

INSPECTION REPORT

LITTLE LEIGH PRIMARY SCHOOL

Northwich

LEA area: Cheshire

Unique reference number: 111051

Headteacher: Mr J A Hetherington

Lead inspector: Mr C Smith

Dates of inspection: 20th - 21st September 2004

Inspection number: 267218

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	136
School address:	Shutley Lane Little Leigh Northwich Cheshire
Postcode:	CW8 4RN
Telephone number:	01606 891325
Fax number:	01606 891180
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Wylie (acting)
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Little Leigh Primary is a small rural school catering for 136 pupils (73 boys and 63 girls) aged 4 to 11 years. The majority of children live in private houses and three quarters of them travel to the school from outlying villages. Two per cent of the children are eligible for free school meals, which is below average. Twelve children (9 per cent) have special educational needs and none of them have statements. These figures are lower than average. Pupils' special needs are largely related to learning difficulties. Almost all of the children are white and all are English speaking. However, the school also caters for a very small number of children of mixed backgrounds. Pupil numbers have increased over recent years, as the school has grown in size. Movement of families in and out of the school is low. The school has achieved three achievement awards for improved results in national tests and has become a Beacon school since the last inspection. There have been very few changes in staffing over recent years, although two appointments have been made this term. Most children enter school with attainment that is higher than expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25211	Colin Smith	Lead inspector	Science Information and communication technology Music Physical education
9952	Lillian Brock	Lay inspector	
17685	Linda Spooner	Team inspector	The Foundation Stage History
18370	Kevin Johnson	Team inspector	Mathematics Design and technology Geography
23887	Peter Nettleship	Team inspector	English Art and design Religious education Special educational needs English as an additional language

The inspection contractor was:

CfBT Primary Associates
Suite 13 West Lancs Technology Management Centre
Moss Lane View
Skelmersdale
Lancashire
WN8 9TN

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Little Leigh Primary is a highly effective school with many excellent features and provides very good value for money. Very strong leadership and management ensure that pupils achieve very well. Very good teaching and learning enable pupils to reach very high standards in English, mathematics and science before moving on to secondary school. Pupils have excellent attitudes to learning and their behaviour is exemplary.

The school's main strengths and weaknesses are:

- Pupils reach standards higher than expected for their age in information and communication technology (ICT), history, geography and physical education. Achievement is very good in English, mathematics, science and art and design;
- The very skilled use of assessment, the high levels of support and the very rich curriculum provided are major factors influencing pupils' excellent personal development;
- Teaching is very good overall and often outstanding in Years 3 and 6;
- Parents' views are not sufficiently taken into account in planning future developments.

The school has built well on its successful previous inspection and standards have continued to rise. It is now amongst the most highly achieving in the country. The calibre of teaching and learning and the quality of leadership and management have continued to flourish and the few issues arising from the last inspection have been successfully resolved. Watertight systems of checking teaching and pupils' learning have been introduced on which future planning is firmly based. Subject leaders now play an important part in driving up standards. Schemes of work are in place to ensure that there are no gaps or duplication in pupils' learning. The school recognises that there is still more to do in religious education and music to enable standards in these subjects to emulate the others. Positive action is already forthcoming. Governors are now centrally involved in strategic planning.

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	A*	A*	A*	A*

*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' achievement is very good. Children make a good start in the reception class. Over recent years, they have achieved well and exceeded the goals expected by the end of the reception year in their personal, language, mathematical, creative and physical development and in their knowledge and understanding of the world. Infant pupils make good progress and, by the end of the Year 2, achieve well above average standards in reading, writing and mathematics and high standards in most aspects of science. The chart above shows that by

the end of Year 6 standards are, and have remained, very high in the core subjects of English, mathematics and science. The school's results represent the top 5 per cent in the country. Standards have been rising more rapidly than they have nationally, for which the school has received three consecutive achievement awards. The school very successfully promotes a broad and rich curriculum. Consequently, pupils also achieve well in ICT, history, geography and physical education to reach standards higher than expected for their age. They achieve high standards in art and design. Pupils' different learning needs are very well catered for, allowing pupils with special educational needs and those who are more able, gifted or talented to achieve very well.

Pupils' personal qualities, including their spiritual, moral, social and cultural awareness, develop very successfully. Attendance is very high. Pupils' attitudes to learning and their behaviour are excellent.

QUALITY OF EDUCATION

The quality of education provided by the school is very good and the teaching is highly effective. Teaching in the reception class is good and very well supported by senior staff. Teaching and learning are mainly good in the infant classes and often very good in Year 1. The very high achievement in the junior classes is largely attributable to some excellent teaching in Years 3 and 6. Teachers have very high expectations and set demanding tasks. Pupils relish these challenges and thrive on encouragement to find out for themselves and work independently. Pupils take great pride in their work and presentation is exemplary. The climate for learning is very positive, based on excellent relationships and the honest and sensitive feedback on pupils' progress. All pupils learn very successfully because their learning is very carefully assessed and the work provided is so accurately matched to their levels of understanding.

The school provides a very good curriculum. Much of the pupils' learning is organised into themes that link subjects together. The themes are highly successful in stimulating the desire for learning. The very good range of activities, outside of normal lessons, develops pupils' interests and nurtures their talents and skills very effectively. The way that the school values every individual pupil and strives to cater for their different needs and abilities is excellent. Pupils' personal development also benefits from good links with parents and very good links with the community. They are encouraged to offer their views and share in decision making.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. Governance is good. The headteacher's contribution and the support received from the deputy headteacher are excellent. Together they have created a highly successful school. Subject leaders very effectively lead and manage developments in aspects of the school's work. High quality teamwork is a key part of the school's success. Governors are very supportive of the school and proud of its achievements. They ensure that all statutory requirements are met and are beginning to formalise the process of monitoring the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents greatly value the school's high achievement and feel privileged to have their children attend. However, some parents would value the opportunity to be consulted as to their views and opinions. Pupils are highly appreciative of their school, not least because they know that their views and feelings are valued.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- Introduce a means of gathering and acting upon parents' collective views.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve very well overall to reach well above average standards in the core subjects of English, mathematics and science by the end of Year 2, and very high standards in all of the core subjects by the end of Year 6. Standards are significantly higher than in similar schools. Pupils' excellent attitudes to learning make a substantial contribution to their high achievement.

