

INSPECTION REPORT

Anderton Primary School

Anderton, Chorley

LEA area: Lancashire

Unique reference number: 119202

Headteacher: Mrs. B. A. Riley

Lead inspector: Mr. G. Martin

Dates of inspection: 6th –9th October 2003

Inspection number: 255343

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:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll;	196
School address:	Babylon Lane Adlington Chorley Lancashire
Postcode:	PR6 9NN
Telephone number:	01257 480551
Fax number:	01257 474945
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs. E. Calenti
Date of previous inspection:	1st June 1998

CHARACTERISTICS OF THE SCHOOL

Anderton Primary School is an average sized primary school set in a rural village near to Chorley in Lancashire. The school is housed in a single storey building built in 1910, with some subsequent extensions. The school received a Department for Education and Skills Schools Achievement Award in 2002.

Pupils come to the school from the surrounding areas of Anderton and Heath Charnock and the nearby village of Adlington. The socio-economic background of the area is similar to the average found across England although some rural deprivation affects parts of the community.

There are 196 pupils on roll, which is more than at the time of the last inspection. There are a similar number of boys and girls. Attainment on entry is broadly average. Most pupils are from a white British background but the school roll also includes a very small minority of pupils from Chinese and other Asian backgrounds. Two pupils are at an early stage of learning English. The school has below average percentages of pupils with special educational needs (SEN), including those with statements of SEN. Pupils with SEN include those with moderate learning, physical and complex learning difficulties. The school is popular. There is minimal fluctuation of numbers on roll each year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21563	Mr. G. Martin	Lead inspector	Mathematics, science, geography, history, physical education, religious education, personal and social education and citizenship, English as an additional language.
13746	Mr. D. Russell	Lay inspector	
25509	Mrs. J. Clarke	Team inspector	English, information and communication technology, art and design, design and technology, music, the Foundation Stage curriculum, special educational needs.

The inspection contractor was:

CHASE RUSSELL LIMITED

**WINNINGTON HALL
WINNINGTON
NORTHWICH
CHESHIRE
CW8 4DU**

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This popular school is very successful in helping pupils to become effective learners. The school's very good ethos promotes effective learning, resulting in good achievement and good standards. It provides a good standard of education for its pupils because teaching, learning, leadership and governance are all good. It is a very well managed school. Good provision for pupils with special educational needs and those from ethnic minorities ensures that they achieve as well as all other pupils. The school provides good value for money.

The school's main strengths and weaknesses are:

Strengths

- Standards are good because the teaching is effective and because the school works hard to help all pupils to be good learners, including involving parents as educators.
- The school continues to be successful and has good capacity to improve further because the leadership is effective, governance is good and the school is very well managed.
- Assessment is used well to track pupils progress and to set clear targets for their learning.
- Pupils achieve well because their behaviour is good and they have very good attitudes to learning. There is very good provision for the pupils' spiritual, social, moral and cultural development.

Weaknesses

- The good standards in writing could be improved further for some pupils, especially in spelling.
- The improved provision of resources for information and communication technology (ICT) could be used to raise further the already satisfactory standards in ICT.
- Pupils could learn to use and apply their mathematical skills better.

A great deal of improvement has been achieved since the school was last inspected. By working hard as a team, the staff have improved standards. Provision for information and communication technology is better and the curriculum is better planned. Management is more effective because the school development plan clearly reflects the aspirations of the school.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	B
Mathematics	A	A	B	B
Science	A	A	B	B

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

Pupils achieve well. Good achievement throughout leads to the children in the Foundation Stage reaching and, for many, exceeding the goals they are expected to reach by the end of the reception year. In Years 1 and 2 and Years 3 to 6 pupils continue to achieve well so that they exceed the national averages in their reading and mathematics, though in writing and in using mathematical skills some could do better. By the end of their time in the school, pupils are academically and socially well prepared for the next stage of education. Standards in information and communication technology (ICT) are satisfactory but could be raised further by use of the recently improved teaching and learning resources. There is good potential for improving standards in ICT.

Pupils behave very well and they have very good attitudes. The school makes very good provision for their personal, social, spiritual, moral and cultural development. As a result, the personal development of the pupils is good. They work hard and are very conscientious. They show mature attitudes to issues that affect them.

Attendance is good. Pupils are keen to come to school and the great majority arrive punctually.

QUALITY OF EDUCATION

The quality of education is good because good teaching helps pupils to become effective learners. Good partnerships with parents and a curriculum rich with enjoyable activities help pupils to value their school and to have very good attitudes. So, they achieve well because they enjoy learning. Good relationships with their teachers makes the pupils want to try their best, which has a good effect on their achievement.

LEADERSHIP AND MANAGEMENT

This is a well-led and very well managed school. Governors fulfil their roles effectively. Effective leadership helps the school to achieve its aspirations. Because the school is very well managed, the teamwork among the staff enhances the quality of education. The good support and challenge provided by the governors helps those responsible for the school and its improvement to be effective leaders.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents like the school. They know that the school works hard to provide the best it can for their children. As a result, parents work well in partnership with the school to help their children to learn.

The pupils also like the school. They know that their teachers will help them to do their best and so they try very hard with their work. They would like more opportunities to be involved in the organisation of their school.

IMPROVEMENTS NEEDED

The school has set itself clear targets for improvement. The inspection team agrees with the school's own evaluation in recognising that the most important things it should do to improve are:

- Continue with the work to raise standards in writing (including spelling), information and communications technology and the use of mathematical skills in problem solving.
- To further develop ways to listen to, and respond, where appropriate, to the views and opinions that pupils have of their school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well throughout the school. By the ages of seven and 11 standards are **good** in all subjects, other than information and communication technology, where standards are **satisfactory**. These judgements reflect the school's own evaluation.

Main strengths and weaknesses

- Good achievement in English leads to high standards of reading. Standards of writing and spelling, while good for most pupils, could be improved further for some.
- At the end of Year 6 standards are above the average found nationally in English, mathematics and science. Pupils' achievement compares favourably with that of pupils in similar schools. The pupils' use and application of their mathematics for problem solving, while satisfactory, is not as good as their other skills in the subject.
- Standards of information and communication technology (ICT) are satisfactory, an improvement since the last inspection. The school recognises that there is scope for pupils to do as well in ICT as they do in English and mathematics.

