

INSPECTION REPORT

CLITHEROE PENDLE PRIMARY SCHOOL

Clitheroe, Lancashire

LEA area: Lancashire

Unique reference number: 119161

Headteacher: Mrs M Carrington

Lead inspector: Mr Ian Hocking

Dates of inspection: 13-15 September 2004

Inspection number: 266638

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:	5-11
Gender of pupils:	Mixed
Number on roll:	289
School address:	Princess Avenue Clitheroe Lancashire
Postcode:	BB7 2AL
Telephone number:	01200 423539
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Parkinson

Date of previous inspection: 21 June 1999

CHARACTERISTICS OF THE SCHOOL

Clitheroe Pendle is a larger than average primary school located close to the town centre of Clitheroe. There are 289 pupils on roll with significantly more boys (152) than girls (137). The attainment of most pupils on entry to school is above average.

There are two pupils in school who have Statements of Special Educational Needs and this is below the national average. There are 33 pupils who are at different stages of assessment for special educational needs, which is about average. The school admits pupils from a variety of backgrounds. Many pupils come from socially advantaged backgrounds. There are 15 pupils from minority ethnic backgrounds. The great majority of pupils come from homes where English is the first language. Two pupils are at an early stage of acquisition of English. Four and a half per cent of pupils receive school meals free of charge, and this is below average.

The school has received the award of Investors in People and an award for achievement.

The school has made provision for all pupils to be taught French.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1272	I Hocking	Lead inspector	Mathematics, information and communication technology, design and technology, physical education.
31719	D Shields	Lay inspector	
16761	M Hemmings	Team inspector	Science, citizenship, geography, history, religious education, special educational needs.
30362	J Henshaw	Team inspector	Foundation stage, English as an additional language, English, art and design, music.
21045	S Walker	Team Inspector	French.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Clitheroe Pendle Primary is a very good and caring school that benefits from very good leadership and management and good governance. The very good work of the headteacher is pivotal to the school's high standards. Individual pupils are respected, valued and well cared for. Pupils of all abilities and backgrounds are expected to do their best and they achieve very well because of the very good quality of education provided. The school provides good value for money.

The school's main strengths and weaknesses are:

- Leadership and management are very good.
- Very good and occasionally excellent teaching enables all pupils to achieve very well.
- Educational standards in English, mathematics and science are well above average, both nationally and when compared to similar schools.
- Assessment arrangements are insufficiently detailed in subjects other than English, mathematics, science and information and communication technology (ICT).
- Pupils' very good attitudes and behaviour contribute significantly to their learning.
- Pupils' learning and personal development benefit from an enriched curriculum, especially through the provision of French lessons.
- Very good provision is made to ensure pupils' care, welfare and safety and there are very good and productive links with parents, the community and other schools.
- Written reports to parents on pupils' progress are unsatisfactory.

The school has made very good improvement since it was previously inspected. All the key issues have been dealt with successfully. In addition, there has been considerable improvement in teaching and pupil care and significant improvement in leadership, management, curricular provision, and partnership with parents, all of which contribute to improved educational standards.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	A	A*	A*
mathematics	A	A	A	A
science	B	A	A	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.*

Overall, pupils' achievement is very good. The school's results in the 2003 national tests for English were very high (in the top five percent) when compared to national and similar schools. Results for mathematics and science were well above those nationally and those of similar schools. Overall achievement is very good relative to their previous attainment when these pupils were in Year 2 and reflects very good teaching. Results in 2004 national tests in

English were above average but not as good as those of 2003 because the 2004 group of pupils were not as capable in English as the 2003 group. Standards in the present Year 6 are well above average for English, mathematics and science. Standards in history and music are above national expectations. Year 6 pupils reach standards in religious education beyond those specified in the Lancashire Agreed Syllabus.

Standards for the present Year 2 pupils in reading, writing, mathematics and science are well above average. Standards in history and music are also above expectation. Year 2 pupils also exceed the expectations of the Lancashire Agreed Syllabus for religious education. Overall, achievement is very good because of very good teaching.

Standards in the Foundation Stage (namely Reception classes) are well above average. All children reach the goals they are expected to meet by the end of Reception and most exceed them by a significant margin. Very good and often excellent teaching results in very good achievement.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are developed very well. Attitudes and behaviour are very good and in a few lessons, exemplary; this contributes significantly to learning. Pupils' attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching and learning are very good and often excellent. Teachers and support staff work as a very effective team that provides very good equality of opportunity for all pupils. Provision for pupils with special educational needs is very good and higher-attaining pupils are well challenged. Pupils' personal qualities of effort, perseverance and commitment to their work are significant strengths that contribute to learning. Throughout Years 1 to 6, the arrangements for assessing pupils' progress in subjects other than English, mathematics, science and ICT are insufficiently detailed. By contrast, assessment arrangements for English and the Foundation Stage are very good and are good in mathematics and science. Pupils benefit from an enriched curriculum, for example, through the outstanding provision of French lessons and very good extra-curricular opportunities. Learning is enhanced by good quality resources and especially from excellent resources for ICT. The school provides very well for pupils' care, welfare, health and safety. Very good and productive links with parents and other schools and colleges also contribute to pupils' achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher provides very good leadership. She has a clear vision for the school and is a strong force behind high standards. She understands well the school's strengths and weaknesses. The deputy headteacher and senior management team provide very good leadership and management through the very good role models they present to others, and very ably support the headteacher. Governance is good because the governing body has a good appreciation of the school's strengths and weaknesses. Governors have an effective role in strategic planning. Statutory requirements are fully met apart from some omissions in written information for parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The overwhelming majority of parents express satisfaction with most of the school's work; in particular the vast majority commend the quality of teaching and children's progress. Inspectors support the view that reports do not provide sufficient information about pupils' progress.

Pupils' views are very positive, as reflected in their very good attitudes and behaviour. They value the opportunity to express their views through the school's Pupil Panel.

IMPROVEMENTS NEEDED

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

- improve the assessment arrangements in all subjects apart from English, mathematics, science and ICT;
 - improve the quality of written reports to parents;
- and, to meet statutory requirements:
- additional information is needed in the Governors' Annual Report to Parents and in the Prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards reached by Year 6 pupils and Year 2 pupils are well above average. All pupils, regardless of background or ability, achieve very well.

Main strengths and weaknesses

- Year 6 pupils attained national test results in 2003 that were very high in English, and well above average in mathematics and science.
- Standards in Year 2 are well above average in reading, writing, mathematics, and science.
- Standards in religious education, history and music are above average for Year 2 and Year 6 pupils.
- Children get an excellent start to their schooling in the Reception classes and far exceed the levels of attainment expected nationally.