Main strengths and weaknesses

- Reception children have achieved well over recent years. Pupils achieve well in Years 1 and 2;
- Pupils' achievement from Years 3 to 6 is very high in the core subjects;
- Pupils of all abilities make very good progress;
- Pupils achieve well in ICT, history, geography and physical education and there is high achievement in art and design.

Commentary

1. Teachers' assessments provide a picture of good achievement amongst reception children. When children enter school their attainment is very wide ranging but is higher than expected for their age overall. Records from previous years show that most children achieve well in all areas of learning and exceed the goals expected in communication, language and literacy, mathematical, creative, physical and personal and social development and in their knowledge and understanding of the world. The current reception children have settled well in their first two weeks of morning attendance. Already, their personal and social development is accelerating and they are making good progress in speaking and listening and in learning to read and write.

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

Standards in:	School results	National results
Reading	17.5 (15.8)	15.7 (15.8)
Writing	16.4 (17.7)	14.6 (14.4)
Mathematics	18.2 (17.9)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils enter Year 1 with above average attainment. By the end of Year 2, their attainment is well above the national average in reading, writing and mathematics and very high in the knowledge aspects of science. Although results are higher than in similar schools, there has been a slight decline over the last four years. This largely reflects changes of staff with newly qualified teachers adjusting to the school. The teachers in reception, Year 1 and Year 2 are now benefiting from stronger co-ordination of their work. Very recent assessments of pupils' learning indicate a rise in standards. For example, the 2004 results, although not moderated against national

assessments, show very high outcomes in reading, writing and mathematics. Reading was identified as an area requiring improvement. The school's response has been to implement a more intensive programme of teaching letter sounds and word building strategies. This is visibly evident in English lessons and is enhancing pupils' skills in reading unfamiliar words by sounding out the letters. Infant pupils write with fluency and accuracy far in excess of their years. Their confidence and competence in mathematics is high, largely because of strong teaching of number skills with much encouragement to apply and use their skills in solving mathematical problems. Similarly, by undertaking many investigations in science, their knowledge and understanding is strengthened.

3. Standards achieved at the end of Years 2 and 6 show that the progress made in the junior classes is exceptional. Standards by the end of Year 6 in English, mathematics and science have remained consistently high over recent years, for which the school has gained three successive national achievement awards. Assessments made of pupils' learning are thoroughly analysed. Two years ago, the analysis revealed some weaknesses in boys' writing. Swift action was taken to improve the selection of writing topics and to introduce teaching strategies to help pupils to structure the content of their writing. The challenging targets set to raise the boys' achievement has seen the performance of boys improve to match that of girls. Frequent opportunities to investigate scientific ideas and solve mathematical problems, has resulted in pupils acquiring a very good understanding of mathematical processes and knowledge of science topics, such as living things, materials and forces. When teachers plan activities for the forthcoming half term, a special effort is made to incorporate literacy, numeracy and ICT skills and to integrate other subjects, such as science, wherever relevant. Therefore, pupils are constantly using skills and applying knowledge gained earlier, across a range of subjects, which further enhances their achievement.

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

Standards in:	School results	National results
English	30.0 (31.9)	26.8 (27.0)
Mathematics	32.6 (33.0)	26.8 (26.7)
Science	33.0 (33.0)	28.6 (28.3)

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

4. Much is understood about pupils' achievements through the very carefully compiled assessment and target setting booklets. The information is used extremely well to identify what each pupil needs to learn next. Within classroom activities, a high level of challenge is presented and adjusted accurately to match their different starting points. More able pupils thrive on encouragement to discover and learn for themselves. They frequently go well beyond the traditional curriculum goals and wrestle with more advanced and abstract ideas. Pupils with special educational needs also make very good progress. The tasks they are given are adjusted to their levels of understanding and both teachers and classroom assistants provide high quality support to move their learning on.
5. Pupils' very successful achievement extends beyond the core subjects. They achieve well in ICT, where standards are above the levels expected across the school. This is largely because pupils use computers regularly in virtually all subjects. Pupils achieve

well in physical education, history and geography to reach standards higher than expected for their age. Achievement is very good and standards are high in art and design, reflecting some very strong teaching.

Pupils' attitudes, values and other personal qualities

Pupils' attendance, attitudes, behaviour and their relationships with others are excellent. The provision for their spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Attendance at 97 per cent is very high;
- Pupils' attitudes to school and their behaviour reflect a high degree of maturity;
- Pupils' exceptional personal development is central to much of the school's success.

Commentary

6. Pupils like coming to school; their excellent attendance and highly positive attitudes to work reflect how they feel. They appreciate the way they are treated fairly, supported and valued. Pupils of all ages are very co-operative and look for ways to help each other. For example, in a lesson on dance Year 2 pupils reviewed and evaluated each other's work, showing considerable maturity for their age. Pupils show great enthusiasm for learning. They work industriously and purposefully, often completing assignments at home, and they become independent and self-motivated learners at a very early age.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.0	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.

Exclusions

7. There have been no exclusions in the past year.
8. The behaviour of pupils in lessons and around the school is excellent. Pupils understand and follow the rules because they have devised them and can appreciate the purpose and relevance. The behaviour of pupils in Year 6 was impeccable as they studied the life of the Greeks, both in history and when they participated energetically in the 'Greek Olympics'. Relationships in the school are excellent. Part of the reason why pupils enjoy school so much is because teachers and other adults make them feel important and special by listening to them and taking notice of what they say. Children who have just joined the school are already exceeding the Early Learning Goals in personal and social education.
9. The ethos of the school is excellent. Pupils' very strong moral and social development is evident throughout. On entering school, all children, including those who have special educational needs, are made to feel members of the school 'family'. Consequently,

everyone is very aware of the importance of being caring and considerate. 'Circle Time' and assemblies are extremely well used to encourage pupils to discuss and reflect on spiritual and moral issues. The school's policy for racial equality is successful and evident in the strong relationships and in the very good range of additional activities provided, which significantly enhance pupils' spiritual and cultural development. Residential experiences, school visits and the many visitors to school enable pupils to develop a love of nature, protective attitudes towards living things and a respect for cultural differences, all of which have a significant impact on pupils' impressive personal development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Pupils benefit from the very good education provided. This begins in the Foundation Stage through the provision of stimulating first hand experiences. The good foundation is built on well in infant and junior classes. Many worthwhile and interesting experiences are provided, which enhance pupils' achievement in literacy and numeracy. Teachers check and support pupils' learning impressively and the good relationship with parents ensures that pupils' progress is well understood and encouraged.