Commentary

1. Because of their good achievement, resulting from the good teaching, the majority of children in the **Foundation Stage** meet, and a significant number exceed, the Early Learning Goals in all six of the areas of learning. Good achievement in communication and mathematical understanding leads to good preparation for learning in the basic skills of literacy and numeracy by the start of Year 1.
2. Evidence from inspecting the work of pupils at the start of Year 1 shows that, by the end of their time in the reception class, the children are well prepared for the early stages of Key Stage 1.
3. The children's personal and social skills are developed well in the Foundation Stage so that they are very keen to learn. This is a direct result of the good encouragement they receive from adults in the school and from the strong partnerships with parents as educators. The effect this has on their achievement is good.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	16.9 (15.1)	15.8 (15.7)
Writing	15.7 (14.1)	14.4 (14.3)
Mathematics	18.0 (15.2)	16.5 (16.2)

There were 35 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
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English	28.3 (29.4)	27.0 (27.0)
Mathematics	28.2 (28.2)	26.7 (26.6)
Science	29.5 (29.9)	28.3 (28.3)

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

4. In **Years 1 and 2**, good teaching ensures that pupils achieve well in reading and mathematics, although for some, aspects of writing, including spelling, could be better. The school's work to involve parents in their children's learning is promoting better standards in writing. Evidence from the inspection shows that the help given to pupils who are reluctant to write is helping to raise standards of writing.
5. By the end of Year 2, standards are good in all subjects except information and communication technology (ICT), where standards are satisfactory.
6. Pupils continue to achieve well in **Years 3 to 6** because they also receive good teaching. Standards in all subjects are good, except ICT, where standards are satisfactory. There is good scope for improving standards in ICT. The subject is well led and, while the targets for improvement are challenging, they are also realistic and achievable.
7. Pupils with special educational needs achieve well because their needs are well planned for and they are given good support with their learning.
8. The small minority of pupils who need extra support because they have English as an additional language achieve well. Their teachers and English language teaching assistants work very well together to include them in learning at all times, such as seen in the very good practice of giving one pupil visual clues when the teacher was explaining a concept involving number.
9. By the end of Year 6, standards in ICT are satisfactory and in all other subjects they are good. The school has a clear target to continue with its work to improve standards of writing and spelling. Involving parents in this work as partners alongside teachers is effective in helping to raise standards.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal development including their spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are **good**. Good attendance has a positive impact on pupils' learning. Pupils enjoy coming to school and arrive promptly.

Main strengths and weaknesses

- Pupils have very good attitudes to their learning and so they achieve well. Pupils learn to work independently right from the start.
- Behaviour in and around the school is very good. Pupils care for each other very well.
- There is as yet no forum for the pupils' views to influence the work of the school.
- The school promotes the importance of good attendance. This leads to attendance being above the national average. Pupils arrive promptly and they enjoy coming to school.
- The Education Welfare Officer and school share a concern about absences resulting from increasing numbers of children being taken on holiday during term time.

Commentary

10. Throughout the school pupils show very good attitudes in all lessons. They are enthusiastic and show a real commitment to their learning. The youngest children in the reception class are very

keen to learn and approach their play with enthusiasm. Pupils say that they like school and parents and governors all agree that the attitudes of the children to school are commendable. Pupils work hard in lessons. They concentrate well and respond to their teachers' questions with careful consideration. Because they are enthusiastic learners they make good progress with their work and so achievement is good.

11. Behaviour in and around the school is very good. The pupils are polite and courteous. Behaviour in the playground is very good. There are lots of activities for the pupils to do and so they play happily together, although some older girls say that they would like a fairer distribution of the play equipment. Pupils behave very well in class and because relationships are strong they are clear about the expectations the school places upon them. Consequently no time is wasted maintaining discipline and the pupils are able to concentrate and learn in a calm and orderly environment. The care shown by pupils for each other is very good, a direct result of the school's planned intentions to instil a very good sense of values in every pupil, which it does successfully.
12. Pupils learn to work independently right from the start. In the reception class the children are encouraged to become active and independent learners. This is fostered and further developed throughout the school. Pupils know they are cared for well and their learning is valued. The pupils are polite and friendly and the school is a happy and secure environment in which to learn. Pupils happily take on responsibilities. For example, the older pupils help the younger pupils with their reading. Although as yet there is no formal way in which they can make suggestions or raise concerns, pupils know what to do if they have them. The school is extending an initiative to involve pupils in the development of the school. Pupils show a strong moral sense and even the youngest children know the difference between right and wrong. Pupils work very well together, they collaborate with their work and listen carefully to the views of others. This is reflected in the way they consider the different beliefs, customs and values of other cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	2.5%	School data:	0.1%
National data:	5.4%	National data:	0.5%

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

13. The school has a good approach to promoting parental commitment to ensure pupils regularly come to school. Attendance levels are above the national average and have been for the last two years. Unauthorised absence levels are low, reflecting the effectiveness of continuous monitoring systems. Pupils enjoy coming to school and arrive promptly.
14. There are concerns about the increasing numbers of pupils being taken out of school during term time for annual holidays. For example, during the first four weeks of this new term nearly 80 per cent of the authorised absences are due to holidays. This level of absence is not helpful for these pupils at the start of a school year. Over the whole academic year about 33 per cent of authorised absence can be attributed to holidays. The Education Welfare Officer and school are looking at ways to address this imbalance to benefit pupils.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census

Exclusions in the last school year

No of pupils on roll

Number of fixed period exclusions

Number of permanent exclusions

White – British	194	0	0
Asian or Asian British – any other Asian background	1	0	0
Chinese	1	0	0

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

15. The absence of exclusions is indicative of the very good attitudes of the pupils, which result from the way that the school works effectively in partnership with parents to establish very good standards of behaviour.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**, reflecting the school's own evaluation. **Effective teaching** results in **good** achievement. Pupils learn and achieve well because the school is effective in teaching the pupils to have very positive attitudes. **Good partnerships** with parents and the community make a positive contribution to learning.

Teaching and learning

The overall quality of teaching is **good** throughout the school. This finding reflects the school's own evaluation. Sometimes teaching is **very good**. Very good teaching occurred across the school. As a result pupils learn well because they find these good and very good lessons challenging and interesting.

