ethos permeates the life of the school. The individual is valued highly and the school is proud of its aim to promote an equality of opportunity. The school's aspiration for pupils' personal development is consistently promoted for all pupils. There is very good commitment to inclusion, and good and consistent management of special educational needs.
41. The governing body provides good governance. Governors are very committed and provide good support for the headteacher and staff through their regular visits to the school and meetings with staff. Their relationships with the school are very good. The different committees are clear about their roles and successfully guide and oversee the work of the school. Governors readily identify the school's strengths and areas requiring further improvements, as a result of the monitoring undertaken by individual governors and committees. They take an active part in the school's development and ensure that the school fulfils its statutory duties, for example with regard to special educational needs, race equality, gender and inclusion. Their approach to financial management is very good. The management and use of resources, based on the principle of obtaining best value for money, are very efficient.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	635 871
Total expenditure	646 403
Expenditure per pupil	2 848

Balances (£)	
Balance from previous year	35 637
Balance carried forward to the next year	25 105

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. Children make a solid start to school. Provision has improved well in personal, social and emotional development, knowledge and understanding of the world and physical development. Planning is thorough and now linked to the national goals for this age. Most children have attended pre-school groups and have generally average attainments when they start at Christ Church. The quality of teaching and learning is good. Learning activities are well prepared and organised and children therefore enjoy all areas of learning. Children with special educational needs receive good support and as a result they achieve well. By the time children leave reception standards overall in all the areas of learning are in line with expectations for this age, except in personal, social and emotional development where children are on course to exceed the early learning goals.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Caring and warm relationships help children settle quickly, securely and happily into school.
- Children readily learn to work well as a whole class and work responsibly by themselves and with other children.

Commentary

43. Children achieve well and most are likely to exceed most of the national goals set in this area by the end of the year. This is because teaching and learning are good and children receive patient, caring and effective support. The teacher and support staff quickly establish very positive relationships with all the children. Children respond strongly to high expectations of conduct, effort and achievement, as staff consistently support and encourage them with praise. They gain independence, for example in self-registering their choices in activities. They make simple choices of activities, follow instructions responsibly and work and play together. Their capacity to keep concentrating by themselves, for example when using computers, is often above that expected for their ages.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good attention to letter formation and letter sounds means that children achieve well in reading and writing.
- Opportunities for role-play contribute well to developing speaking and listening skills.
- Collaborative learning with Year 6 pupils contributes well to children's achievements.

Commentary

44. Children achieve well in the basic skills of literacy as a result of the good teaching they receive. Most are on course to meet the expectations for their age. Children's language skills are not as well developed as other skills (such as numeracy and personal skills) when they start school. The teaching of reading by letter sounds is systematic and children make good progress. Children recognise their own names and read familiar words with growing accuracy. A significant proportion of children is capable of reading simple texts independently. Most write their names accurately. They write simple messages for the Three Bears and a few show growing awareness of demarcating sentences with a full stop and starting with capital letters. Imaginative play is used very effectively to promote speaking and listening skills. For example, in the 'Bear's Café' they use vocabulary related to serving and eating food. In the police station children initiate conversations and play-act different roles in exciting imaginative contexts. Children develop good listening skills through enjoyable stories, songs and rhymes. The adults in the class provide good role models of language but on occasions do not encourage children to speak at greater length and consequently some respond to questions in single words and gestures. Children work and play collaboratively, whilst Year 6 pupils support the children in a range of activities on offer in the classroom.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The children learn effectively through daily experiences of mathematical skills.
- Mathematical development is well linked to other areas of learning.
- Opportunities for higher attaining children to record their work are sometimes missed.

Commentary

45. Achievement in mathematical development is satisfactory and most children are on course to achieve the expected goals by the end of the year. A range of activities is provided which focuses the children's attention well. Good relationships encourage them to learn enthusiastically through number songs and games. Teaching makes good links with mathematical aspects of other practical areas of learning. For example, children practise positional language in lessons planned for their physical development; they play experimentally with sand and water, and learn about capacity, volume and weight from first-hand experience of baking. Colourful printing and painting work strengthens their knowledge of number shapes. Children have ample opportunities to count numbers to 20 and beyond, find missing numbers and add objects together. The use of whiteboards helps children to practise writing numbers and do simple calculations; however, opportunities for the higher attaining children to record their work in order to review prior learning and consolidate new learning are often missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Achievement overall is good, particularly so in ICT and religious education.
- A range of first-hand experiences successfully extends children's knowledge and understanding of the world.