Teaching and learning

The quality of teaching and the assessments made of pupils' learning are very good overall. Teaching is particularly strong in Years 1, 3 and 6.

Main strengths and weaknesses

- Very good support for newly qualified teachers is helping to maintain effective learning of children in the reception class;
- Good teaching in the infant classes and some excellent teaching in Years 3 and 6 ensure that pupils learn successfully;
- The assessment of pupils' learning and setting of targets is impressive.

Commentary

Summary of teaching observed during the inspection in 29 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	9	11	4	0	0	0

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

10. Effective teaching of reception children has become part of the school's tradition. The work completed by last year's reception children reflects many good teaching qualities, such as diligent planning, the provision of a well organised range of stimulating activities and accurate assessment of children's learning. Good support from experienced colleagues has enabled the new teacher and children to make a positive start. Good features in the teaching are already emerging. Activities are very well planned taking account of children's different learning needs. Imaginative approaches, such as games and the use of puppets, successfully engage their attention enabling them to improve their counting and reading skills. Interesting and purposeful activities are provided, but they occasionally take too long to complete in relation to children's concentration span.
11. Teaching in Years 1 and 2 is mainly good and sometimes very good. Teaching in Years 3 to 6 is very good overall and frequently outstanding. Relationships between teachers and pupils are, for the most part, excellent, which ensures that lessons move along smoothly without disturbance. Pupils concentrate hard, work to the best of their ability and show immense pride in the way their work is presented. Lessons are very carefully planned and teachers go to considerable lengths to provide exciting and

worthwhile activities that engage and hold pupils' interest. Teachers have a very good understanding of almost all of the subjects they teach. This enables them to explain new ideas lucidly using visual resources, such as maps and projectors to aid pupils' understanding. Some teachers are less confident in teaching music. This has been recognised and the subject leader is sharing expertise by working alongside them. Pupils are given considerable scope to explore, investigate and find out for themselves. There is a high degree of independent learning involving research work from books and computers, at school and at home. Teachers guide pupils very successfully to become active, self-motivated learners. The level of challenge is usually very high and almost always adjusted accurately to match pupils' different learning needs. Teachers use questioning very skilfully to make pupils think and to assess their level of understanding. To help this along, pupils are often asked to discuss their ideas with a partner before sharing perceptions with the whole class. The success of this strategy is reflected in pupils' highly developed speaking, listening and reasoning skills.

Assessment

12. Teachers have designed and implemented a very effective system of assessing pupils' learning. They ensure that pupils are very clear about what they are expected to learn and check their understanding throughout the lesson. They make timely interventions to remedy any misunderstanding and quickly put pupils back on track. Assessments are made daily, weekly, at the end of the unit of work and at the end of the school year. Pupils' performance is carefully analysed, successes in learning are noted and individual and group targets are set for the next period of time. These are written in personal record books ensuring that pupils and their parents are absolutely clear about the next learning steps. This system has a significant impact on pupils' achievement.

The curriculum

The school provides a very good curriculum. Pupils' learning is significantly enhanced and extended through a very good range of enrichment activities.

Main strengths and weaknesses

- The school provides a challenging and very interesting curriculum;
- Combining subjects within themes has many advantages but also one or two drawbacks;
- The school is highly successful in catering for pupils' different needs;
- There are many valuable, additional activities, which extend and enrich pupils' learning.

Commentary

13. The school has embraced the principles of the recent curriculum guidance 'Excellence and Enjoyment' very well. The curriculum is planned thoughtfully to give meaning and purpose to pupils' learning. As a result, pupils enjoy lessons and achieve very well overall. Literacy and numeracy lessons are rooted in the national frameworks and pupils build up these key skills systematically. There are rich opportunities for pupils to apply these skills within other subjects. Consequently, pupils' literacy, numeracy and ICT skills are reinforced and refined through their application in learning subjects such as science, religious education, history and geography. A good curriculum is provided for children in the Foundation Stage. Recent improvements in outdoor provision are proving highly beneficial to their physical and social development. Provision for pupils'

personal, social and health education and citizenship (PSHCE) is good overall. Pupils learn effectively about personal hygiene and the changes which take place as they grow. The school recognises that the drugs awareness programme requires improvement and training has already been planned to achieve this.

14. The school has adopted a 'thematic' approach to learning so that, wherever possible, subjects are linked together. This works very well for the most part and pupils readily agree that 'learning is more meaningful this way'. However, planning in music, design and technology and, to a lesser extent, religious education sometimes suffers because these subjects are not easily integrated into the broader topic themes. Consequently, pupils' knowledge and skills in music, design and technology and religious education, although satisfactory, are not as well developed as in other subjects. Subject leaders have recognised the position and curriculum improvements are underway.
15. The way all pupils are catered for and included in all activities is excellent. Pupils who have special educational needs are very effectively supported. Teachers and classroom assistants work very effectively with groups and individual pupils. Suitably challenging work is set and pupils achieve very well in relation to the targets set for them. Valuable opportunities are provided for more able, gifted and talented pupils to extend their knowledge and understanding in 'Master Classes' taught by visiting secondary school teachers, as well as in their usual classes.
16. Pupils are given very good opportunities to foster their interests and improve their skills outside of lesson time. A range of sports activities includes soccer, netball gymnastics, judo and rounders. Other clubs, such as computers, dance, crafts, drama, first aid and 'Wildlife Watch', help pupils nurture their wider interests and contribute very well to their personal and social development. Residential and day fieldtrips to enhance learning in history, geography or art also feature strongly. Frequent visitors to the school, who stimulate and extend pupils' experiences in music, dance and storytelling, enrich the curriculum very successfully. The promotion of the Arts in school has been a very strong focus and, to that end, the school has made very good use of its 'Beacon' status and subsequent funding. Accommodation is good overall. Building extensions have created bright and spacious new classrooms. The school is very well resourced and is able to retain well qualified teachers and classroom assistants.

