

INSPECTION REPORT

ST WILFRID'S RC PRIMARY SCHOOL

Longridge

LEA area: Lancashire

Unique reference number: 119636

Headteacher: Mrs RL Breslin

Lead inspector: Mr R Burgess

Dates of inspection: 2nd – 5th November 2004

Inspection number: 267239

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	145
School address:	St Wilfrid's Terrace Longridge Preston Lancashire
Postcode:	PR3 3WQ
Telephone number:	01772 782394
Fax number:	01772 786408
Appropriate authority:	Governing body
Name of chair of governors:	Rev Father P Mitcheson
Date of previous inspection:	1 st March 1999

CHARACTERISTICS OF THE SCHOOL

St Wilfrid's RC Primary School is situated in Longridge to the north east of Preston in Lancashire. It is smaller than most schools, with 145 pupils on roll, aged between four and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. The proportion of boys and girls varies significantly in different year groups. The school admits children at the beginning of the school year after their fourth birthday. Pupils' attainment on entry is average, although a wide range of attainment is evident and there have been wide fluctuations between different year groups over recent years. The majority of pupils are from white ethnic backgrounds. There is one pupil with English as an additional language. Nine per cent of pupils have special educational needs, which is below average. One child has a Statement of Special Educational Need, which is broadly average. The proportion of pupils in receipt of free school meals is below average. Evidence available indicates there are some parents who would be eligible but do not apply. Since the last inspection in 1999 there have been a significant number of staff changes including the headteacher and deputy headteacher. The school received a School Achievement Award in 2002 and was re-invested for the third time as an Investor in People award holder in 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	R W Burgess	Lead inspector	English Information and communication technology Physical education Personal, social and health education
13485	P Widdowson	Lay inspector	
6282	P Raja	Team inspector	Science Geography History
27591	M Campbell	Team inspector	Mathematics Art and design Design and technology Music Foundation Stage Special educational needs

The inspection contractor was:

peakschoolhaus ltd
Suite 17
BPS Business Centre
Brake Lane
Boughton
Newark
Nottinghamshire
NG22 9HQ

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	9
STANDARDS ACHIEVED BY PUPILS	
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school overall. The strongest feature of the school is the sincerity with which all associated with the school work together and endeavour to fulfil its mission statement. The leadership of the headteacher and governing body is very good. Standards are above national averages by the end of Year 6. Teaching and learning are good, with some very good features, resulting in good learning in classrooms. The school provides good value for money.

The school's main strengths and weaknesses are:

- Leadership and management by the headteacher and governing body are very good.
- Most of the teaching is good, with some very good teaching for pupils in the Key Stage 1 class to pupils in Year 6.
- Teaching of the Reception children is unsatisfactory.
- Pupils' personal development is very good and reflects the very good provision the school makes.
- Improvements could be made in the use of information to inform pupils how they could improve.
- Links with parents, the community and other schools are very good.
- Activities to enrich the curriculum are very good.

The school was last inspected in March 1999 and has made a good improvement since then, addressing effectively most of the issues raised. There has been a very good improvement in provision for information and communication technology (ICT), which is now good. The school is taking action to further improve the use of assessment.

STANDARDS ACHIEVED

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

*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.*

Achievement is good, overall, and standards are rising throughout the school. Pupils with learning difficulties and those for whom English is an additional language achieve well. Results in national tests reflect the differing numbers of pupils with learning difficulties in each year group; as a consequence comparing pupils' overall performance with that of pupils in all other schools or in similar schools is unreliable. Standards in the Reception class are average in all areas of learning. The children are achieving satisfactorily. In Year 2, achievement is good reflecting the inspiring teaching. Standards in writing are above average and in speaking and listening, reading, and mathematics standards are average. Given the progress the pupils are making, a greater proportion of pupils are likely to attain standards above average by the end of Year 2 than

has been the case in recent years. In Year 6, standards in English, mathematics, ICT and science are above average.