Commentary

46. Children are on course to reach the early learning goals for this age by the end of the year. This is because teaching is good and children are provided with a wide range of activities which lays a secure foundation for future work in science, design and technology, geography and religious education related learning. In ICT, children use the interactive whiteboard, computers and other equipment, such as digital cameras and listening centres confidently. They work quickly and independently on the computers, using language and mathematical programs to practise new skills and use listening centres to enjoy stories. They learn about Jesus and the Easter story through creating an Easter garden. They design and make the gardens using clay and other classroom materials and grow flowers for them. They experiment

with floating and sinking a variety of objects, make predictions and share their observations with others. All of these, and other similar first-hand experiences, enable children to develop a good knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- A good range of resources used effectively in the classroom and in the outdoor play area successfully enables children to develop physically.
- Physical activity is used well to support children's development in other areas of learning.
- Occasionally, children spend longer periods listening to instructions which reduces the time for physical activities.

Commentary

47. Teaching is satisfactory overall and children achieve satisfactorily in their physical development. The majority of children reach the required standard by the end of the reception year. There are some good aspects linked to the improvements made since the last inspection. A colourful and well-resourced outdoor play area provides regular opportunities for children to engage in imaginative and energetic play using wheeled and other large toys. In the school hall, children demonstrate good co-ordination and control when moving in different ways. For example, they practise balancing by walking on ropes, crawl through a tunnel and jump in and out of hoops. However, while good links are made, for example, with mathematical language the focus of the activity occasionally shifts more towards language acquisition. As a result, children spend more time listening to explanations and instructions than exercising. The many practical activities provided, like manipulating play dough and making collages, allow children to practise and develop fine motor skills well.

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well because they are provided with a good range of activities to develop their skills.

Commentary

48. Teaching is good overall and most children are likely to reach the goals expected by the end of the year. Children learn a range of early drawing, painting and printing techniques. For example, they create portraits of people who help them, such as the policeman, fireman and the nurse. Children also have experience of using ICT to create interesting repeating patterns, showing a growing understanding of the icons on the computer screen. However, at times, adults over-prepare activities or give too many instructions, for example as children make Easter eggs using a marbling technique. This could limit their opportunity for creativity and questioning. Imaginative play develops strongly in a good range of well-supported activities, such as role-play in the Bear Café and construction with toy bricks. Children sing rhymes and songs with enjoyment. They join in enthusiastically with singing hymns in the assemblies.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Pupils have very good attitudes to their work because of the good teaching.
- There is a good emphasis on basic skills which are taught very well.
- Teachers know their pupils well and match learning very effectively to the pupils' varying needs.
- Effective systems for assessing pupils and tracking their progress are in place.
- The subject is very well led and managed.
- Literacy skills are insufficiently promoted in some classes in recording pupils' science work.

Commentary

49. The school is doing really well in this subject and has made good progress in improving the provision since the last inspection. Standards in reading are well above average by the end of both Years 2 and 6. Standards in writing are not quite as high although they are above average. Pupils swiftly gain confidence with their reading and writing in Years 1 and 2 and the high standards they attain are maintained and consolidated in Years 3 to 6. Pupils of all abilities are achieving well throughout the school and their progress is good. There is no difference in the attainment of girls and boys.
50. Pupils have very good attitudes to their work because of the consistency of the teaching which is good with some very good teaching seen in some lessons. The pupils have mature attitudes, concentrate well and are keen to learn because of the very good relationships they enjoy with their teachers. Pupils give of their best because they know that they are expected to work hard. Most work sensibly without direct supervision when their teacher is occupied with other groups. In most classes, most pupils are confident writers because they know that their efforts are valued. Lower attaining pupils are given very good support to help them to learn at the same rate as others in the class. They are given carefully modified tasks and are encouraged to complete their work with plenty of help. Special support assistants invariably make a strong contribution to lessons, because they are well briefed about their role and have a good knowledge of how to teach the subject effectively.
51. Teachers have a good knowledge of how to teach the subject effectively. Basic skills are taught very well because the teachers are confident and have expertise in making the literacy hour interesting and lively. Teachers select imaginative activities that hold the attention of pupils and lessons are effectively organised to make the best use of time. Tasks are invariably pitched accurately to meet the needs of all groups of pupils because teachers know them well. All teachers are very mindful of the continuing need to develop pupils' speaking and listening skills, and discussion, group work and collaboration are key elements of many lessons. These features came together very well in Years 1 and 2 where pupils used role-play to its best advantage. Adults and 'Kevin' the puppet orang-utan joined in the play to encourage imaginative language. They effectively slipped in new but relevant words. Working with the non-teaching assistant, pupils also write during role-play, for example by booking people in to the Police Station or by taking their written statements.
52. Most lessons start with a session of questioning, which teachers orchestrate with skill, generating enthusiastic and thoughtful responses from pupils, and reminding them what has been learned in previous lessons. To complement freer topics for writing, there are plenty of more formal activities in spelling and grammar to reinforce correct