Main strengths and weaknesses

- The very good relationships between pupils and adults enable teachers to teach well. Lessons are well ordered and teachers manage their pupils well.
- The effective teaching methods and very good use of assessments to adapt work to suit the pupils' learning styles, such as when teachers respond to the needs of pupils who learn better by seeing as well as hearing an explanation.
- Teachers plan lessons very well because they have a good knowledge of their pupils' strengths and weaknesses. Therefore, work is suited to their individual needs.
- In a small minority of lessons, over-reliance on the guidelines for organising the structure of literacy and numeracy lessons results in teaching that is not as inspiring or as well paced as the better lessons.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	17	3	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.

16. Teaching is better than at the time of the last inspection because there is now more good and very good teaching.

17. Teachers know their pupils well. By using a variety of teaching methods, they effectively engage their pupils in learning. One-to-one work with pupils who find learning more difficult helps these pupils to be fully included in lessons and to learn better.

18. In the Foundation Stage, a good variety of creative play and direct teaching promotes independence in learning, such as when children choose an activity independently then concentrate on it for an extended period because they are enjoying doing it well.
19. Teachers use other adult help, such as teaching and support assistants well. The strong professional partnership between teachers and their assistants makes a good contribution to the pupils' learning because the teaching assistants know what learning targets are set for the pupils. Throughout the school, teaching assistants make a good contribution to pupils' learning.
20. By using good questioning techniques, by explaining their expectations clearly and by valuing the pupils' ideas, teachers develop very positive relationships with their pupils. This results in good learning because pupils know what is expected of them and because they want to do their best. They learn to be attentive and to concentrate well so that they make good strides in their learning.
21. Teachers are very encouraging to all pupils. Success is at the top of the learning agenda and so teachers plan lessons that are well matched to the learning needs of pupils. Consequently, pupils have good levels of learning confidence because they know that their successes will be celebrated. This helps them to rise to the challenge of increasingly difficult work so that they achieve well.
22. By sharing openly and honestly with pupils how well they are doing, teachers help pupils to evaluate their work and what they need to do to improve. So, pupils have a good understanding of their learning, which helps them to identify their own targets for better achievement.
23. In a very few lessons pupils make satisfactory progress but are not as engaged in learning as they are in the good and very good lessons. Where this occurs it is because the pace of the lesson does not challenge the pupils as well as it could. The teacher has relied too much on the structure of the literacy or numeracy strategy to plan the sequence of learning, rather than using their own secure knowledge of the pupils' learning needs to teach imaginatively.

The curriculum

The curriculum is **good**. This confirms the school's own evaluation. The school provides a richly varied curriculum that engages the interests of the pupils well. There are **good opportunities** to extend learning beyond the classroom and pupils value these opportunities. Accommodation is **satisfactory** and staff make very good use of the available space. Resources to aid the pupils in their learning are **well used**.

Main strengths and weaknesses

- The school provides a good, balanced and richly varied range of learning experiences.
- The provision for pupils with special educational needs is good.
- The school provides good opportunities to enrich the pupils' learning outside lessons.
- In some areas of the school the accommodation is restricted, such as for physical education in the hall, but teachers make good use of the available space. Resources for learning are good overall and for ICT they are satisfactory.

Commentary

24. The school provides a good balanced range of learning experiences. In all subjects statutory requirements are met. Teachers utilise good plans, which ensure that the pupils learning is progressive and clearly builds on what they have done before. The school has carefully organised the learning of the pupils so that the classes with mixed year groups have clear curricular plans. Thorough checks ensure that the pupils' entitlements are met. In the reception

class the teacher uses the available resources to ensure the children learn through practical activity and play. These are all a good improvement since the last inspection.

25. The provision for ICT has improved since the last inspection and is now being actively promoted through all subjects in the curriculum. The newly in place computer suite is having a positive impact upon the way the teachers plan their work. Although the suite is small sufficient time is gained because the teachers divide their classes in two. Half the class have ICT lessons and the other half music lessons. The commitment of the headteacher to a regular timetable, teaching music, enables the pupils to benefit from lessons taught by a specialist teacher.
26. The provision for pupils with special educational needs is good. This is a good improvement since the last inspection. These pupils receive good help in lessons. The class teachers carefully plan the tasks set for these pupils, with the good help of the special educational needs co-ordinator. Because of this close attention pupils with learning needs make good gains in their learning. Pupils who are identified by the school as being gifted and talented are also given good help and encouragement in their learning. Opportunities for them to develop and extend their expertise are investigated by the school and as far as practicable support given.
27. The school provides good opportunities to enrich the pupils' learning outside lessons. As well as activities that are led by staff, members of the community give of their time to work in school. The school makes a good contribution to the community in many ways, for example, singing in the local supermarket at Christmas. The pupils also have access to courses led by outside agencies for example, football training and dance workshops. Sporting events include cross-country running and inter-school football competitions. Parents value the wide range of activities available after school and report that they are well attended.
28. Although the school has good features to its accommodation as a result of extensive improvements, in some areas the accommodation is cramped. This was a particular concern of both parents and pupils. Some spoke about the lack of space in the school hall, which is long and narrow. They felt that when the school held concerts and celebrations there was not a lot of room for everyone to be able to watch. Physical education lessons in the hall have to be carefully managed because of the restricted space. The lack of storage is a concern for the school. However, although the space is constrained the teachers make best use of the space available. There are plans to develop the building still further, although it will be hard to widen the hall. The computer suite is at present sited in part of the school library where space is very restricted, only allowing room for eight computers. This means that lessons in the suite have to be carefully managed and in reality the space allocated is too small. Resources to promote learning are generally good. Resources for ICT, although improved recently, are satisfactory overall. The school shows a clear commitment to developing its resources for teaching and learning in ICT.

Care, guidance and support

There are **good systems** in place to ensure pupils' care, welfare and health and safety. The monitoring of pupils' achievement and personal development is **good**. This enables teachers to provide appropriate support and guidance to pupils. Some aspects of the ways in which the school involves pupils in its work and development are **good**. As seen from its own self-evaluation, more formal systems of involving pupils in the development of the school are planned.