Pupils' personal development is very good. Their spiritual, moral and social development is very good. Their cultural development is good. Attitudes and behaviour are very good. Most pupils behave well in class and have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong very well. The pupils like coming to school. They are punctual. Attendance is very good.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching and learning are good, overall. There is some very good teaching for the pupils in the Key Stage 1 class to pupils in Year 6. The good quality teaching is resulting in good learning and improved standards. In the Reception class expectations are too low and insufficient opportunities are provided for children to develop independence in their learning. The use of information to inform pupils how they might improve is inconsistent through the school. Throughout the school the very good support staff help the pupils with learning difficulties to make equally good progress.

The quality and range of the curriculum are unsatisfactory in the Reception class, and very good elsewhere. Pupils benefit from the very good curricular links which are being developed. Throughout the school, pupils with potential difficulties are identified early and given good levels of support. Pupils make good progress towards their individual targets. All pupils learn effectively in a secure environment where health and safety provision is fully in place, along with child protection. Links with parents, the community and other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher together with her senior staff has made a very good analysis of the areas to be improved to raise standards and the quality of provision. She is very well supported by the governing body. There is a shared vision and determination to improve standards and the quality of educational provision. The governance of the school is very good and statutory duties are fully met. Governors are a committed team who know and understand the school well. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. It has good resources, which are used effectively for the benefit of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Questionnaires and comments received from most parents were positive and supportive of the school. Responses from pupils indicate they feel they are listened to and their views responded to well. They are also given good opportunities for taking responsibilities. Almost all said they like school and find their work interesting.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching in the Reception Year by:

Ensuring appropriate challenge and expectation.

Providing a sufficiently broad range of opportunities for children to develop greater independence in their learning.

Improving access to outdoor activities.

- Improve the use of assessment information to help pupils know what they should do to improve and establish clear precise targets for future learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **good** and standards overall are above the level expected nationally when pupils reach the end of Year 6. Pupils in Years 1 to 6, those with special educational needs and those with English as an additional language make good progress.

Main strengths and weaknesses

- Standards are above the level expected nationally in English, mathematics, science, ICT and design and technology at Year 6 and in design and technology at Year 2.
- Higher attaining children in the Reception Year do not achieve as well as they should.
- Pupils in Years 1 to 6 achieve well.
- Pupils with special educational needs and those with English as an additional language make good progress.

Commentary

1. Children enter the Reception class with average levels of attainment. All the children come to school with pre-school experiences and most have attended the separate nursery on the school site. Progress through the Reception Year is generally satisfactory, although there is some lack of appropriate challenge for the higher attaining children. Most children are on course to achieve the early learning goals in all the areas of learning.

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

Standards in:	School results	National results
Reading	15.3 (17.0)	16.0 (15.7)
Writing	14.5 (15.7)	14.8 (14.6)
Mathematics	16.7 (16.8)	16.4 (16.3)

There were 27 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows that in the national tests for Year 2 in 2004, standards were below average in reading and average in writing and mathematics. This was in part due to staff changes part way through the year. The number of pupils with special educational needs is also greater in this year group. The school's trend in the national tests for this age was below the national trend reflecting these factors. Teaching now is very good and most pupils are making good progress in most of the subjects. Currently they achieve average standards in all the subjects inspected with above average standards in writing. A significant number of pupils were seen working confidently towards the higher Level 3 which indicates that standards are rising.

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

Standards in:	School results	National results
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English	28.3 (26.6)	27.0 (26.8)
Mathematics	27.9 (26.8)	27.2 (26.8)
Science	29.5 (28.9)	28.9 (28.6)

There were 33 pupils in the year group. Figures in brackets are for the previous year.