usage, and throughout the school there is increasing accuracy in the use of these skills. Handwriting is neat and well formed; presentation is very good.

53. Pupils are encouraged to read at every opportunity and to take their reading books home. Parents support pupils' home reading well. The school has attractive library areas and they are used well to look up information and to browse through books. Pupils are taught library skills well and this helps them to use the library with confidence.
54. Teachers monitor the progress made by the pupils through the use of regular and effective assessment. As a result, teachers have a very good understanding of the needs of their pupils and this enables them to plan accordingly. Good recording of pupils' reading and writing skills enables teachers to set targets, which are discussed with pupils and enable them to know what to aim for next. Teachers' marking of pupils' work is very thorough and sensitive, providing plenty of encouragement but also advice as to how pupils might improve.
55. There is a good level of consistency in the teaching throughout the school because the subject is very well led and managed by the subject managers. They are proactive in addressing any weaknesses and know what needs to be done to bring about improvement. As a result of monitoring pupils' work, they are familiar with the quality and range of work in each class and are in a strong position to take action in tackling any weaknesses. This is particularly the case in writing, where the lead co-ordinator has undertaken an insightful audit of work to form the basis of an action plan to try to bring the standard of writing up to that of reading. The school is making increasingly good use of data to monitor performance, to identify individual pupils and aspects of the curriculum that are in need of further attention, to set targets and to track the

Language and literacy across the curriculum

56. The school provides good opportunities for pupils to use their language and literacy skills across most of the curriculum. Most lessons include reading in some form or other and as they grow older pupils become confident and proficient readers. Opportunities for pupils to undertake research and to write in a more extended way are good, and this was exemplified in their research on the musical influence of John Lennon in Year 6. Pupils write for a broad and interesting range of purposes, which range from writing instructions for baking cakes in Year 2 to writing more sophisticated poems and imaginative narratives by Year 6. However, in some classes, pupils do not always record their work well enough in science, where there is not enough careful emphasis on recording in sequence and drawing a conclusion.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Achievement is good in Years 1 to 6.
- Teaching and learning are good in both key stages.
- Leadership of the subject is good and improvements are underway.

Commentary

57. Pupils in Years 1 and 2 have a good grounding in number calculation, shape and space and handling information. In Years 3 to 6 pupils' mathematical skills, knowledge and progress have progressed well this year. Standards are above average by Year 2, with pupils achieving well due to effective teaching. Similarly, effective teaching in

Years 3 to 6 ensures that good achievement is maintained although standards are in line with national expectations. There is currently no difference in the attainment of girls and boys although boys have outperformed girls in the past. Standards have risen since the last inspection and the input from numeracy consultants and improved strategies to develop girls' achievement have borne fruit.

58. Teaching and pupils' learning in lessons seen were good, with teachers planning effectively from the National Numeracy Strategy. In sharing the purpose of the lesson with the pupils, the teachers frequently relate it to what the pupils know already. The pupils learn and achieve well because the pace of lessons is brisk and they are helped to make relevant connections between what they know and new information. The initial sessions of mental mathematics are generally lively and the teachers prompt the pupils to think quickly and to explain their answers. If mistakes are made teachers make effective teaching points out of them without demeaning pupils' efforts. The teachers plan conscientiously and, in the best lessons, make effective use of resources such as number fans, counting sticks and the interactive whiteboard to support pupils' learning. In sharing and discussing strategies, the teachers provide a good model for the pupils in the way they set out computations clearly on the class whiteboard. The ready and encouraging exchanges between teachers and pupils give the pupils confidence that in turn leads to success and high self-esteem in mathematics. The teachers' skilled questioning develops and deepens the pupils' understanding.
59. Teachers use informal questioning and regular tests to assess and track pupils' achievement. They are quick to note when a pupil is having difficulties. In all lessons seen, the teachers dealt quickly with problems and ensured that pupils with special educational needs were supported and that their task was manageable. This adds to their good achievement. When the teachers mark the pupils' work, they identify targets for pupils as well as giving comments and praise.
60. The subject co-ordinators provide good leadership. They monitor the quality of teachers' planning and scrutinise pupils' work. This enables them to check the coverage of work in relation to the National Numeracy framework and to confirm that those with learning difficulties and the more able have their needs met. This has heightened the consistency and quality of teaching throughout the school and helped to identify areas for improvement. Good quality homework for all pupils builds well on work done in lessons.