Care, guidance and support

Pupils' care, welfare and health and safety are very good. The school provides excellent guidance and support based on the monitoring of pupils' progress and in seeking, valuing and acting on their views.

Main strengths and weaknesses

- Pupils' well being is a high priority of staff and governors;
- Pupils' very good achievement is rooted in the high quality of support and guidance provided;
- Pupils have excellent and trusting relationships with adults in the school.

Commentary

17. Pupils are very well cared for and parents appreciate the efforts made by staff to look after their children and help them to settle successfully into school. There are very good procedures for ensuring pupils' health and safety and child protection. Teachers consistently stress the importance of safety in lessons and in the playground. The many school visits are very well prepared and carefully supervised. The governing body conducts regular safety inspections of the site and any hazards are reported and remedied quickly. Child protection arrangements have improved since the last inspection. There are two designated teachers as well as a governor with particular responsibility for this area of care. All staff are aware of what to do if they have concerns.
18. Teachers are highly sensitive to pupils' learning and personal needs. Support is extremely well tailored to meet the needs of the individual pupils and external agencies are quickly involved where additional help is required. Pupils' views are listened to, respected and acted upon. School council members represent and express the opinions of other children very well and allow pupils ownership of many school initiatives. For example, they understand that 'choosing time' for successful completion of work and co-operative behaviour has to be earned. Pupils' understanding of citizenship is developed successfully through school activities and by participating in activities with neighbouring schools, through the Beacon partnership.
19. Pupils benefit from excellent relationships and the high quality support and guidance they receive. Much is known about each pupil. The information is used very effectively to monitor their progress. Pupils' central involvement in assessing their progress and setting targets for improvement is highly effective and evident in their records of achievement and in the reports to parents. The school has very well established systems in place to identify and support pupils with special educational needs. Parents comment very positively on the help and guidance their children receive. The presentation of pupils' work is excellent and reflects the pride they take in their work. They enjoy and strive for academic and personal improvement.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Although communication between school and home is very good, there is no formal system of assessing parents' views;
- The very good links with the community help to enrich pupils' learning.

Commentary

20. Parents are highly appreciative of the opportunity to send their children to such a well-respected and highly achieving school. They are kept very well informed about the school through regular newsletters and other formal information. They are also kept extremely well informed about their children's progress through the three parents' evenings held each year. The school successfully encourages parents to support their children's learning at home by assisting with the valuable homework assignments. Although parents do not receive specific information about what their children are

expected to learn, pupils are encouraged to explain the purpose of their work. Written reports to parents are excellent. They provide a very detailed picture of their children's strengths and weaker areas and the targets set to help them to improve. The very active Friends' Association holds regular events and raises substantial amounts of money for the school.

21. From the parents' questionnaires, some parents indicated that they would like to see improved consultations between them and the school. At present, there is no mechanism through which parents can express their collective views and opinions. Some parents live a distance from the school and some work long hours and are unable to visit school regularly. These parents would welcome the opportunity to share their views on school developments.

22. The school has very good links with its community. Strong links are maintained with the church, local playgroups and nurseries. Visitors to school, such as authors, artists, dancers and parents with specific skills and experiences, enrich the curriculum and pupils' learning significantly. Consequently, pupils have a heightened awareness of the arts within their own culture and others. Links with other schools and colleges are very good. Pupils have participated in workshops working alongside teachers from other schools, and the high schools invite pupils in for 'Master Classes', and use of ICT resources, and lend their transport. Transfer arrangements for Year 6 result in pupils settling down quickly in their next stage of education.

LEADERSHIP AND MANAGEMENT

The school is led and managed very effectively at all levels. School governance is good.

Main strengths and weaknesses

- The headteacher's leadership of the school is excellent;
- Senior staff and subject leaders manage their responsibilities very effectively;
- Governors have a good understanding of the strengths of the school but their monitoring and evaluation procedures are too subjective;
- Very effective systems are in place for checking pupils' progress and setting targets.

Commentary

23. The quality of the headteacher's leadership, judged as 'strong' at the last inspection, is now outstanding. Since that time, he has worked unremittingly in forging a very strong team approach with the central aim of providing the best for each pupil. His dedication to the achievement of the highest possible standards in all areas of the school's work is a major factor contributing to its deservedly high reputation. Its status as a Beacon school and its active promotion of links with a number of other schools and organisations has ensured that the very high quality of its practice has been influential in the wider community. The headteacher and deputy head work very effectively together in the drive to move the school forward.
24. The leadership and management of subjects of the curriculum have improved since the last inspection and are now very good. All subject leaders take responsibility for checking teachers' planning and evaluating standards of work in their subjects. The headteacher, deputy and literacy and numeracy co-ordinators evaluate lessons, pupils' work and assessments of their learning to ensure the high standards of teaching and learning are maintained. Recently appointed, newly qualified teachers are carefully nurtured by senior staff observing their teaching and inviting them to work alongside more experienced teachers. Subject leaders' roles and responsibilities are closely linked to individual annual performance management targets and school priorities.
25. The leadership and management of special educational needs are very effective. Very comprehensive systems are in place. Special educational needs is firmly embedded in planning and teaching. As a result, this group of pupils and pupils who are gifted or talented are provided with exactly the right amount of challenge to enable them to achieve their full capacity.
26. The governing body plays an active part in school life and positively influences the work of the school. A good example of this can be seen in the improvements made to the premises. The governing body is well organised and very supportive of the headteacher and school. Governors deal efficiently with staffing, curriculum and financial matters and ensure that all statutory requirements are met. They meet regularly, when they discuss a range of issues in depth. Governors are provided with very clear and comprehensive information by the headteacher. They have a good understanding of the school's strengths but their evaluation of the work of the school tends to be informal and not as objective as it could be, particularly in identifying what might be improved.