Commentary

1. Very good leadership and management of the school provide the driving force for the school's very good and improving standards. All staff and governors are committed to ensuring that each pupil achieves as fully as possible. Senior managers of the school inspire very good and excellent quality teaching and learning by providing very good role models for others.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	30.0 (29.9)	26.8 (27.0)
Mathematics	29.3 (29.8)	26.8 (26.7)
Science	30.4 (30.7)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

2. The above table shows that the school's 2003 national test results in English were very high (in the top five percent) when compared to all schools nationally and those of similar schools. Results in mathematics and science were well above national averages and those of similar schools. This sustains the trend of previous years, broadly matching the national trend. The 2004 test results paint a similar overall picture of well above average standards.
3. There is no significant difference between the attainment of boys and girls. Overall, achievement is very good relative to their previous attainment when these pupils were in Year 2 and reflects very good teaching.
4. Standards seen in English, during the inspection, are well above average. Speaking and listening are well above average because they are given a high priority and teachers create many opportunities for pupils to develop these skills, especially with large audiences. The overall standard of reading is above average. Pupils show enjoyment of books and many pupils read challenging texts. Handwriting is neat and spelling accurate. Similarly, because of very good teaching, pupils reach well above average standards in mathematics, including the ability to rapidly perform mental calculations and to complete accurate written computations. Standards in science in Year 6 are well above average. Pupils have very good skills in devising and carrying out a fair test but are less adept when drawing conclusions.
5. In ICT, Year 6 pupils now show average attainment, which represents good improvement in the subject since the last inspection, when standards were judged below average. Attainment in ICT lags behind other subjects because there has been insufficient time for the new ICT suite to fully impact on pupils' learning.
6. Standards in religious education exceed those specified by the Lancashire Agreed Syllabus. For example, Year 6 pupils have a good understanding of the moral aspects of modern day issues, such as the war in Iraq, pollution and starvation. Standards in history and music are also above average.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.9 (16.6)	15.7 (15.8)
writing	16.9 (15.7)	14.6 (14.4)
mathematics	17.2 (16.5)	16.3 (16.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year

7. The above table shows that the school's 2003 national test results in reading and mathematics were above national averages and matched those of similar schools. Results in writing were well above the national average and those of similar schools.

Overall, taking reading, writing and mathematics together, the trend over the last five years has been above the rate of improvement seen nationally. The 2004 national test results were even higher than 2003, especially in reading and mathematics, reflecting actions taken by management following the 2003 tests. There is no significant difference between the attainment of boys and girls. Overall, pupils' achievement is very good because of very good and excellent teaching.

8. Standards seen in Year 2 in reading, writing and mathematics are well above average. The school's management identified pupils' ability to solve money problems as an area for improvement. Specific action taken by the school has brought about significant improvements in this area of mathematics. The school's own assessments show that standards in science are well above average. This is confirmed by the work seen during inspection and is the direct result of the rich opportunities pupils are given for scientific investigation. Standards in religious education exceed those specified by the Lancashire Agreed Syllabus. Standards in history and music are also above average.
9. Attainment for children at the end of Reception is well above average because almost all reach and most exceed the levels expected in each of the Early Learning Goals. This represents very good achievement relative to the above average level of attainment of most pupils when they began school.
10. All pupils achieve very well because of the very effective way in which teachers and support staff meet individual needs, for example, in their questioning techniques and in the work they set. Consequently, the extremely small number of pupils who are at an early stage in learning the English language achieve very well. Pupils with special educational needs are also given additional and very effective support to enable them to make very good progress and achieve very well in relation to their prior attainment. Similarly, those pupils who are particularly able are given a high level of challenge that ensures they are extended in their learning.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to school are very good. Pupils' moral, social and cultural development is very good, and spiritual development is good. Pupils' attendance and punctuality are good.

Main strengths and weaknesses

- All pupils, whatever their ability or background, show a real desire to learn.
- Relationships between adults and pupils are very good.
- The school is a very harmonious and friendly community.

Commentary

11. The qualities of fairness, openness and opportunity for all underpin all aspects of the school's work. Because of this, pupils get on very well with their classmates and have very secure relationships with teachers and other adults who work with them. One younger pupil comments "teachers are kind" whilst an older pupil says "everyone gets a chance; teachers are fair you always get a turn." In discussions, they confidently express the view that bullying is rare. If it does happen they tell an adult, who then helps both the bullied pupils and the bullies. Pupils from ethnic backgrounds equally state that instances of

name calling related to racism are rare. Pupils with special educational needs and those for whom English is not their first language are equally interested, enjoy and are involved in all aspects of school life.

12. Lessons are always happy, busy and productive. This is because all pupils enjoy the experience of learning, they try very hard and are attentive and this has a positive impact on how well they achieve in lessons. Pupils work very well together in small groups and pairs, especially during ICT lessons. The scope for pupils to become independent learners is good, for example, they carry out their own research in some lessons and at home. Pupils are able to get on with their work because they behave very well. One reason for this is that all adults have a consistent approach to behaviour management. The other is the high priority that the school gives to pupils' social and moral development. Very occasionally a very small minority of pupils have difficulty controlling their behaviour. They receive very good support from adults who work in the school; as a result they are able to continue with their lessons. The high standards of pupils' behaviour seen during the inspection contributed to the very good achievement seen in lessons. In the year prior to the inspection there were four fixed term exclusions, attributed to two pupils. The school only uses this sanction when every other strategy of support has failed.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	237	3	0
White – any other White background	2	0	0
Asian or Asian British – Pakistani	13	1	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.

13. Pupils are encouraged to respect, respond to and value the views of others. Through the school's very good curriculum, for instance in subjects such as music, art and literacy, pupils are developing good spiritual awareness. Although daily assemblies often have a very good social and moral content, opportunities for pupils to reflect on how these themes might apply to their own lives are not fully exploited. Pupils are valued and treated with respect, as a result of which they are polite, courteous and friendly towards visitors. As they progress through the school, pupils become confident about themselves and life outside the school. The school prepares pupils very well for life in a multi-ethnic society. A wide range of different cultures and traditions is regularly celebrated, for example, during the school's faith week. This very effectively raises pupils' awareness of cultural diversity. Discussions, even with the younger pupils, indicate that they have a very good understanding of both racism and sexism. By the time they are ready to enter Year 1, Reception children exceed the Early Learning Goal for personal, social and emotional development.
14. Attendance is above that found in most schools, and most pupils arrive at school on time. This is due to the school's good procedures for promoting attendance. Registration arrangements are prompt and efficient at the start of afternoon sessions. However, the

school recognises that the current practice of registering pupils in Years 3 to 6 after the morning assembly presents potential difficulty in recording the number of pupils in school.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and the curriculum are very good, with some excellent features. Care, guidance and support are also very good. There are very effective links with parents, the community and with other schools.

Teaching and learning

Teaching and learning are very good overall. Some teaching is excellent in Reception, Years 2, 5 and 6 and in French lessons. Assessment is good overall, but needs improvement in some subjects.

Main strengths and weaknesses

- Teachers have good knowledge of the subjects they teach; they are enthusiastic and have high expectations of pupils.
- Very good inclusive provision through very good teamwork enables individual needs to be met very successfully.
- Assessment procedures are at least good in English, mathematics and science and within the Reception classes, but less detailed arrangements limit pupils' achievement in other subjects.
- There are several examples of excellent teaching.

Commentary

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11 (24%)	22 (48%)	12 (26%)	1 (2%)	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.