Mathematics across the curriculum

61. The use of mathematics across the curriculum is good and planned for well. Teachers develop numeracy skills in other subjects. For example, pupils throughout the school use various measures, for example using centimetres in design and technology and also by measuring temperature in degrees in science lessons. In other lessons pupils use and record information from spreadsheets, charts and graphs.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The very good focus on experimental and investigational activities has improved pupils' scientific skills.
- The recording of work in science is a weakness and does not enhance pupils' understanding.
- The quality of teaching and learning is good.

Commentary

62. Pupils achieve well overall. They achieve very well in the practical aspects of science because the school places a significant emphasis on investigational work which motivates pupils very well. Lesson planning is based on national guidelines and is good. Standards have been consistently high in recent years, and current evidence in lessons suggests this will be the case this year. However, pupils' progress in their acquisition of scientific knowledge and understanding as they move through the school is compromised because the recording of work is a weakness in Years 3 to 6. Standards are broadly in line with national expectations in Year 2 and above expectations in Year 6. Pupils with special educational needs make similar progress to most other pupils, especially when directly supported and when work is matched to their precise needs.
63. Overall, the teaching is good. The many positive features of teaching include very good relationships with pupils, high levels of teacher enthusiasm and a brisk pace in lessons as a result of the focus on experimental and investigational work. As a result, pupils' attitudes to science are very good. Purposeful and regular questioning helps pupils to move forward in their understanding. Most teachers offer sufficient opportunities for pupils to respond to their questions at length and support assistants help those with poorly developed oral skills. These features help to ensure that pupils are fully involved in lessons and make good gains in learning. Teaching in the best lessons is very good indeed and the effective choice and use of resources are key reasons for this. For example, in Year 2, the teacher built well on pupils' previous learning to focus them on what was meant by a fair test. They explained that some tests were not fair because vehicles were pushed with different levels of force. They used numeracy skills well to measure how far the vehicles travelled after coming down a ramp and correctly predicted that the higher the ramp, the further the vehicle would go. In Year 6, pupils consider how to check which materials are the best thermal insulators. They are given good opportunities to hypothesise, predict and plan their experiments and this improves their experimental and investigational skills. However, pupils do not consistently use an effective written method to model how this should be recorded.
64. Pupils enjoy a rich diet of science work which covers all the expected areas of study and much is very relevant to them. Pupils study some aspects of science in depth and some work by higher attainers is impressive. Their use of scientific vocabulary is good. Pupils understand that scientific ideas are based on evidence but are not given sufficient opportunity and encouragement to record and present the findings of their observations and measurements in a sufficient range of different ways.
65. There is satisfactory leadership in the subject. The co-ordinators have a clear vision of what works well but have not identified the areas to develop. The management of the subject is also satisfactory. There is good monitoring of the practical side of work but they do not monitor teaching and learning or scrutinise the written work produced to ensure that the quality of recording improves.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching is good and as a result pupils achieve well and standards are rising.

- Links with ICT in other subjects of the curriculum are very good.
- Leadership and management of the subject are very good.
- Assessment of skills and knowledge is at an early stage of development.