27. Very little is left to chance. The school improvement plan is a clearly structured document that provides a very secure basis for strategic planning, based on regular evaluations of the school's work. However, it does not, as yet, contain a section on parents' views and use these to contribute to the overall plan. Pupils' performance is carefully analysed and tracked and targets are set for the school, each class, group and individual pupils. The rigour and incisiveness of assessments is one of the major factors in the sustained high performance in the national tests and continuing improvement since the last inspection.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	349,686
Total expenditure	351,043
Expenditure per pupil	2,544

Balances (£)	
Balance from previous year	4,823
Balance carried forward to the next	1,457

28. Governors are fully up-to-date on the school's financial position and make prudent decisions about how and where money should be spent, including a decision to use the school's monies to maintain smaller classes.

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 **good**.

MAIN STRENGTHS AND WEAKNESSES

- Teaching is good overall;
- Children achieve well and exceed the learning goals expected;
- Assessment and planning procedures are of a good quality.

Commentary

29. Attainment on entry to the school is above average in all areas of learning. The teacher is new to the school and has made a good start. She is just getting to know the children who are also new to the school. The children attend mornings only for the first few weeks of the term. For this reason, and because there was little recorded evidence so early in the school year, it was not possible to obtain a full range of evidence in all six areas of learning. However, a detailed examination of children's work done last year indicates good teaching and that the children achieve well over time. The clear focus on the development of literacy and numeracy skills and high quality presentation of work by all of the children in the sample, fully reflect the school's high expectations.
30. Evidence from last year indicates that children's learning is assessed carefully during the year. This provides teachers with a clear understanding of each individual child's achievement set against the goals expected for children in the reception year. It is evident that most pupils exceed the learning goals expected in all six areas of learning. The assessments made provide a good basis for planning. A new co-ordinator has been appointed to manage the full Early Years age range. This includes Years 1 and 2 as well as the reception class. A team comprising all three teachers and support staff is now in place and has already been effective in its review of long and medium-term planning, to ensure continuity of provision across the year groups. Parents are welcomed into the classroom each morning and the teacher makes sure she is available to discuss any concerns. Parents are provided with very good opportunities to visit the school before their children start.
31. Children are already achieving well in their **personal, social and emotional development**. Still only just beginning their third week in school, the very good relationships between adults and children and the good role models that adults provide are helping children to gain confidence in a new situation. Day-to-day routines and high expectations of behaviour are already securely established and, as a result, the children know what is expected of them. They are learning to work and play independently and they all co-operate well with each other. Most know to wait until it is their turn to speak and to listen to what others have to say during class discussion. Occasionally, if an activity or discussion lasts too long, a few children begin to lose concentration.

32. In **communication, language and literacy** the children are achieving well, particularly in speaking and listening. The teacher listens carefully to what the children have to say and this provides a good model for the rest of the class. Activities such as 'Circle Time' (discussion sessions) are successful in helping the children to listen to others and develop confidence to talk in front of a larger group. Reading and writing activities provide good opportunities for the children to develop letter recognition skills and to respond to stories. In one of the lessons observed, the children listened attentively to the story 'I Have Feelings' and were able to talk simply about why the characters in the book felt as they did. A majority of the children know some of the letter sounds of the alphabet and are able to read and write their first names. More able children are beginning to develop the skills of writing independently. The teacher ensures that handwriting skills are practised regularly and with close adult supervision in line with the school's policy.
33. In the **mathematical development** lesson, the children satisfactorily built upon their number skills. More able children are already secure in counting beyond 10, with many other children working with numbers to 10. Interesting activities, such as listening to how many objects are dropped into a box, capture the children's imagination and help to develop their counting and number awareness.
34. Many of the children enter school having had a wide range of experiences and their **knowledge and understanding of the world** is above the levels expected for their age. Aspects of this area of learning are beginning to be introduced and in the lesson observed the children were able to identify similarities and differences between each other, using the correct vocabulary.
35. The children's **physical development** is above the level expected for their age in all aspects. The carefully planned parachute game lesson enabled the children to develop control, team building and listening skills, as together they lifted the parachute to their waists, shoulders and then above their heads, before closely following the teacher's instructions to change places by travelling under the parachute. Children's **creative development** is enhanced through carefully planned and well taught activities involving writing, colouring and cutting. The school has improved the quality of outdoor provision since the time of the previous inspection and there is now a designated play area for children in the reception class. This is in the very early stages and it is not possible to evaluate its impact at the present time.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Literacy skills are very well taught and extended across all areas of the curriculum;
- Very good use of assessment ensures that pupils' learning needs are precisely met;
- Weaknesses are accurately identified and targeted by the *whole* school for improvement.

Commentary

36. Standards in English by the end of Year 6 have been very high for the last four years. Infant pupils continue to achieve well, as they did at the time of the last inspection. Junior pupils' achievement has improved and is now excellent, particularly in Years 3 and 6. Pupils with special educational needs and the more able ones make very good progress because teachers provide work at exactly the right levels. Leadership in the subject has proved very effective due to the setting of very specific school targets, plus the enthusiasm and very strong commitment of the whole staff. Improvements in writing and in boys' reading have resulted from such initiatives. ICT is used effectively to reinforce reading, spelling and grammar skills and for word processing.

37. Teaching and learning are very good. There is a relentless pursuit by *everyone* for the highest possible standards, both in the content and in the presentation of work. Lessons are brisk, purposeful and engage pupils' interests. They respond eagerly to the challenges presented and relish having to think hard. They are highly motivated and take immense pride in their work.
38. Standards in speaking and listening are very good. Pupils listen with concentration in lessons. Thought-provoking discussions often develop. Paired discussions in many lessons also prove highly effective. These enable pupils to develop and clarify their thoughts prior to undertaking their written tasks.
39. Reading standards in the infant classes are high and pupils achieve well. The school has rightly targeted letter and word analysis (phonics) skills as the area to further improve. The subject leader is drawing these threads together well. Throughout the school there are close links with parents and reading homework is regularly undertaken. Good communications ensure that parents are kept well informed of their children's progress. Junior pupils' achievement in reading is excellent and standards of reading, particularly reading comprehension, are very high. Older pupils are passionate about reading for pleasure and highly motivated to read for information. Pupils' imaginative writing is greatly enhanced by their rich reading experiences.
40. Standards in writing are very good in the infant classes and very high amongst the junior classes. Pupils work on alternate pages of their draft books, leaving the facing page for teachers' corrections, comments and suggested additions. The resulting shared information enables pupils to know exactly how they can improve further. Very accurate assessment of pupils' learning is used highly effectively in setting tasks and future targets. Through such stimulation, very mature and imaginative stories, accounts and poems are produced. These are finally produced in booklet form, often beautifully illustrated. Through this process, standards of grammar, spelling and punctuation are consistently high.