15. Teaching and learning are very good and account for the very good achievement seen in most lessons. This represents a significant improvement on the good quality of teaching reported at the last inspection. In particular, the proportion of very good and excellent teaching is considerably higher than previously and confirms parents' positive views about the quality of teaching.
16. Very good leadership and management of the school encourage a very positive ethos for learning where all pupils are valued and respected. Pupils respond very well to their

teachers' expectations of high standards of behaviour and therefore maximum use is made of lesson time, as interruptions are very rare. Pupils work for sustained periods of time, develop perseverance and productivity and show great commitment to their work. They take pride in their work, because they see that it is valued by staff. Pupils receive considerable encouragement from staff and have very good and often excellent relationships with them. In the great majority of lessons, teachers' enthusiasm washes over onto the pupils, whose interest is stimulated by absorbing work and very skilful teaching. These notable features underpin the very good learning that takes place in most lessons.

17. The school's provision is fully inclusive. Teachers and support staff work very effectively as a team to ensure the needs of all pupils, regardless of background or ability, are fully met. Teachers have good knowledge of the subjects they teach and understand how to engage pupils' interest, for example, by pitching questions and follow-up work at the right level to meet individual needs. The teaching of pupils with special educational needs is very effective. Pupils are helped to succeed through appropriate work and very good levels of support. Their individual education plans (IEPs) are detailed and specific, with clear, achievable targets for improvement. Pupils' progress against their individual targets is assessed carefully and assessments are used to set further relevant targets. Pupils who are particularly able are given suitably demanding work and they too achieve very well.
18. Teachers' challenging questioning, for example, in mathematics and science lessons, promotes the pupils' understanding of new concepts and skills. Pupils confirm that the work they are given is interesting and set at the right level for them and that teachers will always explain if work is not understood.
19. The procedures for assessing and recording pupils' attainment and progress are very good in English and mathematics and good in science. In these subjects, teachers make very good use of assessment information to plan future work. Teachers mark pupils' work thoroughly and positively, occasionally including helpful written comments. However, this feature of marking is not widespread and older pupils, especially, sometimes have insufficient guidance for future learning. The arrangements for checking the attainment and progress of children in the Foundation Stage are very good, and are an important factor in the very good progress that they make. However, the arrangements for assessment and recording progress in religious education, geography, history, music, physical education, design and technology, and art and design, are only satisfactory and need further development to raise achievement in these subjects.
20. Several lessons seen in Reception, in a Year 2 class and in mixed Year 5/6 classes were of an excellent standard and led to pupils making outstanding gains in their learning. Such high quality was also seen in French lessons. Factors common to these highly successful lessons are the enthusiasm and very good subject expertise of the teacher, the variety of stimulating and challenging activities that are presented and outstanding relationships between teacher and pupils.

The curriculum

A wide range of high quality learning opportunities offers pupils a very good and innovative curriculum. It provides very good opportunities to widen their experiences through French lessons and in extra-curricular activities, including an adventure holiday. Accommodation and resources are good.

Main strengths and weaknesses

- There is a high quality curriculum for English, mathematics and science.
- The Foundation Stage curriculum is very good and, in some areas, excellent.
- Pupils receive an excellent opportunity to learn French.
- There is extensive use of high quality ICT resources.
- Extra-curricular activities play an important role in developing pupils' personal, social, health and citizenship education (PSHCE).
- Provision for pupils who have special educational needs is very good.
- In spite of limited space, the school uses accommodation and resources well.

Commentary

21. As a result of visionary leadership, the exciting, innovative and challenging curriculum plays a key role in the continued success of the pupils. Children have an outstanding start to their school life because the provision in the Foundation Stage is excellent. Teachers have developed their knowledge of the core subjects of English, mathematics and science and this is reflected in the very good quality of planning and teaching. For example, older pupils learn Shakespeare's plays through music, art and drama. The school also offers French lessons to all the pupils. The quality of this provision is excellent and has inspired staff and pupils within other areas of the curriculum.
22. The school provides high quality resources for ICT. Every class has an interactive whiteboard, which is used extensively for all areas of the curriculum, and two computer suites for the teaching of computer skills. The technology of the 21st century ensures that pupils are abreast of the time and learning skills for the future.
23. Extra-curricular activities include musical and drama performances, sports and an adventure holiday. The school invites visitors such as an author, speakers representing different faiths and an Indian dancer. These activities greatly enhance PSHE. Other health issues, such as drugs and relationships, are supported through specific projects, videos and the school nurse.
24. The provision for pupils with special educational needs is very good. The curriculum is planned so that pupils have equality of access to all aspects of school life. Planning arrangements are very good, with individual educational plans having relevant and manageable targets in them. The provision for pupils who speak English as an additional language is very good because they are identified early and provided with very good support. Their needs and achievements are closely monitored and well matched to learning activities and resources.
25. Although some rooms are cramped and the hall is small, the school has made the best use of the available space to create areas of learning, such as the auditorium for drama, TV and circle times. The 'quad' area outside is used well, as is the wildlife area. Further building, to include an art and technology room and a new library, is now planned. The Foundation Stage children have no covered outside area; this limits opportunities for outdoor learning during inclement weather.

Care, guidance and support

The school's arrangements for pupils' care, welfare, health and safety are very good. Pupils receive very good support, advice and guidance. There are good opportunities for pupils to be involved in and to influence the school's work.

Main strengths and weaknesses

- Boys and girls of all ages, abilities and backgrounds are very well cared for.
- All pupils have very good and trusting relationships with at least one adult in the school.
- Older pupils are very involved in the life and work of the school.
- Arrangements to help children of all ages settle into the school are very good.

Commentary

26. Leadership and management ensure a very caring and happy atmosphere in which pupils say they feel safe and secure. Pupils know there is an adult they could go to if they are worried at school. They have very positive views about school life. The very good relationships between adults and pupils give them the confidence to ask for help if they need it. A pupil in Year 6 states “teachers listen; they sort things out and help you.” Pastoral guidance is very effective and there are very good procedures to monitor pupils’ personal development as they progress through the school. Academic guidance is good. Pupils state confidently that they can ask their teachers for help during lessons. Pupils know what they need to do to improve their work, especially in literacy, because teachers share information verbally with them. Procedures for the identification and assessment of pupils with special educational needs have been much improved since the previous inspection. They are now well ordered and enable the school to identify, at an early stage, those pupils who need extra support. Ongoing assessments by teachers and teaching assistants contribute well to the regular reviews of pupils’ progress and successfully inform the setting of new targets. The school liaises well with outside agencies when extra support is required to meet the needs of these pupils.
27. Teachers and other adults in the school know the pupils very well. Adults follow the agreed policies and very clear practices relating to health, safety and child protection very well. These procedures permeate all aspects of school life and are very clearly understood by all concerned that work or help in school. There are very sensitive arrangements for supporting children who are starting school in the Reception classes; parents indicate that they greatly appreciate this. Parents are fully involved in the process and this helps children to quickly feel at home and adjust to the routines of school life. This early relationship with families is quickly built upon and strengthened as pupils progress through the school. Pupils who join the school part way through the school year are equally very well supported, as confirmed in discussion with several pupils.
28. Parents believe that all adults encourage pupils to become mature, responsible and independent. Pupils say that teachers listen to and value what they have to say in lessons. The school regularly uses questionnaires as a systematic way to seek pupils’ views throughout the school and takes these into account, where appropriate, when agreeing priorities for improvement. In Years 3 to 6 the Pupil Panel is very involved in the life and work of the school. It provides opportunities for pupils to take on responsibility and to contribute to the decision making process of the school, and makes a significant contribution to pupils’ personal development. Currently, there is no such opportunity for pupils in the Foundation Stage or Years 1 and 2; the school acknowledges that this is an area for development.