Commentary

66. ICT has been a key priority for school development over the past few years and as a result there has been good improvement in the provision for the subject. This is due to considerable staff expertise, a significant investment in hardware, software and accommodation; a very strong commitment to the subject at senior management level; and pupils' very positive attitudes to ICT. Standards are in line with those expected of pupils at the end of Years 2 and 6. Standards are rising, particularly in Year 6 because for these pupils the developments in the subject have been in place for long enough to impact on their knowledge, skills and understanding. Pupils who have special educational needs achieve well. There is no difference in the attainment of girls and boys.
67. The quality of teaching is good overall. Teachers are skilled users of ICT. This level of expertise and confidence is the result of the staff's commitment to ICT. A high level of effective training has been provided both in the use of computers and in the use of interactive whiteboards, as well as additional skills acquired through in-service training provided by the co-ordinators and external consultants. Planning for lessons is thorough and incorporates the use of a range of high quality resources. For example, pupils throughout the school use digital cameras to record their achievements and insert images to illustrate their narrative writing and other work. Year 6 pupils are knowledgeable about the advantages and some of the disadvantages of using modern technology. They express their views with good command of technical vocabulary and are very familiar with a range of websites for researching information for various subjects. Teachers have high expectations of pupils' conduct in their classes and ensure that expensive equipment is treated with care. Pupils behave very well in lessons. Assessment procedures are at an early stage of development and whilst teachers plan differentiated activities, on occasions in the class lessons the higher attaining pupils are not sufficiently challenged.
68. The subject is very well led and managed. The co-ordinators work well together as a team. They have access to individual pupils' files and monitor their progress across the age range. They provide training for the use of any new equipment and software acquired by the school to ensure the best use of very expensive resources. Practical organisation and management of resources are very good. The future plans for further development are based on a thorough audit of school needs and the action plan reflects their very good subject knowledge, which underpins high expectations for the subject.

Information and communication technology across the curriculum

69. Cross-curricular provision is very good. The additional session in the computer suite allocated to all classes is well focused on developing cross-curricular links with a range of subjects. In almost all the lessons, teachers and pupils make very good use of the technology available with interactive whiteboards. ICT skills are used very effectively to promote literacy skills; for example, pupils edit and redraft their work. Year 6 pupils inserted scanned images into their multimedia presentation of a storybook for reception children. Links with history, geography, art and design and design and technology are particularly good. For example, Year 5 use their graphic modelling skills to reproduce *Snail* by Matisse. Pupils are given specific instructions about what to search on the Internet to ensure that time is used efficiently with a sharp focus on

maximising learning opportunities. E-mail opportunities are used in sending and receiving messages between classes but not extended beyond school as yet.

HUMANITIES

70. There was not enough evidence to judge provision in geography or history, and religious education is inspected separately.
71. In **history**, only a part of one lesson was seen with Year 1 and 2 pupils during the inspection. No overall judgment is made on provision, standards and achievement. However, from talking to pupils and looking at teachers' planning, it is evident that the school has a good curriculum that pupils enjoy taking part in. By the end of Year 6 pupils have a good knowledge of the influence of John Lennon, and know when and where he was born and died. They use their research skills very well to put together information that they had found as part of a history topic on how life has changed in Britain since 1948 for their homework. Pupils are enthusiastic about their history lessons and were keen to display their knowledge as they talked at length about the things they had learned.
72. ~~things they had learned~~ ~~geography and history~~ lessons were seen during the inspection and so the subject was sampled. No overall judgement is made about teaching, learning, standards or provision. Both the local area and visits further afield are used well to enhance pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

73. Owing to inspection priorities and school timetabling, too little evidence was collected to make overall judgements in **art and design**, **design and technology** and **physical education**. Very few lessons were seen. Pupils' portfolios of previous work and work currently on display were scrutinised.
74. In **art and design**, pupils in all year groups have good opportunities to work with a comprehensive range of art materials. By the end of Year 2 and Year 6, evidence suggests that standards are above expectations. This indicates that pupils achieve well. Pupils' artwork is informed by the frequent studies of famous artists, enabling them to learn some of the techniques used and to effectively incorporate these in their own work. This is successful, and many pupils produce work of a very high quality. It is evident that teachers build up skills, knowledge and understanding in a consistent way.
75. There is a very good variety of artwork undertaken, for example collage, printmaking and sculpture. ICT is used very effectively to produce artwork of a very high standard, for example capturing the bold colours of Kandinsky and the geometric lines of Mondrian. Pupils examined the artist's work before painting industrial scenes in the style of L.S. Lowry. Pupils also develop a deeper understanding through the study of art from other cultures, as when they construct Indian patterns or when reproducing African Kente art. Artwork is used very effectively to support work in other subjects when, for example, an art and craft website is used to copy and paste photographs when pupils are creating a design board.
76. ~~when pupils are creating a design board~~ ~~the art curriculum is enhanced by the~~ use of artists in residence, who help pupils to work on a larger scale, for example when painting a number of local scenes. The school takes every opportunity to develop the art curriculum by being involved in local and national initiatives. For example, work from the school is regularly exhibited in a local exhibition.
77. The quality of display is impressive, giving real value and esteem to pupils' artwork whilst also creating a vibrant working environment. It is obvious from the quality and finish of displayed work that teachers have high expectations of pupils' standards of presentation, and that pupils persevere for long periods of time to achieve this finish.