3. The table above shows that in 2004 tests, standards at Year 6 were above average in English, mathematics and science when compared to all schools and average in English but below average in mathematics and science when compared to similar schools nationally. The numbers of pupils vary from year to year and are too small to make reliable comparisons. The school's focus on writing, emphasis on practical investigative work and strengthening of cross-curricular links paid dividends in raising standards. These unvalidated national test results show good improvement over the previous year with standards in English, mathematics and science rising to above average levels. In science nearly half of the pupils and in English and mathematics more than a third of the pupils achieved Level 5. The school exceeded its targets in both English and mathematics at Level 5 and was very close to meeting the overall targets for English and mathematics. The teacher assessments for this year indicate that it is well set to meet its statutory targets. The trend in the rate of progress over the last five years in the National Curriculum tests was broadly in line with the national trend. Currently, standards are above average in English, mathematics, science, ICT and design and technology and average in art and design.
4. Throughout the school pupils with special educational needs often achieve well in relation to the targets. Many of these pupils have low attainment levels, but sensitive support from teachers and other adults ensures good progress and a sense of success. They are given good support when in class by skilled support assistants who work closely with the class teachers and they benefit from well-planned tasks that meet their needs well. The quality of the individual educational plans is good with reviews kept up to date. The few pupils from minority ethnic backgrounds or with English as an additional language are effectively provided with specialist support from the visiting staff who work in close collaboration with the teachers. Consequently these pupils achieve well.

Pupils' attitudes, values and other personal qualities

Attendance is **very good** and pupils arrive in school on time. Pupils' attitudes and behaviour are **very good** and there have been no exclusions. Pupils' personal development, including spiritual, moral, social and cultural development, is **very good**.

Main strengths and weaknesses

- Pupils have very good attitudes to work in the classroom. They find lessons interesting, enjoy coming to school and learn well.
- Behaviour in the classroom, playground and around school, is very good.
- There are very good relationships between pupils and between pupils and all adults in the school.
- The provision for pupils' personal development, including spiritual, moral, social and cultural education, is very good.

- There is a very strong Christian ethos which permeates through the school promoting Catholic values whilst also recognising other religions and faiths.
- Attendance is well above the national average and punctuality is very good.

Commentary

5. Attendance at the school remains well above the national average and pupils arrive at school on time, ensuring a prompt start to the school day. Pupils enjoy coming to school because the teachers are caring and friendly and lessons are interesting. In the classroom, they concentrate well, work enthusiastically and learn well. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, have very good attitudes to learning, which has a direct link to the progress they make.
6. Behaviour in the classroom is very good. Pupils have a clear understanding of the school's expectations of good behaviour and are involved in establishing their own class rules. In lessons, pupils settle quickly and respond well to the instructions given by the teachers. Pupils have good relationships with each other and are able to discuss issues and share resources sensibly.
7. In the playground, pupils are very lively and energetic but they are well supervised and there is no evidence of rough or aggressive behaviour. There is a very good range of playground games and equipment which pupils enjoy using and which encourages social interaction in the playground. All pupils play well together and Year 6 pupils trained as playground buddies are always on hand to organise games and activities for any pupils who find themselves with no one to play with. The system is particularly effective in the infant playground where it helps to develop relationships across the year groups.
8. The provision for pupils' spiritual, moral, social and cultural development is very good. Personal development is a particular strength of the school and within the curriculum they discuss issues about what is fair and unfair and right or wrong and the effects of inequality. They also learn about the importance of listening and questioning and trying to understand different viewpoints. The school celebrates achievement both in and outside school at a weekly assembly and pupils are valued as individuals. There is a strong Christian ethos which permeates throughout the school, promoting Catholic values but also recognising other religions and faiths. Pupils are given very good opportunities for reflection and there is a particularly sensitive feature on display in the school where pupils are invited to write a prayer or the name of someone in the family who has died and the prayer basket is used in assemblies.
9. Pupils have very good opportunities to take on responsibility and show initiative. All pupils have the opportunity to be classroom monitors and, in Year 6, pupils can volunteer to train as playground buddies and help teachers set up classrooms during lunch time. Pupils enjoy a wide range of extra-curricular activities, which further contributes to their social development.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.8
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.5

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

Exclusions

There have been no exclusions in the last academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Pupils reach good standards in English, mathematics and science as a result of good teaching. The promotion of equality of opportunity for all pupils is very good. Provision for pupils with specific learning needs is good. The breadth and balance of the curriculum are very good overall. There is very good enrichment of the curriculum. Provision for pupils' support, care and guidance is very good. Links with parents, the community and other schools are very good.