Main strengths and weaknesses

- Teachers know the pupils well. They ensure pupils' care, welfare and health and safety are given high priority at all times.
- Monitoring of achievements and personal development is a well-established practice, which informs teachers well about what pupils need to do to improve. Teaching assistants provide effective feedback to teachers about pupils' learning.

- Complete trust and good relationships exist between adults and pupils. Pupils are enthusiastic about sharing their good work with the headteacher and other adults.
- The school is developing more formal systems for pupils to be involved in its work and development.

Commentary

29. The school gives high priority to pupils' care, welfare and health and safety. All staff are aware of child protection requirements. This is given appropriate attention during teachers' induction programmes. The headteacher ensures that any care plans for pupils are carefully assembled and liaises well with the inclusion co-ordinator. Specific training from the school nurse is given to teachers to guarantee pupils are given appropriate care and attention. This is a caring school and pupils' needs are fully met. Risk assessments minimise potential hazards to pupils both at school and on school trips.
30. Staff understand their pupils well and foster good, meaningful working relationships. These attributes enable staff to carefully implement support programmes to meet pupils' needs. There is full appreciation of pupils' achievements and learning aspirations. The feedback notes from teaching support assistants allow teachers to fully understand learning difficulties of pupils with special educational needs. The result is fine-tuning of pupils' learning objectives.
31. Pupils show respect towards staff by the impeccable way they listen and behave in lessons. They work well together and help one another. The "buddy system" is very effective in bringing the younger pupils into touch with older pupils. Pupils are always willing to share their good work with adults. For example, two pupils from Year 3 willingly came in to show inspectors the paper model of a skeleton they made at home. Staff encouragingly reward efforts for good work. Pupils are proud to receive awards for recognition of good work and achieving high attendance levels.
32. There is a general recognition of the need to further develop formal systems to involve pupils in the work and development of the school. Plans to introduce a "nurture group" for the pupils are in progress. This will lead to developing a full school council with representation across all year groups. Good relationships prevailing at school mean pupils are not afraid to put forward their views to teachers.

Partnership with parents, other schools and the community

The links between school and parents are **good**. There is a strong sense of community. Similarly, the quality of the links with the local community is **good**. The school forms **effective and valuable** links with other schools and providers.

Main strengths and weaknesses

- Parents have good, positive views of the school. They appreciate the efforts staff make in communicating with them and involving them in the life of the school.
- "Parents as Educators" courses and workshops on literacy and numeracy help to bridge parents' understanding of the teaching in English and mathematics.
- There is a strong sense of community within the school. The school uses the local community effectively to enrich the curriculum and pupils' learning.
- There are effective induction programmes for children starting in the Foundation Stage, for those transferring into the school other than at the time of first admission and for pupils transferring to secondary school.

Commentary

33. The results of the parents' questionnaire reveals that parents are very supportive in the majority of aspects commented upon. There is an overwhelming agreement that their children like school and that staff expect their children to work hard and to do their best. A very small minority of parents expressed minor disagreements relating to questions about whether their child is bullied or harassed at school and if the school seeks the views of parents and takes account of their suggestions and concerns. The inspection found that the school has highly effective systems for responding to bullying and that the behaviour of pupils is very good. The inspection also found that the school has good procedures for seeking and responding to the views of parents. The great majority of parents have good, positive views of the school. They value highly the efforts to keep them well informed of developments in the teaching of literacy and numeracy through the "Parents as Educators" programmes. As a result of these sessions many parents are aware of the teaching techniques in use and are able to help their children to continue learning at home. These initiatives bring a strong sense of community within the school.
34. There is good use of the local area and community to enrich the curriculum. This adds a new dimension to pupils' learning and knowledge of the outside world. For example, visits to art galleries and museums develop the cultural attributes of all pupils. Visits by all pupils to the local library enrich their learning. The school supports several charities. This develops the pupils' care and concern for others. Opportunity to understand the wider environment is an integral part of opening up new horizons for the pupils.
35. There are good induction programmes for children entering the reception class. Each year the school holds an open afternoon to allow prospective parents to get a good vision of activities at school. At Christmas time parents with children at pre-school playgroup and private nurseries are invited to see the dress rehearsal of the key stage one musical production. School works closely with local High Schools so that parents can make valued judgements about which school to send their children. Opportunities are given to the older pupils to work with staff from the High Schools and to visit to ensure that they will be able to adapt to the new surroundings.
36. The school prospectus and Annual Governors' Report give clearly understood information to help parents to learn about the organisation of the school and its achievements. Parents are pleased that the school has responded positively to their views about how information should be presented to them.

LEADERSHIP AND MANAGEMENT

Because the school is led and governed **well**, the drive for self-improvement is **effective**. **Very efficient** management enables this drive to be focussed and **well co-ordinated** by a dedicated team of staff.

Main strengths and weaknesses

- The school is well led. The headteacher has a clear vision for the school and she is well supported by the senior leadership team. This team provides a good model of leadership for all staff which helps to drive improvement forward. Subject co-ordinators feel that the support they are given empowers them to be effective in their leadership role.
- Very good management of the school enables the headteacher and subject co-ordinators to be effective in their leadership.
- The governors know the school well; they support and challenge the leadership team effectively.
- A very good school development plan enables all staff to identify their roles and responsibilities in the drive for improvement. The governing body is involved very closely in the process of planning and monitoring school improvement.
- Regular meetings of the senior leadership team, with a clearly defined agenda, help the headteacher to monitor school improvement and plan for further development.