Language and literacy across the curriculum

41. Excellent links are made between English and other subjects. This is the result of carefully planned topics that blend subject strands together, thus giving each element added relevance. Consequently, most of the pupils' work is produced within a highly meaningful context. This is further enhanced by the school's commitment to provide them with first hand experiences. Thus, pupils use drama to re-enact life in Viking Jorvic, write imaginary accounts of a Moslem's celebration of Id-ul-Futr and produce poems stimulated by a visit to the Fylde coast - all full of invention and individuality and often fired by inspirational teaching.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are very high by the end of Year 6;
- Teaching overall is very good and, at times, excellent;
- Leadership and management of the subject are very good.

Commentary

42. Standards reached by the end of Year 6 have been consistently very high since the time of the previous inspection. Standards by the end of Year 2 are well above average. In the most recent national tests in 2004, 100 per cent of the pupils attained the level expected for their age and almost 40 per cent achieved a higher than expected level. This shows a significant improvement on the previous year's results and brings to a halt a slight downward trend, caused by staffing changes and differences in ability between year groups.
43. Pupils achieve very well throughout the school. The pace and depth of learning intensifies in the junior classes, so that by the end of Year 6 pupils' achievement is excellent. Pupils' number skills are extremely good. They recall number facts very quickly and calculate accurately. There is a very strong emphasis on investigative work, which requires pupils to think about and apply what they know. Pupils are constantly challenged to learn and use the specific mathematical language in order to explain what they do.
44. Teaching is very effective and often excellent in Years 3 and 6. In a Year 6 lesson, for example, pupils' thinking was constantly challenged. They explained their ideas lucidly using mathematical terms such as 'adjacent sides' and 'degrees of turn' confidently. Teachers' subject knowledge is very good, enabling them to plan effectively and ask probing questions to assess pupils' learning. The volume of work produced by pupils and the very high quality of presentation reflects teachers' very high expectations. Pupils have excellent attitudes to learning and take great pride in what they do. Their efforts are supported very well through teachers' marking, where care is always taken to model the best presentation, as well as to praise achievement and to set further targets. Teachers are mindful of the different abilities of pupils and tasks are planned thoughtfully to ensure all pupils are suitably challenged. Pupils who have additional learning needs often benefit from extra adult support given by classroom assistants, or at times an extra teacher in the classroom. This ensures that they remain fully focused on their tasks and achieve very well in lessons.
45. Very strong subject leadership ensures that high standards and effective teaching are maintained. Checking teaching, learning and standards is incisive and action is swiftly taken to remedy any weaknesses.

Mathematics across the Curriculum

46. The curriculum is very well planned. Teachers use other subjects very effectively to explore mathematical ideas, such as using co-ordinates in geography lessons or recording accurate data using ICT to complete science investigations.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are very high in response to high quality teaching;
- Pupils' impressive understanding springs from investigating scientific ideas in depth;
- The subject is very effectively led and managed.

Commentary

47. Standards are very high by the end of Year 6. In the most recent national tests for 11-year-olds, 100 per cent of pupils reached levels higher than expected for their age. Pupils' knowledge and understanding were also judged to be at very high levels at the time of the last inspection. However, since then pupils' skills of investigation have continued to improve, particularly in the infant classes. Much of the teaching in junior classes is excellent. Pupils' high achievement reflects the very skilled teaching and, in particular, the high level of challenge in the activities provided, which make considerable demands on their reasoning skills. For example, Year 6 pupils' investigations led them to discover that transparent materials, such as clear plastic, cast a faint shadow in torchlight that is not evident in daylight. This prompted them to consider abstract ideas with regard to the intensity of natural and artificial light.
48. Pupils' learning of science is securely rooted in practical investigations. Teachers' extremely good expertise in this area is evident in the quality and quantity of work undertaken. Lessons are very carefully planned to capture pupils' interests and encourage them to explore and learn for themselves. Teachers develop pupils' thinking skills very effectively by asking 'what if....?' and 'why....?' type questions. In Year 1, for example, when asked to explain what provided the energy to move a toy, one pupil commented 'There is a clockwork coil inside trying to unwind.' Teachers have a very good understanding of how pupils learn and use this knowledge expertly in the selection of activities. Year 3 pupils were given pieces of apple to eat to help them to understand the function of different teeth. After biting, chewing and grinding pieces of apple, pupils were able to explain precisely the functions of the incisor, molar and canine teeth. Lesson organisation and preparation is meticulous. Everything is ready in advance and no time is wasted searching for equipment. This enables the lesson to move along swiftly and ensures that teachers have quality time to support and question pupils. This has significant advantages, particularly for pupils with special educational needs who find learning difficult. They often have the undivided attention of the class teacher or classroom assistant, which ensures that they understand the meaning of scientific words and have lots of rich opportunities to explain their ideas. The investigations provided offer very good opportunities for more able pupils to explore at length and think in depth. Consequently, all pupils achieve very well.
49. The subject is very well led and managed by the headteacher, whose own teaching is exemplary. Lessons are carefully observed and the highly effective assessments made of pupils' learning are thoroughly analysed. Even minor weaknesses are identified and remedied swiftly. The subject is carefully nurtured by linking it meaningfully with learning

in other subjects, such as ICT. Through science activities pupils come to understand, respect and conserve the environment in which they live.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching enables pupils to achieve well;
- Effective leadership of ICT ensures that the subject continually moves forward;
- Widespread use of ICT in learning other subjects substantially raises achievement.