Teaching and learning

Teaching and learning are **good**, overall. Teaching is unsatisfactory for Reception children. It is good, sometimes very good and occasionally excellent for pupils elsewhere in the school. Overall this is a good improvement from the findings of the last inspection. The proportion of very good teaching has improved significantly. Assessment procedures and their use to inform pupils how they can improve are satisfactory.

Main strengths and weaknesses

- Teaching is good and sometimes very good for pupils in the Key Stage 1 class to pupils in Year 6.
- Teaching of the Reception children is unsatisfactory.
- Teachers have high expectations of good behaviour.
- Marking does not always give pupils a clear indication of what they should do to improve..
- Pupils are not sufficiently aware of their precise learning targets or the time-scales for their achievement.
- Classroom assistants are a valued and valuable part of the teaching team.

Commentary

10. The previous inspection in March 1999 described teaching as good. Aspects of teaching have been improved since then. Provision for ICT, for example, has been improved significantly and the quality of teaching is more consistent from Year 1 to Year 6. However, the progress the school has made on improving procedures for assessment has not been as rapid as expected. The changes of headteacher and deputy headteacher together with the amount of long-term absence of other key staff are factors that have adversely affected the development of this aspect.

11. Parents, in their questionnaire, responded very positively to questions relating to the quality of teaching. Almost all parents who replied agreed that teaching was good, and that staff expected pupils to work hard, treated pupils fairly and encouraged them to become more mature. The partnership with parents is a strength and helps to create the very positive ethos for learning which exists in the school.
12. In the Reception class teaching is unsatisfactory, although there is satisfactory teaching in literacy and numeracy lessons. In other areas of learning many children, especially those of a higher ability, are not sufficiently challenged as all children get the same diet of learning and expectations are too low. There is too little opportunity for children to make choices about their learning and to develop independence and creativity.
13. Teachers have high expectations of good behaviour; all classrooms contain displays which help to reinforce the need for high standards of co-operation and behaviour. When sharing equipment, during science investigations, pupils take turns with a minimum of fuss. They develop good listening skills and learn how to contribute to discussion without interrupting each other. Much of the development of skills such as these is reinforced through the personal and social education programme, throughout the school, where pupils use 'circle time'¹ as a means of learning self-control and clear speaking. Principles of right and wrong are underlined well, for example in a whole-school assembly on 'telling the truth', which reinforced the school's expectations of good consistent behaviour effectively. In lessons such as science these skills are put into good practice, as pupils listen well to instructions and share resources fairly and equitably, wasting no time and tackling their work with interest and maturity.
14. One aspect that requires attention is the quality of some teachers' marking. Some marking offers encouragement and ideas for improvement and some does not. On some pupils' work, there was little evidence of evaluative marking, giving pupils clear guidance on how to improve further.
15. Teaching and learning for pupils with special educational needs are good because teachers and support assistants plan lessons carefully to ensure the needs of these pupils are well provided for in lessons. Support assistants give effective and caring support. Individual education plans for pupils with special educational needs are good. They contain clear and realistic targets for improvement and identify teaching strategies that enable teachers and support assistants to successfully focus on pupil need. Assessment for pupils with special educational needs is good and enables the school, and especially the special educational needs co-ordinator, to develop a clear picture of their attainment and progress. This good quality provision ensures that these pupils make good progress.
16. Support assistants have very good relationships with the pupils. They give the class teachers good first-hand feedback. Teachers play their part by making sure that the assistants are involved in planning and know what to do; they value the part that their assistants play in pupils' learning.