Commentary

37. The senior leadership of the school has been instrumental in the improvement in standards. The headteacher's determination to improve the provision in information and communication technology (ICT) during a period after the school lost its ICT co-ordinator is a prime example of how leading by example impacts on the determination of others to do their best for their own subjects.
38. By making key appointments to strengthen the staff team and by giving clear guidance on roles and responsibilities, the leadership of the school has delegated important improvement initiatives to staff with the determination to succeed. For example, careful and effective monitoring of teaching, learning and achievement in the core subjects provided the evidence needed to show that standards in some aspects of a subject could be higher. This is how the school identified the potential to raise standards in literacy, resulting in initiatives introduced by the leadership team to involve parents as educators. The resulting good practice that followed is influencing the quality of teaching, learning and achievement so that standards in writing are improving.
39. Good improvements to the school development plan, following on from the previous inspection, show that the school has successfully addressed the principle of taking a longer-term view of strategic development. So, the school development plan shows clearly how key objectives will be addressed in the medium term and met in the longer term.
40. The good governance of the school is largely the result of strong chairmanship and good teamwork within the governing body. Governors are keen to contribute to the school's development. They know the school well. The committee structure enables the governors to manage their workload effectively and to be decisive and constructive. There is a clear determination from the governing body that they will achieve best value from the investment of time and resources in the school.
41. The school is very well managed. The bursar makes a highly effective contribution to the efficient management of the school. Other support staff make a very positive contribution to the day-to-day running of the school.
42. Effective systems for the day-to-day running of the school mean that the leadership can be directly involved in promoting high standards and monitoring the work to develop the school. The school's commitment to achieving the Investor in People standard is an indication of how enthusiastically the leadership values and develops the school's human resources.
43. Prudent management of financial resources means that the school is able to focus its spending on key aspects of improvement. The school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	452811	Balance from previous year	61917
Total expenditure	446639	Balance carried forward to the next	68089
Expenditure per pupil	2326.24		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the reception class in all areas of their learning is **good**. This is an improvement since the time of the last inspection. The children start in the reception class in the September of the year in which they are five. The children have a **good, carefully managed** induction to school and as a result the children **settle well**.

The inspection took place early in the school year so it is not possible to make judgements about the standards the children will reach by the end of the reception class. Judgements about the proportion of children likely to achieve the goals children are expected to reach by the end of reception year are based on the achievements of pupils who have just started in Year 1. The majority of children are **likely to achieve the goals set for them** in all areas of learning, with a **significant number exceeding** them.

Teaching and learning are **consistently good**. The **effective teamwork** between the class teacher and classroom assistant has a **good effect** on the children's learning. Working together, the teacher and classroom assistant lead the development of the Foundation Stage well.

Main strengths and weaknesses

- Good provision in the reception class enables the children to make a good start to their schooling.
- Teaching and learning are good in all areas of learning and as a result the children achieve well.
- The children quickly become independent learners.
- The children have lots of exciting and stimulating activities to do.

Commentary

44. The good provision for the children in the reception class enables them to make a good start to their schooling. The staff use the space and resources available to them creatively to give the children many opportunities to learn through play. The outdoor environment is used well to promote learning throughout a wide variety of areas of learning.
45. Teaching and learning are good in all areas of learning. The teacher and teaching assistant work very effectively together and provide focused, supportive learning for the children. They give very good encouragement to the children enabling them to form very good relationships. A good balance of direct teaching and small group work means the children are guided and directed throughout their work. This results in very good levels of interest and as a result the children want to learn, consequently they achieve well.
46. The children quickly become independent learners. The adults encourage the children to choose what they want to do and carry out their chosen tasks. The children quickly become active and busy learners who persevere with the activities they have chosen. The children have only recently started school and have quickly become familiar with the class routines. They work with adults and each other in a happy and relaxed manner.
47. The children have lots of exciting and stimulating activities to do. A rich variety of well-planned practical tasks, which stimulate learning across all six areas of learning, are provided for the children. The teacher and teaching assistant use the classroom, activity area and the outdoors creatively to provide space for the children to select and complete their chosen tasks. The children have good opportunities to increase their knowledge and understanding and develop their skills through play.

Personal, social and emotional development

Provision in this area of learning is **good**.

Main strengths and weaknesses

- The children are helped to work independently.
- The staff help the children to grow in confidence.

Commentary

48. Classroom routines are being quickly established and this enables these young children to settle well into school. As a result of the consistent and positive approach of the staff the children learn to work independently. The children are growing in confidence and developing a very positive attitude to work.
49. The children are encouraged by the staff to share equipment, to take turns and to tidy away at the end of sessions. Some children find this very hard especially when the resources the teacher has provided are so tempting to use. In the role-play area the children work happily together and share resources equitably.
50. The children sit well on the carpet and listen to the teacher sensibly. The children manage their own coats as they get ready to go outside to play. Lining up for music lessons or lunch is accomplished in a sensible and careful way.

Communication, Language and Literacy

Provision in this area of learning is **good**.

Main strengths and weaknesses

- The teacher works hard to develop the pupils speaking and listening skills.
- Good use of resources helps the children to learn well.
- There is good teaching of the basic skills of reading and writing.

Commentary

51. Good, carefully structured teaching enables the children to achieve well in their speaking, listening, reading and writing skills. By the end of the reception class, the children achieve the Early Learning Goals set for them. The teacher employs a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. For example, the children worked with the teaching assistant recording their versions of *Goldilocks and the Three Bears* on their tape recorder. In this way the children were encouraged to retell the story and also act out the story whilst wearing their costumes. With good levels of encouragement the children enjoyed this activity.
52. All the children enjoy stories and rhymes. At present the reception children are particularly engaged by the story of *Goldilocks and also Little Bear and the Porridge monster*. The puppets the class teacher brings to the class engage the children. The children work hard to correct the awful mistakes one of the careless puppets made when he identified the initial sounds of words mostly incorrectly!
53. The quality of teaching and learning is good. The teacher has bright attractive books to engage the interests of the children and to encourage them to want to read. Sessions where the children read together as a group are particularly popular and the children are beginning to talk enthusiastically about the stories and what is happening in the illustrations. Writing is displayed in all areas of the class and with lots of writing tables and office equipment this is effective in encouraging the children to write. Writing skills are taught carefully and systematically and it is

clear that, by the end of the reception year, most of the children are able to write their own simple sentences.

Mathematical development

Provision in this area of learning is **good**.

Main strengths and weaknesses

- The teacher and the teaching assistant work closely together to promote the children's learning.

Commentary

54. Achievement is good and the pupils reach the Early Learning Goals by the end of the reception year. The staff work with small groups of children well, giving them very individual help. The children enjoy singing counting rhymes and learning how to count, recognise shapes and as a result the children are making good progress in developing their mathematical awareness. The children enjoy working with the tea in the water tray filling the teapots and cups so that they are half-full or full. In this way the children develop their capacity skills.
55. The children count to 20 confidently; they know the names of some shapes such as squares, circles and triangles.
56. Teaching and learning are good. The teaching assistant introduced the children to a glove puppet who played a shape game with them. They were completely enthralled and so they made very good progress in the lesson. The teacher used the outside area effectively with the children finding different shapes on the playground and in and around the building. The teacher is effective in making good use of a wide range of activities to promote the children's learning and because their activities are at the correct level of demand the children do well and achieve well.