Partnership with parents, other schools and the community

The school has a very good partnership with parents. Links and liaison with the community and other schools and colleges are also very good.

Main strengths and weaknesses

- Relationships with the overwhelming majority of parents are very good.
- Almost all parents are fully involved in their children’s education.
- Links with the community and other schools improve the quality of pupils’ education as well as their personal development.

- Written reports about pupils' progress and other annual statutory documents provide insufficient information for parents.

Commentary

29. The school's leadership actively encourages a dialogue with all parents and attempts to involve them in both school life and their children's education. As a result, almost all parents hold the school in high regard and are pleased with the progress their children are making. The early relationships established when children start in the Reception class are built upon so that nearly all parents are happy to approach the school if they have any concerns. The inspection team does not support the views of an extremely small minority of parents who feel they are kept at arm's length and that the school is not approachable. Events are regularly organised, to which parents are invited, such as class assemblies as well as adult education courses; these are reported to be very well attended. The vast majority of parents support the school in many ways, helping in classrooms, with visits and other events as well as by ensuring their children attend school regularly. Parents are very generous. They provide food for celebrations such as Eid and also help raise money, for instance towards the new library and the playground development; the school values this support. Parents are regularly consulted on specific and wider school issues and, where possible, their views are taken into account when the school is considering its future plans.
30. Very good day-to-day information is provided for parents, through regular school and class newsletters, about the school and what their children are learning. Parental involvement with their children's homework, including hearing them read, is very good. This support at home makes a positive contribution to the standards that pupils achieve. Whilst at meetings, with staff, parents have the opportunity to discuss their children's progress, annual end-of-year reports are unsatisfactory. This supports the views of parents expressed through the questionnaires. Written reports provide insufficient detail of pupils' strengths and areas for development. Both the Prospectus and Governors' Annual Report to Parents do not contain all the information they should.
31. Pupils talk enthusiastically about the visits they have made into the wider community, such as to the Lowry Centre and to the theatre. Members of the nearby community visit the school to attend school productions. Pupils distribute harvest produce within the locality and sing carols at the local hospital. Pupils' experiences are broadened by all these opportunities. There are also very good links and liaison with the local secondary schools. Pupils have the opportunity to take part in a number of projects linked to technology and science. Arrangements to support pupils before their transfer to the next stage of education are very well planned. Links with other local primary schools are also very good with a number of curriculum developments taking place, for instance the introduction of French lessons for the pupils. Students regularly undertake their work placements at the school and liaison with local colleges and higher education is very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and other key staff are very good, which represents good improvement since the previous inspection. Governance is good, with governors playing an active role in the life of the school. Statutory requirements are met apart from some minor omissions in annual documentation to parents.

Main strengths and weaknesses

- The headteacher is a very good leader who gives a clear sense of direction for the school.
- All staff and governors work well together and are committed to enabling each pupil to achieve as well as possible.
- There is a very strong management team.
- The procedures for checking the performance of the school are very thorough.
- Financial management is good.

Commentary

32. The leadership of the headteacher is visionary. She is the driving force behind the improvements in recent years that have extended and invigorated the curriculum and raised educational standards. This is exemplified by outstanding provision for pupils to learn French as a modern foreign language. There is now more emphasis on teaching creative arts and in developing the curriculum, so that pupils can better use skills learned in one subject to help their learning in others. All staff and governors have been motivated to work successfully together, with a clear commitment to further raising standards and enabling each pupil to achieve to their full capability. The reflection of the school's aims, values and policies in its work, especially inclusive practice, is very good and contributes strongly to the high standards of attainment and the very good achievement that pupils make. Pupils feel valued, with their achievements being recognised and warmly celebrated. The deputy headteacher and senior management team provide very good role models for all in school and very ably support the headteacher.
33. The governing body is highly regarded by the headteacher, who believes 'they guide the school to good practice'. Governors are well informed and have an effective role in strategic planning. Key players have a good understanding of strengths and the few areas for improvement. There are some statutory duties that are not met, but these are not impacting on pupils' achievement. These relate to the inclusion of attendance rates in the Annual Report to Parents and pupil assessment information in the Prospectus. A healthy balance is struck between support and challenge, which enables governors to bring an objective view to the work of the school.
34. There is a well-defined management structure, with a deputy head, senior management team and subject co-ordinators. All have clear roles, which are carried out diligently, so that teaching and learning and the curriculum are closely monitored throughout the school. Of particular note is the work of the co-ordinator for special educational needs, which has been central to the very good improvements made for these pupils since the previous inspection. She has tightened and revitalized provision so that these pupils now achieve very well. Performance management is used very well to identify training needs in line with school improvement planning. There are many opportunities for all staff to take part in training that is linked to school and personal priorities, as part of their professional development; as reflected in the Investors in People Award. A good example of this is the way that two members of staff were encouraged to apply for, and subsequently achieved, Advanced Skills Teacher status. The school evaluates its own performance very well and acts effectively on the information gained. This is shown in the way the provision for ICT has been significantly improved since the previous inspection. As a result, most pupils now reach the expected standards in this subject and a significant number exceed them.

The school is aware of the need to improve assessment procedures and has already begun to investigate ways of doing so, for example, by seeking expert guidance.

35. Financial management is good, with the school budget being carefully monitored and the principles of best value rigorously applied to all budgetary decisions. This has enabled the school to improve facilities by contributing funds from last year's reserves towards the building of a new library and multi-purpose room.

Financial information for the year April 2003 to March 2003

Income and expenditure (£)	
Total income	786,756
Total expenditure	804,746
Expenditure per pupil	2,756

Balances (£)	
Balance from previous year	59,888
Balance carried forward to the next	41,898

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is very good and is sometimes excellent. The level of attainment for most children when they start school is generally above that expected nationally. Children in the two Reception classes are introduced exceptionally well to varied, exciting experiences in all areas of learning. Thorough assessment of children's progress results in challenging teaching and very good achievement. Accommodation is used very well and high quality resources stimulate curiosity and learning. Leadership and management of the Foundation Stage are very good and recognise the unique challenge of providing for many higher attaining children whilst retaining the philosophy of structured play as a basis of early years education. The needs of children with special educational needs and of those who speak English as an additional language are met very well. These are identified early and achievement closely monitored.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's introduction to school is sensitive and caring.
- Teaching and learning are very good and sometimes excellent.
- Standards of attainment are very good.
- Achievement is very good and often excellent.

Commentary

36. The inspection took place whilst new children were being introduced to school on a daily basis. As a result of the excellent induction procedures, it was almost impossible to tell that they were new to school. The excellent liaison between pre-school settings, the school and home results in a very smooth and calm start. Children are confident, happy and secure. They very quickly understand routines, form excellent relationships and listen intently to everything the staff say. Self-esteem is promoted and every child is valued and encouraged to see themselves and each other as special. This results in rapid learning.
37. Teaching is very good and sometimes excellent. It supports the learning in all other areas. By the time the children enter Year 1 they have achieved very well and the majority exceed the Early Learning Goal for this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Very good teaching provides opportunities for language development across all other areas of learning.
- Children learn French, which is excellently taught by a specialist.
- Achievement is very good.
- Standards of attainment are well above average.