¹Lessons in which pupils talk about matters of immediate interest, discussing feelings and ways of dealing with the situations in which they find themselves

17. The school collects considerable information on pupils' standards and achievement, but this information is not always used to best effect to modify the planning for future work. As a result targets are not identified for individual pupils with the aim of raising standards further. In subjects such as history and geography, assessment procedures do not provide sufficient information to aid the planning of future work or to give a clear picture of pupils' achievement.
18. The school has yet to develop systems that will enable each pupil to record and refer to their own ongoing targets in English, mathematics and science. At present, the level of awareness that pupils have about their own learning, especially with regard to the National Curriculum, is limited. Academic targets are not always specific enough.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	10	11	3	2	0	0

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

The curriculum

The curriculum provision is **very good** overall. Enrichment of the curriculum and the range of extra-curricular provision are very good.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is unsatisfactory whilst the rest of the school provides a very good curriculum which is broad and balanced.
- Literacy and ICT are developed well through other subjects.
- There is a wide range of extra-curricular activities, visitors to school and educational visits which enrich the curriculum very well and contribute to pupils' learning and personal development.
- There is very good access and opportunity for all pupils, and teaching assistants are used well to support learning, including of those pupils with special educational needs.
- The school makes very good provision for personal, social and health education.

Commentary

19. Although children enter school with standards of attainment that are already in line with those expected at four or five, the Foundation Stage curriculum is not sufficiently exciting or challenging to extend children's learning sufficiently well, especially for those children of higher ability. The lack of a secure, specific outdoor area for these children means they are unable to choose to work here independently. This impacts on the curriculum for physical development and to a lesser extent, the personal and social development offered to the youngest children. The rest of the school has a very good broad and balanced curriculum which covers all areas of the National Curriculum and includes religious education. It is also enriched by additional areas of study such as French.
20. Teachers make good use of literacy and ICT in other subject areas and this enables pupils' learning to be cohesive and relevant. When undertaking a project on 'Biscuits',

Year 5 pupils carried out a consumer survey on different biscuit varieties, writing up their results and planning for their own 'specialist' biscuit. Year 6 pupils wrote empathetically when describing life in Britain during World War II. However, the use of numeracy in other subject areas is limited.

21. Visits, visitors and after-school clubs add much to the richness of curriculum provision. There are numerous sporting activities for pupils of all ages which are popular, and other activities include keyboard lessons, an out of school robotics club and lunchtime activities such as a knitting club and recorder group. A visiting theatre group brings live drama to the pupils and trips out of school help develop positive attitudes to learning. Younger pupils visit a garden centre and travel agencies whilst older pupils undertake a residential trip to Hothersall Lodge Field Centre which does much to develop their confidence and social skills. Occasionally, the whole school participates in 'Theme Weeks' where all pupils are involved in a wide range of activities, planned around one topic. Recently 'Our Location' was the focus for such a week. Pupils participate in local community events such as the Longridge Show and Remembrance Day commemorations and all activities contribute to an enrichment of the school community
22. Provision for pupils with special educational needs is good. Planning is informed by careful assessments, and teaching assistants, who are well briefed, ensure all groups of pupils have access to the curriculum. However, such valuable support is not always available to all pupils.
23. The strong ethos of care in the school is reflected in the personal, social and health education curriculum. Sex and drug education is undertaken as part of science work and the 'Life Education Awareness Trailer' reinforces such work. School meals promote healthy eating, and circle time and personal, social and health education lessons are used to develop the pupils' attitudes towards relationships and caring for others.

Care, guidance and support

The school provides a **very good** caring, healthy and safe environment for all pupils. All pupils are valued and respected and those with special educational needs and English as an additional language are well supported. Relationships between pupils and all adults in the school are very good. Pupils have very good support and guidance for their personal development but whilst assessment procedures are in place, there is insufficient information to help pupils know what they should do to improve in terms of their academic progress. Induction procedures for children coming into the Reception class are very good. Pupils' views are sought and acted upon in many areas of school life.

Main strengths and weaknesses

- The school provides a very safe and caring environment and creates an atmosphere in which all pupils can learn well regardless of their gender, background and ability.
- The school has very effective policies in place for child protection, anti-bullying, anti-racism and Internet security.
- Relationships between pupils and all adults in the school are very good.
- There are very good induction arrangements for children coming into the Reception class.
- Personal development is very well monitored.

- Assessment procedures are in place but there is insufficient information as to how pupils can progress.