Knowledge and understanding of the world

Provision in this area of learning is **good**.

Main strengths and weaknesses

- The children make good use of the computers in the classroom.
- The teacher provides a wide range of activities to intrigue the children.

Commentary

57. The children achieve well and reach the Early Learning Goals by the end of the reception year.
58. The teacher ensures an interesting range of activities engages the children. The level of challenge and interest are high and so the children want to find out and are engaged and intrigued. For example, the teacher helped the children to make some porridge. They added milk to the cereal and noted how it changed. They tasted the porridge and then added the '*magic*' ingredient *honey* to decide whether it was better or not. The children used words such as *sweet*, *tastier* and *sugary* to describe the change in the flavour. In this way the children experience how foods can be altered and changed. The children work happily making models with construction kits and the computer is a particular favourite. The children use the tool kit on the computer to mend and fix fences and buildings and saw and hammer happily. Children use the computers with confidence, using the mouse to identify and move items on the computer screen, for example when deciding whether Ted needs his gloves or his sunglasses. The children work with good levels of concentration.

Physical development

Provision in this area of learning is **good**.

Main strengths and weaknesses

- The teacher makes good use of the outside area to promote learning.
- There are lots of practical activities for the children to enjoy.

Commentary

59. Children move around the classroom and playground with growing confidence. They show an increasing awareness of space for themselves and for others. They play together outdoors to make a train with the teacher and drive to different shapes drawn on the floor. They pedal and push their tricycles along steering them well. They use small equipment with increasing control. For example, as they paint their self-portraits and pictures. They complete jigsaw puzzles and work with different kinds of tactile materials. They work with beanbags and throw them carefully so that they end up in the correctly labelled box, either the square box or the round box. The children use the markings on the playground well and happily play a game of snakes and ladders together with a giant dice. The children have great fun as they learn.

Creative development

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Role-play is used well by the teacher to develop the children's speaking skills.
- Music lessons are popular with the children.

Commentary

60. Good teaching and learning ensures the children achieve well. They enjoy a good range of well-planned art and design and role-play experiences to stimulate their imagination. They really enjoy dressing up as Goldilocks and the bears taking on the roles of these characters. The children retell the story as they act out their roles and enjoy developing their imaginative ideas. The children enjoy painting and often choose to paint. They create bubble pictures and self-portraits. They use a variety of shapes to print, busily designing and making a quilt pattern for baby bear. In music lessons they enjoy singing rhymes, clapping and playing percussion instruments. The children really enjoy their sessions. Because the teaching is good, they show a good level of control when playing their instruments.

SUBJECTS IN KEY STAGES 1 AND 2 (YEARS 1 TO 6)

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading are high throughout the school whereas standards in writing and spelling could be improved further.
- Pupils have very good attitudes to their learning, behaviour is very good and as a result the pupils achieve well.
- Teaching and learning are good.
- Thorough checks of pupil's work enables the teachers to focus pupil learning.
- Effective co-ordination of the subject enables the school to improve standards.

Commentary

61. Standards in reading are high throughout the school whereas standards in writing and spelling could be improved further. There has been satisfactory improvement since the last inspection especially in the numbers of pupils achieving at higher levels. By Year 2 pupils are developing very good skills in reading with higher attaining pupils beginning to read with good expression. Older pupils in Year 6 talk about their favourite books and authors. They regularly visit the local library and talk about the wide genres of books they read. Writing is an area where the co-ordinator feels there could be still some further improvements. Spelling and to a lesser extent handwriting are both areas the school has identified for further development. At the same time the staff recognise the need to promote and develop writing further. Pupils in Year 2 write letters, spelling is not secure although generally phonetically accurate and print is clear. In Year 6 the pupils' writing is interesting and engages the reader. There is a clear emphasis on improving work and the pupils draft and redraft their work before they produce the finished piece. Handwriting is fluent and joined although there is a lack of consistency in style. Spelling is not always accurate and this detracts from the pupils' work.
62. Pupils have very good attitudes to their learning, behaviour is very good and as a result the pupils achieve well. The pupils work hard with their tasks and demonstrate very good levels of independence and endeavour. When they work together in-groups they listen to each other's ideas and suggestions and value these contributions. They enjoy their work and strive to complete the work set for them; as a result they achieve well. Speaking and listening skills develop well throughout the school. Pupils are keen to answer the teachers' questions and give their views and thoughts.
63. Teaching and learning are good. Teachers place a high emphasis on the teaching of reading and this is clearly reflected in the standards the pupils achieve. Learning objectives are generally shared with the pupils at the beginning of lessons and so learning is focused. Pupils have individual targets for improvement. Pupils work is marked well and generally informs the pupils what they need to do next. It is clear that the teachers motivate pupils well and there is a commitment in the school to review teaching styles and approaches to better match how pupils learn. Pupils of all levels of ability are thoroughly involved in lessons.
64. Thorough checks of pupil's work enable the teachers to focus pupil learning. The school has good checks on how the pupils are doing and these are effective in helping the teachers to plan their work. As a result each pupil is catered for and activities are well matched to their needs. Additional help is also quickly targeted to those pupils who would benefit from this help. Pupils are beginning to make good use of the computers to aid in the drafting and redrafting of their work. This is a developing feature of learning.

65. The effective leadership of the subject is enabling the school to bring about improvements. For example, the *Dads and lads* initiative and *book buddies* are all areas where additional input is bringing about improvements in a highly positive environment. The co-ordinator has a clear grasp of standards, strengths and areas for development in the subject.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

66. Literacy is supported well through other subjects, for example in science when the pupils record the findings of their experiments. Younger pupils in Year 2 talk about their favourite lessons, they speak enthusiastically about their enjoyment of numeracy lessons and how they have been drawing shapes on the computers. Older pupils find information from the Internet about mountains and then produce a written profile of the mountains they have studied.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are high throughout the school. Pupils have good number skills.
- Teaching and learning are good.
- Pupils achieve well because they enjoy learning. They have very good attitudes to learning and their behaviour is very good.
- The teachers assess work carefully and have a good knowledge of the pupils' strengths and learning needs.
- Good leadership has resulted in improvements in standards. By recognising that pupils need to further improve their ability to use and apply their knowledge to solve problems, the school is responding effectively to an area for improvement.