Commentary

50. All elements of ICT are taught thoroughly and have been built on well since the last inspection. Good teaching moves pupils' learning on quickly and enables them to achieve standards higher than expected. Consequently, most Year 2 pupils already type, edit and save text, input information into a database and produce pictures using graphics programs. By Year 6, pupils have a good grasp of the use of spreadsheets and frame questions intelligently to search a database. They are able to create a set of instructions to control and operate various electronic devices and have the skills and knowledge to produce their own poster and leaflets.
51. Teaching is effective. 'Smartboards' or digital projectors are used to produce large images, which pupils can easily see and discuss. Teachers ensure that pupils develop a true understanding of how and why programs operate, rather than simply remembering a sequence of instructions. For example, the Year 4 teacher used pupils themselves as a databank and asked them to stand up in response to questions such as boys with dark hair or pupils aged ten. This illustrated very clearly how to create fields and search a database. Teachers provide challenging tasks designed to make pupils think for themselves and work independently. In a Year 2 lesson, for example, the teacher projected a large image of an artist's impression of sunset and asked, 'How do you think these effects were created?' Pupils discussed their ideas with a partner and then answered knowledgeably as they explained the use of graphics tools, such as line and fill. The tasks pupils are set are closely matched to their different levels of understanding. Pupils with special educational needs are very well provided for. In one lesson, they used larger fonts and slower mouse responses to give them time to observe screen changes, whilst more able pupils explored more complex methods of creating shapes.
52. The subject is well led and managed. The subject leader is particularly eager to keep up with changes and implement new technologies. The efficient organisation of portable laptops creates a mobile computer suite offering very good access to all pupils. The weekly after school computer club, run by a parent, provides good opportunities for pupils to acquire more advanced skills, such as using digital cameras and scanning images into various publications. These techniques are then used in the classroom.

Information and communication technology across the curriculum

53. Pupils' good achievement is significantly influenced by the frequent use of computers. In subjects such as history, geography and science, pupils research information extensively using CD-ROMs and Internet sites. Pupils regard computers as a tool for learning as others might use pencil and paper. Much of their learning involves making notes, recording observations and writing reports. Pupils then redraft their work, using techniques such as adding borders, changing fonts and importing illustrations to make their work attractive and interesting. The only subject where ICT does not make a contribution is music but this has been recognised and is receiving attention.

HUMANITIES

54. Two **religious education** and two **history** lessons were observed, which form the basis of the judgements made. A judgement on the provision in **geography** has not been made because only one lesson was seen. Discussions with pupils and an examination of their work provide additional evidence.
55. Discussion with pupils about their work in geography indicates that the standards they achieve are higher than expected for their age. A good range of field trips, some of which are residential, make learning very purposeful and enjoyable. Pupils apply their geographical skills and this strengthens their learning. Consequently, they speak knowledgeably about features such as coastlines and rivers, following their visits to Lytham and Conway. In the one lesson seen, teaching was outstanding. Year 3 pupils achieved very well, developing a very clear understanding of the physical and human features of an Indian village, as well as learning to locate significant features on a map by using co-ordinates. The subject is led and managed effectively. Good standards and a very high level of enthusiasm for learning have been maintained since the last inspection.

History

Provision in history is **very good**

Main strengths and weaknesses

- Standards are above the levels expected and all pupils achieve well;
- The subject leader manages the subject very effectively;
- Teaching is of a high standard and pupils benefit considerably from the many visits.

Commentary

56. Teaching is very good and pupils achieve well. The subject is taught skilfully and with enthusiasm. The school successfully meets its aim to capture the pupils' imagination through bringing history to life. The subject leader plays a vital role in leading innovation and ensuring consistency through monitoring and evaluating teachers' planning and checking the quality of pupils' work. Pupils love the subject, thoroughly enjoy their lessons and work extremely hard at all times. The school plans relevant and interesting visits and these help to enrich the pupils' knowledge and understanding through providing first hand experiences. As a result, pupils have a good sense of chronology and good skills in interpreting the past, using historical evidence.
57. All teachers have very high expectations of the way pupils complete their work. Consequently, pupils' work in their books is always of an exceptionally high standard. Teachers make very effective use of literacy and ICT. For example, Year 2 pupils used their writing and word processing skills to set out instructions on how to pat butter. Marking is very informative and gives pupils good information about how they might improve their work. Teachers set clear and demanding targets, such as 'proof read your work carefully to ensure it makes sense.' Pupils respond conscientiously. Pupils benefit from a wide range of interesting activities that capture their interest and

imagination. For example, the Year 6 lesson about the defeat of the Persians in the battle of Marathon began with a poem about a young Greek soldier's feelings as he prepares for battle. Much high quality discussion and very good opportunities for the pupils to learn through art and drama followed.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils gain much from the visits they make to places of worship;
- Some weaknesses in the curriculum have been identified and are now being remedied;
- There are good examples of teaching and learning.

Commentary

58. Pupils' achievement is satisfactory and the standards they reach match those outlined in the syllabus for Cheshire schools. This was the picture at the time of the last inspection. Improvements have been made, for example in extending the range of visits to places of worship. After their visit to a Mosque in Liverpool, Year 5 pupils returned with many fresh insights. As one pupil concluded in her writing 'I enjoyed the whole trip because I learned a lot about Muslims and how they use their place of worship. I would love to go again.' Pupils appreciate the opportunities to meet people of other faiths. Such visits are rich experiences and provide lasting memories. However, the subject has often been taught as part of a wider theme and some topics have not included aspects of religious education. Consequently, older pupils have forgotten some important aspects of the faiths that they have studied. In discussions, they find it difficult to recall the names of the prophet Mohammed, the Holy City of Mecca or of the Muslims' one God, Allah. Similar questions about the Jewish and Hindu faiths show that there is confusion in their recall of these faiths too.
59. The school has recognised these weaknesses and religious education has been identified as a key area of improvement this year. The subject is now benefiting from effective leadership and management. The new subject leader has provided a much wider range of resources and drawn up a plan to ensure that pupils learn about each of the different religions in depth. These changes are already taking effect. There is now a better balance between learning about religions and learning about oneself, through the studies. For example, two good lessons were seen, in Years 2 and 6, both linked to the Jewish festival of Rosh Hashanah. Pupils were helped to link their studies into this Jewish festival with their own experiences. The older pupils recalled and discussed making New Year's resolutions (and their inability to keep most of them). Having thought about themselves, the pupils then learned how much *more* determined people of the Jewish faith are expected to be in holding fast to their Rosh Hashanah resolutions. Finally, a clever link was made to the pupils' school resolutions and the need both to set and *keep* to their targets for improvement!