Commentary

38. Staff continuously provide opportunities to develop children's language by introducing them to a range of vocabulary, structures and reading materials. These are linked to help children develop meaning across the different areas. All staff model language very well. As children become more proficient, greater challenges are introduced so that, by the time they move from Foundation Stage, they are reading and writing well and using spoken language for a wide range of purposes. Most children exceed the Early Learning Goal and have therefore achieved very well.
39. French is excellently taught by a specialist teacher. She is skilful, adapting methods and presentations for the youngest children. Consequently, they make excellent progress and have an awareness and respect for a diversity of language and cultures.
40. ICT is used very well to promote learning. For example, the interactive whiteboard was used in an exciting way to develop handwriting skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and sometimes excellent.
- Mathematical language is taught very well.
- Achievement is very good.
- The majority of children exceed the Early Learning Goal at the end of Foundation Stage.

Commentary

41. Children learn about all areas of mathematics through a wide range of activities and direct teaching. For example, in one enthusiastically taught lesson, challenging questions resulted in excellent and enjoyable learning. The session moved to a story which included the language of position such as 'top', and 'over'. This linked very well to the children's knowledge of the local environment. Children are encouraged to use mathematical ideas throughout the day to reinforce their learning during play.
42. Even on their first week at school, many children demonstrated that they can count well beyond 10 and know the names of simple shapes, and some instantly recognise dice patterns. Work from last year's children showed rapid progress, for example, they were beginning to use tally charts and accurately construct picture graphs. At the end of the Reception year, children were recording calculations in variety of ways and demonstrating their very good achievement in all aspects of mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Exciting opportunities are offered to develop this area of learning.
- Teaching and learning are very good and sometimes excellent.
- The wildlife area is used well.
- ICT is used very well to promote learning.

Commentary

43. The majority of children start school with a greater awareness of the world than is expected but a small minority has not had the same depth of experiences. However, skilful teaching provides opportunities and challenges at different levels of understanding. This results in very good achievement and high standards. The majority of pupils exceed the Early Learning Goal.
44. The school has wildlife and garden areas in which children learn about the environment. Evidence from last year showed the very wide range of excellent experiences offered to the children. For example, a lamb was brought to the Reception classes, stimulating emotions and expressive language. Various cultures and faiths are introduced through celebration of festivals, baking activities and the use of interesting artefacts. In an excellent design and technology activity, children designed a waterproof shelter for a teddy bear. Children have many opportunities to develop skills in ICT.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are very good.
- Children achieve well, resulting in standards that are above average.
- A lack of a covered outside area and storage sometimes limits access.

Commentary

45. Teaching and learning in this area of development are very good because very well planned activities make full use of the environment, accommodation and resources. As a result, children achieve well and exceed expectations for their age. The 'quad' area outside the classrooms is a very well used space with grassed areas, pathways and trees. The children confidently use a climbing frame and ride wheeled toys around the paths. Slight slopes to the trees provide different levels and environmental interest. Children's fine motor skills are developed through fun activities, such as sorting beans from the rice when 'cheeky monkey' had thrown them in.
46. Although the staff do all they can to ensure that the children develop skills well, a covered area would further enhance the provision. This would allow free access to the outside in all weathers and improve the range of equipment offered.

CREATIVE DEVELOPMENT

Provision in creative development is **excellent**.

Main strengths and weaknesses

- Every area of learning is expressed creatively.
- Teaching and learning are very good and sometimes excellent.
- Achievement is very good and results in standards of attainment that are well above average.
- A very wide range of media, techniques and opportunities are offered.

Commentary

47. Exceptionally well planned opportunities for creative development enable children to express themselves in a variety of ways. For example, they made 'forest sculptures' from natural materials and musical instruments from recycled materials. They are encouraged to look carefully and taught skills very well, resulting in high quality work. This reflects recognition of individuality and shows progress. Children achieve very well and reach standards of attainment that are well above those expected for this age.
48. Creative development in the Foundation Stage makes a very good contribution to the children's spiritual development. For example, the presence of a butterfly in the garden inspired children to use iridescent papers to make a butterfly, a cocoon from modelling materials and a beautiful display of dragonflies.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **very good**.

Main strengths and weaknesses

- High standards of attainment and very good achievement have been maintained throughout the school.
- Teaching and learning are very good overall and never less than good.
- Pupils' attitudes and behaviour are very good.
- The leadership and management of the subject are very good.
- Pupils are not sufficiently involved in evaluating their work and making their own decisions about improvement.

Commentary

49. Results in the 2003 national tests for Year 2 pupils were above the national average for reading and in line with similar schools. In writing, pupils attained well above all schools nationally and those of similar schools. In 2004, pupils have improved in their reading and are likely to have achieved well above the national average in both reading and writing.

The standard of work in the pupils' books and the challenges presented to the current Year 1 and 2 pupils show that standards continue to be well above average.

50. In the 2003 national tests, Year 6 pupils performed very highly when compared against all schools and similar schools. However, the 2004 results are not as high as the previous year because this group of pupils was not as capable in English as the 2003 group. Nevertheless, their results are likely to be at least above the national average. The pupils in Years 3 to 6 continue to achieve very well and standards in the current Year 6 are well above average.
51. The quality of teaching and learning is almost always very good and is never less than good. Teachers have very high expectations. Their very good subject knowledge and enthusiasm for the subject result in interesting and sometimes exciting lessons. Pupils are almost always very well behaved, highly motivated and keen to learn. They work hard and support each other in lessons. Their positive attitudes are reflected in their very well presented work. Handwriting is neat and spelling often accurate. The very good relationships throughout school have a very positive impact on learning and high standards. No time is wasted and learning is rapid. Pupils are very well guided by support staff, who make a valuable contribution to their learning.
52. Teachers challenge pupils through very well planned lessons, which meet the needs of all pupils, including those who speak English as an additional language and those who have special educational needs. Teachers use very good questioning and value pupils' opinions and ideas. Assessment procedures are very good. Targets are set and pupils are involved in continuous dialogue about improvement. However, sometimes they are not given enough focus to evaluate their own and others' work or enough guidance through marking.
53. Speaking and listening skills are very good and the school has responded very well to an issue in the previous report to provide opportunities for pupils to address large audiences. The school produces Shakespearean plays and links these to dance and music. The pupils have no hesitation in speaking confidently in class or assemblies, because they become used to this from an early age. Almost all pupils confidently read challenging texts and even the youngest pupils in Year 1 accurately joined in class reading. In a very good Year 5/6 lesson, pupils' confidence grew as they took on the roles of characters from Macbeth to answer questions from the teacher and other pupils. Their knowledge and understanding of the play was very good and they quickly emulated the teacher's model for questioning.
54. Subject leadership and management are very good. The subject leader has influenced the continued high standards through her determination to maintain an impetus and challenge, both for staff and pupils. She analyses data to check pupils' attainment and achievement, arranges continued training and updates staff on current practice. Teachers are well informed and this is reflected in the confident teaching and engagement of pupils.