Commentary

67. Good standards in mathematics are achieved because teaching and learning are good. Teachers know their pupils well and so plan and organise lessons that meet the needs of individual pupils. So they achieve well and make good progress. The good support given by teachers and teaching assistants makes a strong contribution to pupils' learning because the one-to-one guidance they give helps the pupils to think through how they need to tackle their work and be successful.
68. Number skills are good because teachers teach the basic skills of numeracy well. Pupils say that they enjoy mathematics, even though it is sometimes hard, because the teachers make it interesting. Lesson observations show that the pupils find the teaching and learning activities in lessons enjoyable and that they respond well to the challenge of demanding activities.
69. The subject co-ordinator has effectively led the drive for improvement. By identifying key areas of learning that need to be targeted she has helped to improve teaching. This is because teachers have a clear understanding of which aspects of their mathematics the pupils need most help with. Similarly, they know what the pupils are confident in and so they can place greater demands on their learning in these areas.
70. An aspect of learning identified by the school as something that they need to improve is the use and application of mathematical knowledge to solving problems. To achieve greater success in this area, teachers are helping pupils to identify the strategies they need to use to apply their knowledge to a mathematical problem. This good practice will help pupils to be as competent in their use of mathematics as they are in, for example, their number skills.

Mathematics across the curriculum

71. There is good use of mathematics in other subjects. In the years 1 and 2, pupils use pattern and repeating shapes in art and design that shows their understanding of sequences. In creative work they sort shapes and make sets of objects to show their understanding of grouping according to different properties. Older pupils use tables of results and data in geography and science, for example. They make measurements of temperature and other information that needs to be accurately recorded. These good opportunities help them to see the importance and practical relevance of number and mathematics in everyday and working life.

SCIENCE

Provision in science is **good**. Science was not a focus subject for the inspection so too few lessons were seen to judge the quality of teaching. Inspectors made use of assessment data, discussions with staff and pupils and an analysis of pupils' work to confirm the school's judgement on provision.

Main strengths and weaknesses

- Pupils achieve well and attain standards above the national average in the national assessments at the end of Year 2 and Year 6.
- The subject is well led. The co-ordinator monitors teaching and learning well and has clear, achievable targets in the subject improvement action plan.

Commentary

72. By encouraging children to be inquisitive and interested in the world around them in the Foundation Stage, the school prepares the Reception children well for discovery learning through investigation. This philosophy is carried through the school so that pupils in Years 1 to 6 show a high level of interest in learning from, and about, science. Their work in books and displayed around the school shows that they have a good knowledge of scientific facts and principles.
73. Pupils' investigations and experiments show that they make deductions and hypothesise thoughtfully, then test their ideas with good consideration for any factors that may influence the outcome of their tests. So, they learn the principle of testing fairly in order that findings can be accurate.
74. Pupils' work shows that they develop good, varied skills of presenting their findings, for example using diagrams, tables and flow charts. So, their work is presented logically, clearly and neatly. They learn, therefore, the important disciplines of being scientific in the method of their enquiries and systematic in their presentation of the conclusions they reach.
75. Good leadership of the subject means that it is carefully monitored. When new staff join the school, they have good support and guidance from the subject co-ordinator to enable them to teach science effectively. Systems for regularly assessing the standards achieved are well established. All staff know that they are expected to assess units of work as they are taught. This provides up-to-date information about how well pupils are doing against the levels expected for their age. The data collected confirms the high standards seen in the results of national assessments gathered from tests in Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are at the levels expected by the end of Years 2 and 6.
- The improvement in standards has been satisfactory since the last inspection, while the improvement in resources and the subject knowledge of teachers has been good.
- All staff are enthusiastic about the teaching of ICT. They are committed to developing their own skills to make best use of the improved resources.
- The location and size of the computer suite does not allow whole classes to use it together.
- The newly designated co-ordinator is keen, enthusiastic and effective in her leadership of improvement.

COMMENTARY

76. Standards are at the levels expected by the end of Years 2 and 6. Pupils make a good start with their ICT learning right from the start in the reception class. Here they become familiar with the computers and they quickly gain in confidence as they use them. They make steady progress and achieve satisfactorily throughout Years 1 and 2. Pupils enjoy using the computers, including the floor robot. They talk about their learning knowledgeably. In Years 3 and 4 the pupils learn to use different fonts and how to change the size and colour of their text. The older pupils talk about the books they are making on the computers for their *book buddies* and show how they can use animation and add buttons to link to another page. Satisfactory progress and achievement is apparent from Years 3 to 6.
77. There has been satisfactory improvement in standards since the last inspection. Good improvement is seen in the development of better resources, the quality of teaching and the curriculum provision. The school now has a comprehensive set of plans for the teachers to use and statutory requirements are fully met. The additional resource of the computer suite is also having a beneficial impact upon the standards the pupils are achieving.
78. All staff are enthusiastic about the teaching of ICT. The teachers valued their national training. They felt that it had been particularly useful and had developed their skills. As a result their self-confidence has increased significantly. Teaching and learning are consistently good. The teachers prepare their lesson carefully and use appropriate technical language. They give good praise and encouragement to the pupils and as a result the pupils do well in lessons.
79. The location and size of the computer suite does not allow whole classes to be taught together at one time. The suite is small but well resourced. The teachers are managing the use of the suite well and it is making a positive contribution to the standards the pupils are achieving.
80. The newly in place co-ordinator is keen, enthusiastic and effective in her leadership of the subject. She has identified clearly the strengths in the subject and the areas for development. She feels that the staff are keen and enthusiastic and that the subject is well placed to move forwards. The school recognises that resources will need to be improved still further to maintain and develop the positive start the school has made.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

Teachers throughout the school are making increased use of ICT to support the pupils' learning in other subject areas. The subject co-ordinators have been looking at software to support their subject areas. For example, the science co-ordinator has recently obtained software to help the older pupils' learning in science. Pupils have good opportunities to use the computers in the classroom to investigate aspects or complete work in other subjects. For example, the pupils use

the computers to draft and redraft their work in literacy lessons and in design and technology the pupils use control boxes to improve the way their fairground models work.