Commentary

24. The school has detailed and effective policies in place to ensure that pupils can work and play in a safe, healthy and caring environment. Child protection procedures are fully in place and staff meetings are used to discuss any issues or concerns. Other policies in place are very effective in ensuring that there is no bullying, racism or misuse of the Internet. Regular health and safety inspections are carried out by the governors and any issues are reported directly to the governing body. There are a number of staff qualified in first aid and clear procedures are in place for reporting and dealing with accidents.
25. Relationships between pupils and all adults in the school are very good and there is a sense of mutual respect and trust. Pupils find teachers friendly and caring and, as a result, they are confident to approach them with any problems or concerns they may have. These very good relationships impact significantly on the very good attitudes and behaviour of the pupils.
26. Pupils are encouraged to support each other, both in the classroom where they share ideas and resources and in the playground. This is very evident with the playground buddy system where Year 6 pupils are trained in organising games and supporting other pupils who may find themselves with no one to play with. The school seeks and acts on pupils' views in a variety of ways and is planning to introduce a school council to provide a more formal structure for obtaining pupils' views
27. Personal development is very well monitored and is specifically commented on in pupils' annual reports. The school places strong emphasis on personal development through the personal, social and health education and citizenship curriculum. This includes sex education and information on the dangers and misuse of alcohol, smoking and drugs, when pupils have the opportunity to visit the Life Education Awareness Trailer which the school is hoping will become an annual visitor to school.
28. Induction arrangements for children coming into the Reception class are very good. Home visits are available and parents are involved at a very early stage in meeting the teachers and discussing how they can help to prepare children for school. By the time children start school they have experienced having lunch in class on at least five occasions and enjoyed five afternoon story sessions with their Reception Class teacher.
29. Pupils with special educational needs are well integrated into school life. Classroom assistants offer valuable classroom support. This is much valued by class teachers as they support their pupils as discreetly as they can. Procedures are in place in school to ensure that all pupils who need support in aspects of their school life are identified as soon as possible after they enter St Wilfrid's. There are good formal and informal links with parents of pupils who have special educational needs.

30. Whilst assessment procedures are in place, there is insufficient information given to pupils to help them to know what they should do to improve and establish clear and precise targets for future learning.

Partnership with parents, other schools and the community

The school has a **very good** strong and effective partnership with parents. The vast majority of parents are very supportive of the school and of the work it does. The school has very good links with the local community and the parish. Links with the local cluster of primary schools and the secondary school to which most pupils transfer are very good.

Main strengths and weaknesses

- The school provides very good quality information to parents on what is happening in school and on the attainment and progress of pupils.
- Parent help in school and at home has a significant impact on pupils' learning.
- There is a strong and active parent friends association which organises a very good range of social and fund-raising events.
- There are very good links with other schools.
- The school has very effective links with the local parish and the community.

Commentary

31. The school has a strong and effective partnership with parents. The quality of information given to parents through the school prospectus, the governors' annual report to parents and regular newsletters keeps parents well informed on what is happening in school. Regular parent teacher consultations and pupils' annual reports provide parents with very good information on what pupils know and understand and what progress they are making. The reports also provide specific comments on personal and social development and individual targets on how pupils can improve. Many parents of pupils who have special educational needs value the commitment of the staff to care for their children. Parents and pupils are fully involved in the review processes for special educational needs.
32. A number of parents regularly help in the classroom and many give support with homework which has a significant impact on how well pupils learn. The parent friends association is very active and organises a wide range of social and fund-raising activities for parents, staff and pupils. It raises a significant sum of money each year which the school uses to improve educational facilities. The money is spent on equipment and resources suggested by teachers and pupils, which have included musical instruments, playground equipment, gym equipment and Foundation Stage resources. Funds also provide an individual gift for Year 6 pupils leaving the school and an initiation gift for Year 3 pupils such as a Bible or Prayer Book, which is another indication on how pupils are valued, which benefits both pupils and staff.
33. The school is part of the local primary school cluster and there are also very good links with the Catholic secondary school to which most pupils transfer. The Assistant headteacher with responsibility for Primary/Secondary transfer visits the school to meet the pupils and share information with the staff and there is a formal induction day where pupils have the opportunity to visit the school. Arrangements for the transfer of pupils with special educational needs are particularly good. Because of these arrangements, there is a smooth transition into secondary education.
34. The school supports a range of Catholic and non-Catholic charities and participates in a whole range of local community events including the Remembrance Service, the Mayor's Parade and the Longridge Show. Pupils also take part in inter-school sports competitions and they visit local nursing homes at Christmas and Harvest Festival. This high level of participation in local events gives pupils a strong sense of belonging to the parish and the community and significantly impacts on their social development and learning about citizenship.
35. As part of its multi-cultural provision, the school has already started to establish links with a primary school with a predominately Asian and Muslim population which will help in raising pupils' awareness of pupils with a different culture and beliefs.