Language and Literacy across the curriculum

55. Teachers make strong links between other subjects and literacy, reinforcing the learning of skills. For example, pupils link dance to their study of Macbeth and the 'Diary of Anne Frank' is studied in history. Extra-curricular activities include book fairs, a visiting author

and illustrator and drama productions. These activities motivate pupils, who show interest and enthusiasm for the subject.

Modern Foreign Language

Provision in modern foreign language is **outstanding**.

Main strengths and weaknesses

- The curriculum is considerably enhanced by the inclusion of French lessons for all pupils.
- Pupils are achieving very well indeed.
- The quality of teaching is excellent.
- Innovative leadership at senior management level has facilitated this development.

Commentary

56. Although the teaching of the French language is not a compulsory part of the curriculum in primary schools, all the pupils benefit from a very well planned programme of lessons in the French language that considerably enriches and extends the National Curriculum. Not only are the pupils introduced to another language, but they also gain an insight into aspects of European culture. This contributes strongly to their personal, social and cultural development and helps to prepare them well for the next stage of their education.
57. Pupils achieve very well because they benefit from weekly lessons in French by a specialist teacher. In the short time since French was introduced in the school most pupils have made very good progress. Pupils in all age groups are beginning to get a 'feel' for the language and are becoming increasingly confident to have a go at saying simple words and phrases. The children in the Reception classes are already able to greet one another in French, despite being in school only a matter of weeks. Older pupils can express their age and name in simple phrases and are rapidly building a vocabulary of simple words relating to, for example, family members, colours and articles of clothing.
58. The main reason why pupils are doing so well with French is the outstanding quality of the teaching, which is underpinned by first class subject expertise. Each lesson is fast moving and varied, which keeps the pupils on their toes and motivated. Correct answers are praised; errors are corrected briskly but not dwelt upon, so that confidence is maintained. The teacher has a very engaging style of presentation, which holds the attention of the pupils very well indeed by using animated facial expression and varied modulation of the voice. The very effective use of aids such as puppets, songs and picture cards all helps to stimulate interest and make learning enjoyable so that pupils are prompted to 'have a go'. Consequently, they learn very well because they are challenged and attentive. The teacher's own accent provides an excellent model of pronunciation for the pupils to follow. Each lesson features plenty of repetition of key words and pupils are actively encouraged to respond orally as a whole class and as individuals. In this way, they build the confidence to attempt to articulate new words and phrases.
59. The teacher uses a wide range of simple but very effective strategies to add variation to lessons, such as singing, 'follow-my-leader' games, rhymes and the use of picture cues. These are chosen well to match the learning needs of the different age groups. As a result, pupils listen hard and are very well behaved throughout so that intended outcomes are met each lesson. A key feature of the teaching is the way in which brief explanations

of cultural differences between the two countries are woven into lessons. For example, the teacher described French celebrations that are similar to those in England, when introducing classes to the months of the year. In this way, pupils are beginning to develop an understanding of another European culture. ICT is used very effectively to enliven lessons. For example, the interactive whiteboard is used to reinforce vocabulary and to provide an additional visual and auditory dimension to lessons, while taped songs and dialogue help pupils to develop an ear for the language.

60. The school is strongly committed to the provision of French to all pupils. In order to make this additional feature available to all pupils, senior managers have been proactive in obtaining funding and working with outside agencies to get the project off the ground. By employing the services of a visiting teacher, who takes each class in the school for their weekly French lesson, the school has ensured that the teaching is consistent and of a high quality. Other teachers in the school also benefit from this arrangement as they are developing their own skills in the language by participating in the lessons so they can follow up what has been learned back in the classroom. Other valuable spin-offs include links with the music curriculum, cultural links with schools in several other European countries and exchange visits by teachers to enhance their professional development.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The standard of pupils' work at the end of Year 2 and Year 6 is well above average.
- All pupils achieve very well because of very good teaching. However, teachers' written comments on pupils' work don't always provide sufficient guidance for improvement.
- Pupils enjoy mathematics and work very hard in lessons.
- Leadership and management of the subject are very good.
- Numeracy skills are applied well in other subjects.

Commentary

61. The 2003 national test results for Year 6 pupils were well above the average of all schools and that of similar schools. Results for the 2004 Year 6 pupils indicate similar standards. The 2003 national test results for Year 2 pupils were above the national average and matched those of similar schools. However, positive action taken by the school has raised Year 2 standards significantly, as reflected in the 2004 national test results. Standards of work seen during the inspection are well above those expected nationally. Pupils throughout the school show well above average competence in numeracy, both in performing rapid mental calculations and in accurate written computations.
62. Teaching is very good and leads to very good learning. This represents a significant improvement since the last inspection, when teaching was judged good overall but criticisms were made of the provision for pupils with special educational needs. The result of this very good quality teaching is that all pupils make very good gains in their knowledge, skills and understanding. Teachers' excellent use of ICT results in stimulating and highly effective teaching. Teachers place high but unobtrusive expectations on pupils to behave well and work hard and encourage and support them in their learning. Assessment procedures are good. Marking of pupils' work is thorough but does not

always give pupils sufficient guidance as to the next steps in learning and how work might be improved. Excellent lessons in Year 2 and Year 5/6 classes are characterised by highly enthusiastic and informed teaching. The mental/oral starters in these lessons involved a variety of challenging and 'quick fire' activities that stimulated pupils' thinking and captivated their interest. Pupils' exemplary behaviour in these lessons reflected this outstanding teaching. Throughout the school, teachers' high commitment to providing equality of opportunity for all pupils, regardless of ability and background, is shown in the well-pitched demands made of pupils. The very good teamwork between teachers and support staff also makes a significant contribution to pupils' learning. All these factors result in all pupils, including those for whom English is an additional language, those who find learning difficult and those who are particularly able in mathematics, achieving very well.

63. Pupils' enjoyment of mathematics reflects the extremely positive climate for learning that exists in all classrooms. Pupils' very good and occasionally exemplary behaviour provides a measure of the mutual respect and very good relationships between adults and pupils. Pupils work enthusiastically, concentrate well and co-operate fully with staff and with each other, for example, when they work together on computers. Pupils' very positive attitudes contribute greatly to their learning.
64. Very good subject leadership and management have led to very good improvement since the previous inspection. The two co-ordinators make very good use of assessment data to determine where improvements are needed. For example, following the 2003 national tests for Year 2 pupils, the ability to solve money problems was identified as an area for improvement. The response was to establish a 'mini-market' in the infants' area of the school to enable pupils to gain practical experience of handling money. Other actions taken to raise Year 2 standards include setting targets and boosting support for individual pupils, introducing a maths club, improving teacher expertise and involving parent helpers. The combined effect of these actions accounts for the improved standards in Year 2. Both co-ordinators provide very good and influential role models for colleagues.