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

60. Only one **music** lesson was observed and no lessons in **design and technology**, which was not enough to make a judgement on provision in these subjects. However, two lessons in art and design and three physical education lessons were observed. Along with discussions with pupils, there is sufficient evidence to evaluate the provision in these subjects.

61. Pupils' knowledge and skills in music are typical for their age. Different subjects are frequently combined and taught through themes. Whenever music is an integral part, it is planned in depth and pupils benefit from good opportunities to listen, play and compose. Older junior pupils produce musical scores to enable them to repeat their compositions. These activities sometimes lead to a performance for an audience, such as other pupils or parents. However, when themes do not contain elements of music planning is inconsistent, largely because some teachers are less confident in teaching music than others. The subject leader is aware of these weaknesses and has devised a programme of working alongside colleagues to share expertise. In the one lesson seen, teaching was good. Pupils' learning benefited from the teacher's skilful use of a story to which pupils composed their own imaginative sounds. Pupils' singing is typical for their age. They sing with feeling and enthusiasm, particularly when actions are introduced. However, they are not as aware of posture, breathing and pronunciation of words as they could be, partly because they are not always reminded of these points before they sing.
62. In design and technology, pupils experience an appropriate range of opportunities for them to develop designing and making skills. The subject is often linked effectively to overarching themes, which gives purpose and relevance to the design and technology projects. For example, Year 6 pupils have constructed rigid frames to hold clay tiles which are to be inscribed with stories from Greek mythology, thereby enriching learning in history and design and technology. However, some themes do not contain design and technology elements, which limits the rate at which pupils increase their knowledge and skills.

ART AND DESIGN

Provision in art and design is **very good**.

Main strengths and weaknesses

- Pupils achieve very well and reach high standards;
- Very good teaching and the many enrichment activities have a powerful influence on learning.

Commentary

63. Pupils achieve very well, as they did at the time of the last inspection. This is largely due to effective leadership and management of the subject. Colour mixing skills are developed very successfully in the infant classes. Junior pupils experience a very wide range of stimulating experiences. Much of the work is exciting, such as the marbling patterns produced in Year 1. Pupils undertake their activities with a close attention to detail. They show a very sensitive awareness of line, tone, colour and texture, working in both two and three-dimensions. They produce dramatic pencil sketches, such as illustrations for their 'Iron Man' poems. Pupils work with an intriguing range of media. A large mural, capturing the movement of birds, even had textures added through the use of a glue gun mixed with paint. Pupils produce detailed imitations of the work of famous artists, such as vibrant meadows and vivid arrangements of flowers, often using graphics programs to experiment with effects.

64. Teachers exude enthusiasm and possess impressive subject expertise. They successfully undertake ambitious projects that develop from other studies. For example, a day devoted to creating Aztec masks produced some startlingly effective results. Working with a potter, pupils created tiles based on the Parthenon friezes. Beacon funding has enabled the school to share with others in extending pupils' understanding and appreciation of the subject. This is evident in the development of art of other cultures. An excellent lesson was seen in Year 3, where pupils studied and attempted to reproduce Indian block printing techniques. A Japanese lady also visits annually to demonstrate and teach their traditional brush painting skills of calligraphy.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Good teaching enables pupils to achieve well;
- The many additional activities significantly enhance pupils' physical and personal development.

COMMENTARY

65. Strong teaching ensures that pupils enjoy the subject, learn successfully and achieve standards higher than expected. This was also the picture at the time of the last inspection. Lessons are action packed, fun and purposeful and pupils expend as much mental as physical energy. New skills are taught precisely, through demonstration and discussion. Sufficient time is given for pupils to practice and improve and they respond very positively as teachers raise the level of challenge. For example, Year 1 pupils progressed from catching a beanbag in two hands to catching with one hand, whilst on the move. Pupils' good achievement largely stems from assessing their own progress and observing and commenting on the performance of others. This approach helped Year 2 pupils to produce thoughtful dance sequences and Year 6 pupils to try to exceed their previous best throwing distances in a mini-Olympics lesson. Teachers very effectively influence pupils to aim for high standards and at the same time encourage creativity. This enables pupils to develop good levels of co-ordination and control with the added dimension of originality. Standards in swimming are also higher than expected. Virtually all pupils attain the 25 metre national standard and many pupils achieve higher distance and survival awards.
66. The subject is well led and managed with a high degree of enthusiasm that encourages other staff and parents to help to provide a good range of out of school sporting activities. This ensures that pupils' interests and talents are nurtured well. The physical education curriculum is further enhanced through visits to residential centres and events held in school, such as the Indian and African dance workshops. Through physical education, pupils develop excellent attitudes to school, learn more about themselves and learn to respect and support others, including those from different cultural backgrounds.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

67. PSHCE is a core feature in the life of the school. From the moment children start school, their confidence and self-belief are nurtured. This helps them to cope with any challenges they may encounter. Much of the pupils' learning is organised in themes through which pupils develop a love of learning and frequently consider the advantages of healthy lifestyles and caring for others. They learn to work and play together harmoniously through school activities and residential visits. Pupils have good opportunities to share and refine their ideas about subjects such as the importance of having rules. In class discussion, pupils learn to listen to and respect the opinions of each other. Teachers are increasingly encouraging pupils to become decision makers

in their own school and to work together to make improvements. The school council is very effective in gathering their views and agreeing on projects. Through this, pupils are gaining good insights into how democratic decisions are made.

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	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (Ethos)	1
Attendance	1
Attitudes	1
Behaviour, including the extent of exclusions	1
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	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
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	1
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).