LEADERSHIP AND MANAGEMENT

The governance of the school is **very good**. The headteacher and key staff provide **very good** leadership and management.

Main strengths and weaknesses

- The headteacher is providing very good leadership and has the confidence of the vast majority of parents.
- Governors provide very good support and expertise.
- The school is inclusive, providing well for all pupils whatever their needs.
- Leadership and management of mathematics is unsatisfactory.
- Financial management is very good, with good use made of all available resources.

Commentary

36. Governors carry out their duties very well. They are committed to the school's aims and development. They bring significant expertise to the task and know the school very well, including many of its strengths and weaknesses, and they provide the senior management team with a high level of challenge as well as strong support. They are involved in the school's strategic planning. The governing body is fully consulted in the initiation of the improvement plan and it plays a full part in formulating school policies. The governors ensure that the school fulfils its statutory duties.
37. The headteacher is supported by a small senior management team. They have a good understanding of the school's strengths and weaknesses. The headteacher has the trust and support of the vast majority of parents. She leads the school very well in its values and in raising standards. She is reflective and all aspects of the school's work are regularly evaluated with a view to making improvements. She is also making a hands-on contribution to raising standards through her own teaching commitment.
38. Equality of opportunity is an integral part of the school's ethos and it is successful in enabling pupils from a range of backgrounds and with a range of special needs to feel welcome and to achieve. The school improvement plan has provided a good basis for the school's progress and has helped to raise aspirations and improve standards. Each objective is the responsibility of a named individual and time-scales are incorporated within it.
39. Opportunities for staff to undertake monitoring of their subjects across the school has been affected by staff changes, the need to provide an induction process for two newly appointed members of staff which was combined with a higher level than normal of longer term staff absences. Although good use has been made of the contribution of the numeracy consultant this has resulted in the mathematics coordinator being unable to undertake sufficient monitoring of the subject throughout the school.
40. The experienced co-ordinator for special educational needs ensures that procedures and administration for special educational needs are good. All progress reviews are up to date and the small learning steps are known to class teachers as well as support staff. Clear identification procedures, good support and well-established priorities ensure that pupils with special educational needs achieve well. The co-ordinator has close liaison with a variety of outside agencies who also support the development of these pupils. All statutory requirements in regard to special educational needs' provision are met.
41. The school's finances are very well managed, with regular financial reports produced to enable governors and managers to monitor expenditure. A substantial amount of the significant carry forward was used to ensure appropriate levels of staffing to be maintained until the end of the academic year thus avoiding disruption to pupils' learning. Staff training and performance management are good and linked to the development needs of the whole school. There is very effective day-to-day management of the office routines.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	418926
Total expenditure	413772
Expenditure per pupil	2448

Balances (£)	
Balance from previous year	52364
Balance carried forward to the next	57518