Mathematics across the curriculum

65. Good use is made of mathematics in other subjects. This represents another feature of improvement since the last inspection. Every opportunity is taken to link mathematics with ICT in order to simultaneously help develop pupils' numeracy and computer skills, for example, when Year 5/6 pupils use spreadsheets and younger pupils program a robot. Pupils' numeracy skills are applied well in science, for example, Year 6 pupils measure the temperature at which sugar dissolves. In history lessons, Year 2 pupils use timelines to record events. Year 4 pupils use their knowledge of symmetry when cutting out shapes in art work. In design and technology, pupils apply measuring skills before cutting materials.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Pupils in Year 2 and Year 6 achieve very well and reach standards that are well above average.
- There is a very good curriculum, with emphasis on developing pupils' learning through practical investigations.

- Leadership and management are very good, which has a positive impact on pupils' achievement.
- Pupils make conclusions to their experiments that are descriptive rather than evaluative.
- Teaching and learning are very good, leading to pupils having positive views about their work in science.

Commentary

66. Over the last few years most pupils in Year 6 have reached standards that are well above average. The indications are that most pupils currently in Year 6 will perform in a similar way. This shows that pupils of all abilities achieve very well as they progress through the school. There has been good improvement since the previous inspection. Teaching and learning are of a higher quality, assessment procedures have been refined and there is better leadership and management of the subject.
67. One of the main reasons for the high standards and achievement is the emphasis given to pupils learning through structured investigative activities. This results in most pupils in Year 6 having very good skills in devising and carrying out a fair test independently of the teacher. A good example of this was seen when they were carrying out a variety of experiments on simple electrical circuits. Pupils showed good collaboration skills, could select their own resources and decide for themselves how to set up the investigation and record their findings. Pupils are not as adept when making conclusions to their experiments and these tend to be a description of what they have done rather than an evaluation based on prior scientific knowledge and understanding.
68. Teachers show confidence when explaining new ideas to pupils, which indicates good subject knowledge and expertise. Introductions to lessons are used very well to ensure pupils are clear about what they are to learn and what is expected of them. Of particular note is the way teachers use the interactive whiteboard as a visual focus to capture and maintain pupils' interest. Pupils' use of accurate scientific terminology is emphasised, which leads to them having a well-developed vocabulary with which to explain their ideas. Good classroom management leads to pupils having a high work rate. This is also helped by the good teamwork between teachers and classroom assistants, which means that all pupils have a high proportion of direct teaching. This is especially beneficial for those pupils with special educational needs and helps them to take full part in all activities. There is very good management of pupils' behaviour and successful use of praise to encourage pupils' confidence and raise their self-esteem, for example, when carrying out investigations. Though assessment procedures are good, the school acknowledges that marking could be improved so that pupils have a better idea of how to improve their work. Pupils spoke with enthusiasm about their activities in science, and particularly enjoy carrying out investigations. In all lessons, they were well behaved, showing much interest and curiosity in what they were doing. This has a favourable impact on the quality of their work.
69. Leadership and management are very good, with the co-ordinator being at the centre of the improvements that have taken place since the previous inspection. Her action plan shows a good understanding of the areas that require development, such as better use of marking and a wider range of scientific software for pupils to use on computers. The curriculum is planned well to successfully promote pupils' personal development. For example, they are often given opportunities to show initiative and take some responsibility for their own learning during their investigations. Assessment procedures are good and give a clear view of pupils' progress and achievements.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **very good**.

Main strengths and weaknesses

- Teaching is very good and results in very good learning for all pupils.
- Standards have improved since the last inspection and now match national expectations for Year 2 and Year 6 pupils.
- Pupils' very good attitudes and behaviour contribute significantly to learning.
- Subject leadership and management are very good and have been pivotal to good improvement.
- Resources for teaching and learning are excellent.

Commentary

70. There has been good improvement in the provision for, and use of, ICT throughout the school since the previous inspection, when standards were judged to be below the expected level and pupils' progress was unsatisfactory. Pupils' standards, by the end of Year 2 and Year 6, are now above expectation for a significant number of pupils. This represents good achievement for all pupils. Standards have risen rapidly since the opening of the ICT suite last year, and justifiably are expected to be above nationally expected standards very soon. Year 6 pupils are adept in their use of spreadsheets and in combining text and graphics. However, they are less competent when using control and data logging software, because they have only recently begun to experience these features of ICT.
71. This very good learning and overall improvement in standards has been brought about as a result of very good teaching and action taken by the leadership of the school. Teachers make very good and effective use of the ICT suite. Lessons are well planned and teachers know exactly what they want to cover and pupils to learn. Management and organisation of pupils are very good. Teachers have very high expectations of pupils' behaviour and of their capacity to work independently. This was exemplified at its best in an excellent Year 2 lesson where pupils made skilful use of graphics software to draw pictures of 'Elmer the Elephant'. In this lesson, highly enthusiastic and effective teaching, allied to excellent relationships, resulted in almost all pupils achieving remarkable outcomes for their age. Teamwork between teachers and support staff is very good, resulting in a strong and secure working atmosphere where pupils are well supported. All adults play a very productive role in lessons and there is a strong feeling of partnership. As a result, pupils are well behaved and concentrate well, sharing computers sensibly and asking for help only when they need it.
72. Teachers, support staff and pupils make effective use of projected computer images, both when introducing lessons and during lessons, to give demonstrations to the class.
73. Subject leadership and management are very good. The coordinator has successfully built on previous developments. She provides clear direction, through a detailed action plan and very effective support for colleagues, for example, by the compilation of

portfolios of work that exemplify National Curriculum standards and underpin satisfactory assessment procedures.

74. Staffing is very good and resources for teaching and learning are excellent. The school has two ICT suites, the larger of which is very well equipped. In addition, each classroom has an interactive whiteboard, desktop computer and projector, enabling teachers to make extensive and highly effective use of ICT to enhance teaching in other subjects. The school's very productive partnership with neighbouring high schools enables Year 6 pupils to extend their learning through access to more sophisticated equipment.

Information and communication technology across the curriculum

75. ICT is used very well to support learning in a number of subjects, including English, art and design, and design and technology, as well as in mathematics and science, where graphs and data handling feature prominently. Such use is not restricted to lessons in the ICT suites, but also to enhance classroom lessons and to provide visual stimuli and the words of hymns in school assemblies.

HUMANITIES

History and religious education were inspected in full and are reported below. Geography was not inspected.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good and help pupils to achieve well.
- The subject makes a good contribution to pupils' spiritual and cultural development.
- Leadership and management are good.
- Assessment procedures lack sufficient rigour.

Commentary

76. Most pupils in Year 6 reach standards that are above the expectations of the Lancashire Agreed Syllabus, which shows they have achieved well in their time in school.
77. Teaching and learning are often based on pupils' own experiences, which leads to pupils showing a lot of interest and enjoyment in their work. For example, in a Year 2 lesson, pupils were asked to think about people who were special to them. They discussed their ideas with the rest of the class and, in so doing, showed they were willing to listen respectfully to the views of other pupils. As pupils become older, they are encouraged to reflect upon the needs of others and how they could be given help. This was seen in a lesson for pupils in Years 3 and 4 when they were learning about how organisations exist in the community to help others, such as visually impaired people. Pupils in Year 6 show they have a good understanding of the moral aspects of modern day issues, such as the war in Iraq, pollution and the plight of people in countries where there is starvation.