78. In **design and technology**, pupils in all year groups design and make things using a good range of materials and techniques. Pupils cover an impressive amount of work and all aspects of the design process are in place. A very positive feature is the way that teachers interlink subjects. For example, pupils design lighting for a house incorporating simple circuits. They use the digital camera to record their breadmaking and tasting exploits! There are many examples of pupils' planning and of completed sheets outlining materials required, the order of work and detailed drawings of design intentions. Opportunities to work in groups make a good contribution to their personal and social development.
79. The subject plan is closely aligned to national guidance giving pupils consistency and progression in their learning as they move through the school. Teachers ensure good opportunities for pupils to apply skills taught in numeracy and literacy to the design process.
80. Pupils experience all aspects of the physical education curriculum including dance, gymnastic and games. Standards in swimming are above average, as almost all pupils swim the nationally expected 25 metres before they leave school and many swim much further. A range of interesting activities enriches the curriculum. For example, the school enters inter-school tournaments in cricket, athletics, swimming and football. The annual residential visit provides Year 6 pupils with good opportunities to develop skills in outdoor pursuits such as canoeing and rock climbing. Years 5 and 6 extend their games skills through coaching in hockey at the local high school. As part of a current national initiative, the school links with a local high school, which has 'sports college' status. As a result, it benefits from staff training opportunities provided by the specialist physical education teacher. In the two gymnastics lessons seen in Years 2 and 5, standards were in line with expectations, teaching was good and pupils achieved well. In both year groups, pupils showed good understanding of the effect of exercise on their bodies, the need for warm-up and cool-down exercises and awareness of safety while setting out large equipment in the hall. They moved with co-ordination and control and responded to teachers' questions using subject-related vocabulary.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching is good and as a result pupils achieve well.
- The school uses visiting musicians well to enhance the subject.
- Leadership and management of the subject are good.

Commentary

81. In music, various groups were heard singing and performing at various times. Standards are above average in Year 2 and 6 and pupils achieve well as they go through school. This maintains the positive picture of music which was found during the last inspection. Singing is tuneful and expressive. Clearly pupils throughout the school enjoy making music. In Years 1 and 2, good teaching developed pupils' understanding of high and low notes. Teachers show security in their subject knowledge and confidence to demonstrate the different notes using a glockenspiel and develop appropriate musical vocabulary. Good progress continues in Years 3 to 6 where teachers continue to build upon pupils' previous learning. For example, in Year 5, teachers correctly use phrases such as 'chord sequences' and 'ostinato' as pupils

82. apply this knowledge and use it to create their own compositions. The way the planned songs they sing ensures that all pupils cover the full National Curriculum in a way that builds step by step upon what they already know, understand and can do. Music of other cultures, for example Samba music and Bhangra music from Asia, helps to enhance multi-cultural understanding. The school involves teachers from the Lancashire Music Service to broaden the provision. For example, a percussion teacher and a guitar teacher provided a very positive input to a very good Year 5 music lesson and as a result pupils' performance was significantly enhanced. Lessons are enhanced by instrumental teaching of flute, clarinet, saxophone, violin, guitar and keyboard. Concerts and performances also contribute to pupils' overall musical experience.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP well attended by the local community.

83. The school places a significant emphasis on pupils personal, social and health education and citizenship (PSHEC) and although lessons were not observed due to the inspection time constraints, this is a very positive aspect of school life. PSHEC appears on the timetable as a separate subject and 'circle time'¹ also takes place. Through talking to pupils in Year 6, pupils speak of many opportunities to discuss, listen to others and express their views.

84. Drugs and health education policies are in place and the school has introduced healthy eating.

85. Pupils take part in school initiatives that develop their awareness of citizenship. The school council meets regularly, but there are missed opportunities for pupils to take a lead, for example in creating the agenda and chairing the meetings. However, their views are fully listened to and used, for example in improving the playground and how to make playtimes better. There are a number of positive links between older and younger pupils, including collaboration in art work, literacy and social events. Pupils consider others in the wider world. For instance, they support some charities and reflected sensitively in response to the Tsunami disaster.

¹ During circle time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

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	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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