HUMANITIES

Provision for Religious Education is **good**. **Statutory requirements are met**.

It was not possible to observe any lessons or to gather enough evidence in history and geography to enable the inspection team to make a judgement about overall provision in these subjects.

Evaluations of the pupils' work and discussions with staff and pupils show that **standards are good**. All pupils are enthusiastic about learning. Their enjoyment of geography and history was evident from the work seen and from discussions with the pupils.

Main strengths and weaknesses

- Standards are good in religious education, history and geography, as evidenced by the quality of work seen and the monitoring information provided by the subject co-ordinators.
- In the few lessons seen to validate the judgement that provision for religious education is good the teaching and learning were also good.
- The work seen in pupils' books and displayed around the school shows that pupils experience a good range of learning opportunities in history and geography. These opportunities encourage good enjoyment of learning and an interest in research and discovery.
- Enrichment of the humanities curriculum, such as through visits and visitors, engages the pupils and encourages their interest, so they achieve well.

Commentary

81. The locally agreed syllabus for religious education (R.E.) is used well by all staff as the framework from which to plan their lessons. Statutory requirements to provide religious education are met and work shows that standards are good.
82. The R.E. subject co-ordinator has a keen interest in developing and improving religious education in the school. Although this is her first experience of leading a subject she feels that she has good support and encouragement from the senior leadership team to enable her to achieve the goals in her subject action plan. This shows that the senior leadership of the school is effective in developing the skills of less experienced colleagues.
83. The school values the importance of geography and history and the contribution that these subjects make to pupils' learning skills. By providing rich opportunities for research and discovery, within and beyond the classroom, the school gives its pupils a wealth of interest that engages them well in learning. This is seen in the good quality of work they produce in their exercise and topic books and for displays around the school.
84. Discussion with the subject co-ordinators shows that they have worked conscientiously to provide schemes of work and other guidance that enable teachers to plan for effective teaching and learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Standards are **good** in these subjects. The inspectors did not have sufficient opportunity to gather enough evidence to make any overall judgements about provision. Although no teaching was seen in art and design, music, design and technology or physical education, by talking with staff and pupils and by looking at the work around the school, inspectors were able to confirm the judgements about standards made by the subject leaders.

Main strengths and weaknesses

- All subjects are well planned and led.
- There are good opportunities to enrich pupils' learning through links with the community and outside agencies.

Commentary

Art and Design

85. The teachers throughout the school work effectively to develop the pupils artistic ideas. They have a good curriculum, which gives good guidance and supports their work. The pupils develop their skills systematically and produce some effective pieces of work. Recently the pupils have worked with a visiting artist and designed and made a mosaic. This beautiful mosaic is displayed in the entrance to the school and has as its title the school aspiration *A good start for a better future*. The pupils study a range of artists and paint expressively in response to a range of stimuli. For example, the pupils have created their own portraits after studying a variety of artists work. The art club began as a way to develop the talents of those pupils identified as gifted and talented and quickly became open to all pupils. The pupils enjoy their art and design lessons the older pupils particularly enjoyed their work in drawing people in action. They found this activity very hard but found the results of their work very rewarding.

Design and Technology

86. There is a clear emphasis throughout the school in the design and making process. The pupils are encouraged to make sensible designs for their products and to work out how they are to be made and what they are going to use. They study a range of techniques and work out which are the best for the product they are making. For example, in Year 3 the pupils have worked with pneumatics to see how they work and what effects they can produce. Armed with this knowledge the pupils then designed their moving monsters deciding whether their eyes or mouths were to move. The older pupils in Year 6 speak enthusiastically about their project of designing and making a pair of slippers. Younger pupils in Years 1 and 2 make puppets and moving pictures in their lessons. Evaluations of their products enable the pupils to critically reflect upon the materials and the fastenings they have used.

Music

87. The pupils experience a well-balanced programme of musical activities. The Year 2 pupils spoke about the good opportunities to listen to a wide range of different music and also played musical instruments. They particularly enjoy singing and spoke enthusiastically about their music lessons. They enjoyed singing songs, clapping rhythms and a pulse beat. They sing in parts and as an echo, answering another singing group. The Year 6 pupils spoke enthusiastically about their music lessons, they had a very clear understanding that they were expected to improve their performances as their learning progressed.

88. The pupils are involved in many enrichment activities including a visit to a children's concert by the Liverpool Philharmonic Orchestra and a visit to the school of the Lancashire Music Ensemble. The Year 6 pupils have worked with a songwriter during a song-writing workshop and

recorded their song onto a CD-ROM. There is a recorder group in school and the pupils regularly sing at a local supermarket at Christmas.

Physical Education

89. The curriculum for physical education is well planned and provides a wide range of interesting activities, such as through gymnastics, dance and sport. The recently appointed subject leader has been given good guidance and support from the leadership team on how the subject can be developed. He takes this responsibility seriously and has worked well to extend the opportunities that the school provides, such as through links with community sports agencies. As a result, pupils benefit from the expertise of specialists in sports, which promotes high levels of interest in sport and good achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- All staff positively reinforce very good attitudes. Parents welcome and value the school's approach to supporting their children's personal and social development.
- Work towards achieving the 'Healthy Schools' award is having a positive impact on the pupils' awareness of the need to care for their physical well-being.
- The pupils' social awareness is developed very well through their involvement in community activities and through fund raising for local, national and international charities.

Commentary

90. The school has very clear strategies for working in partnership with parents to help pupils to develop very good social and personal skills. The role models provided by adults in the school, the quality of concern and care shown to the pupils and the encouragement for pupils to see their school as one big family creates a very positive ethos.
91. Pupils develop mature attitudes as they progress through the school. They learn to be active and responsible members of their school family, to watch out for the needs of others and to seek ways to help those who need it. Discussions with older pupils show that they have a very real sense of their responsibilities as individuals within a larger group of people. It is clear that they are learning to have a wider sense of moral and social responsibility as well as beginning to take responsibility for their personal needs and development.

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	3
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	2
Attendance	3
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	3
The effectiveness of management	2

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