78. The curriculum is thoughtfully planned to deepen the pupils' knowledge and understanding of the Christian faith. As a result, pupils have a good understanding of the main events in the life of Jesus and of the main characters in the Bible. Pupils are provided with many opportunities to explore Christian values and beliefs, including the manner in which they affect peoples' lives. This makes a positive contribution to their spiritual development and to the very good relationships that are to be found throughout the school. Good emphasis is placed on pupils learning about the beliefs and traditions of other major world faiths. Consequently, pupils in Year 6 show a good knowledge of Judaism, Islam and Hinduism. Such understanding is helped by the way the school holds Faith Weeks, in which each class engages in a close study of different religions. Pupils are also given the opportunity to visit places of religious interest, such as the Jewish Museum in Manchester, to extend their understanding of the beliefs of different cultures.
79. Leadership and management are good. Though the co-ordinator has been absent for some time, the school has been able to ensure that staff have access to good advice to help them in planning worthwhile and interesting activities for pupils. Assessment procedures, whilst satisfactory, are at an early stage of development and the school recognises the need to improve them to give a better view of pupils' progress and attainment. There has been good improvement since the previous inspection.

History

Provision in history is **good**.

Main strengths and weaknesses

- Pupils achieve well because of good quality teaching and learning.
- Pupils have positive attitudes towards their work in history.
- Leadership and management of the subject are good.
- Assessment procedures lack sufficient rigour.

Commentary

80. Most pupils in Year 2 and Year 6 reach standards that are above those expected for their age. This represents good achievement from the time they start school, with pupils of all abilities making good progress.
81. Teachers help pupils in Years 1 and 2 to develop their understanding of time by listening to stories about the past and of famous people. Books, photographs and historical artefacts are used well to teach pupils how to recognise similarities and differences through the years. This was evident in the work of pupils in Year 2, who have looked at photographs of holidays in the past and present and then discussed how they have changed. Good emphasis is placed on teaching pupils how to use evidence to find out how things change over a period of time. They are taught the significance of historical artefacts and the need to study them in order to find out about times gone by. As a result, pupils have a good knowledge about famous characters and important events in history.
82. One of the most significant features of the good improvement since the previous inspection has been the way the school has widened its teaching strategies in order to bring history to life. There is now better use of approaches such as role-play to motivate pupils. For instance, in an excellent lesson for pupils in Years 3 and 4, the teacher adopted the dress and manner of a teacher in Victorian times to extend pupils' understanding of education in that era. Similarly, a Year 1 teacher dressed as Florence Nightingale to help pupils learn about conditions in hospitals during the Crimean war. There is now less reliance on worksheets as a means of pupils' recording their findings. Pupils talk with much enthusiasm about their work in history and obviously enjoy the tasks they are given.
83. The co-ordinator leads and manages the subject well, knowing the improvements needed. These include improving assessment procedures, which are now only satisfactory, to more effectively track the progress that pupils make. Good use is made of visits and visitors to extend learning in the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music was inspected in full and is reported below. One physical education lesson and two art and design lessons were observed. Design and technology was not inspected.

84. The two **art** lessons seen in Years 3-6 were well and very well taught respectively. This is reflected in the range of artwork around school and the appropriate links made to other subjects. Pupils have made large scale decorated Greek urns from papier mache, used

water colour and fine brushes to illustrate a book and sketched from nature to emulate William Morris designs. Other work includes the study of expressive faces linked to Buddhism, Viking swords and shields, rainforest pastel pictures and drawings in the style of woodcuts. Some very good willow pattern paintings demonstrated pupils' understanding of tonal colours and studies of Mondrian and Cezanne link the art to mathematical understanding. In one lesson, the teacher made very use good of music to evoke the atmosphere and ICT is used well. Children in the Reception classes receive an excellent foundation to their creative development and this is supported and developed throughout the school.

85. A good quality **physical education** lesson involved a class of Year 5/6 pupils performing dance actions from the stimulus of music previously created by a different group of similar aged pupils. The pupils' individual and group dance movements, based upon the study of Macbeth, reflected the mood of witches dancing around the cauldron. Enthusiastic and motivating teaching resulted in the pupils enjoying the opportunity to devise and perform collaborative dance actions.

Music

Provision in music is **good**.

Main strengths and weakness

- The quality of teaching and learning is good and sometimes very good.
- Achievement is good and standards are above average for Year 2 and Year 6 pupils.
- Subject leadership and management are good.
- Effective use is made of ICT.

Commentary

86. Teaching and learning in music are good because teachers are confident and enthusiastic. They motivate pupils well and this results in good achievement and above average standards of attainment. The subject leader, who is also an Advanced Skills Teacher, teaches several classes of older pupils. This enables the pupils to benefit from specialist knowledge and accounts for the improvement in standards from the previous inspection. In a very good lesson in Year 2, pupils explored sound and selected instruments to illustrate a poem. The teacher guided pupils to make decisions about their choices based on experimentation and their prior knowledge of the sounds. As a result, the poem was aptly illustrated by fun sounds, adding to the enjoyment and achievement of the pupils. ICT is used effectively in lessons, for example, younger pupils listen to sounds and instruments, identifying these on the whiteboard screen, while older pupils record and improve their compositions.
87. Almost all pupils focus intently on their lessons and listen well, although a very small minority sometimes lacks self-control. Pupils in Years 5 and 6 composed and performed music to accompany the 'witches scene' from Macbeth. They followed their own score and accurately and expressively performed music using a range of instruments and voice. This was an effective performance. The standard of singing in this lesson was above average; pupils were enthusiastic, sang clearly and tunefully and understood dynamics and tempo. Standards of singing in assemblies by all age groups are good and a pleasure to hear. Older pupils are able to read and write musical notation. Music Service

teachers teach a number of pupils to play musical instruments and the school provides recorder lessons.

88. Pupils' attainment is usefully assessed and they are beginning to evaluate music well. However, there are times when pupils need to be given a clearer focus for listening before they hear the music or sounds.
89. The subject leader has arranged many extra-curricular activities for the pupils, such as visits to concerts, visiting musicians and through singing in a church and at a residential home. This enables the pupils to experience live professional musicians and to perform themselves. Different groups are involved in productions. For example, the Year 6 leavers' production of 'Twelfth Night' was produced and performed very well and younger children perform a Christmas Nativity. A wide range of music is introduced in assemblies and teachers link music to other subjects. In a Year 5/6 art and design lesson, music was used very well to evoke mood for art work. The subject therefore makes a significant contribution to pupils' spiritual, social cultural and personal development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

90. The school gives pupils many opportunities to help them to learn to respect the values and beliefs of other pupils and adults, as well as developing their self-esteem. Social development is supported well by a wide range of visits, including a residential adventure experience for pupils in Year 6. As a result of these experiences, they learn a variety of social skills, such as working together and caring for others. There are good opportunities, in and out of classrooms, to show initiative and take responsibility, which helps their personal development. A good example of this is the Pupil Panel, which helps to deal with concerns. In weekly sessions, pupils are encouraged to talk about their concerns and have opportunity to talk about how they can become responsible citizens. There is suitable provision for sex education, which encourages pupils to consider responsible behaviour and the values of family life. Pupils are helped to develop positive attitudes towards healthy eating and are made aware of the harmful effects of drugs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
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	2
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	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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