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory** overall

42. Children in the Reception class are given a variable start to their education which is satisfactory overall. Most children are of average attainment in all areas of learning when they start school but because many of them are not sufficiently challenged, achievement is only satisfactory throughout the year. By the time the children enter Year 1, many will have attained the learning targets for their age group but few will have surpassed them. Although there is satisfactory teaching in literacy lessons, many children, especially those of a higher ability, are not sufficiently challenged as all children get the same diet of learning and expectations are too low.
43. Although the curriculum provides children with a variety of experiences, many of the activities lack enough purpose and excitement to engage them fully in learning. Planning ensures that all areas of the early learning goals are covered but most are teacher-directed activities. Although these are appropriate to the age and abilities of many of the children, there are fewer opportunities for child-initiated activities. Where these do occur, there is insufficient adult input to promote progress well. The experienced assistant adds to the quality of experience that the children receive and those with special educational needs are provided for satisfactorily. Early baseline assessment enables staff to identify areas that may need greater support, especially for the youngest children, but this is not used as effectively to challenge the higher attaining children. Induction into school is a very thorough and gentle procedure so that all children experience a seamless transition from nursery.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve satisfactorily because of the focus on developing their personal skills.
- Behaviour management needs to be more rigorous.
- Planned activities do not enable children to develop enough independence.
- Induction procedures are very good and give all children a seamless transition from nursery.

Commentary

44. Children achieve satisfactorily and many are likely to reach the learning targets for this age group by the end of the Reception Year. However, although they have been in school for half a term, many still do not settle well and noise levels can be high. Although children receive patient and caring support, much of the teaching in personal, social and emotional development underpins work in the other areas of learning. As many of these activities are teacher-directed, children get insufficient

chances to make choices about activities and thereby develop independence. Although all staff reinforce expectations through the range of different activities, opportunities for child-initiated activities are limited. Once in school, valuable time is spent settling children so that they get to know daily routines and procedures. Induction procedures are slow and over a long period of time so that children do not have difficulty making the move from nursery to school. There is close contact between staff, parents and children so that their move into full time schooling is trouble-free. Children begin to understand the need to change activities but at such times, noise levels are too high and this can be distracting for some learners. When they set off on their tasks, they show interest and begin to share resources. Children play happily in the 'Doctor's Surgery', use the 'Reception' desk to book an appointment or 'dress' each other's 'injuries'. They take part willingly at tidy up time, because they are learning that working together makes the task easier but again, noise levels need greater management. Relationships are positive throughout the Reception class and children have the opportunity to develop effective working relationships with one another and the adults who work with them. Adults set good examples for the children to copy, and interactions are positive; this plays an important part in the children's learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff promote children's talk well.
- Assessment is not used well enough to ensure higher attaining children are sufficiently challenged.
- Staff do not provide sufficient opportunity for children to write unaided.
- Children who have early reading skills are not sufficiently challenged.

Commentary

45. During their first year in school, staff take opportunity to develop the children's speaking and listening skills. Some children will have reached the early learning goals by the time they leave the Reception class; however, few will have surpassed them because progress is limited due to low expectation. In the Reception class, sound teaching is characterised by a knowledge and understanding of the needs of young children but there needs to be a wider range of activities that will motivate them and extend their learning. Children develop their confidence in speaking and listening because staff engage in almost continual conversation with them. They chat, question and encourage the children to extend their confidence in the spoken word. The youngest and most immature children benefit from sound support from the nursery nurse who works effectively to develop their language skills. Although children become experienced book users, there needs to be a greater choice and range of early reading materials. Many children are using picture books from the same level and this does not extend early reading skills sufficiently well. A few children can already recognise individual letters but chances to use these in their writing are limited and writing opportunities are not translated into more formal language activities.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There are insufficient opportunities for children to develop mathematical understanding.
- Teaching is unsatisfactory and more able children do not achieve well enough.
- Some purposeful links are made with mathematical development and other areas of learning.

Commentary

46. Achievement is satisfactory but children are not being given sufficient opportunity to extend their understanding of various aspects of mathematics. By the end of the Reception Year, many children will reach the standards that are expected but there are few opportunities for higher ability children to begin to work on the early stages of the National Curriculum. Teachers make links between children's mathematical development and related activities, for example comparing heights whilst studying 'Ourselves'. Children use the terms 'tallest' or 'shortest' but at times, there is not enough variation in the children's height for this concept to be clear. A range of attractive resources stimulates and focuses learning in lessons, such as the use of colourful socks of different sizes when ordering and the use of a soft toy to keep the children's interest. However, follow-up activities are not challenging and do not consolidate learning sufficiently well. Children with special educational needs receive sound support especially with mathematical language. Their steps in learning are smaller which builds in success and children show great pleasure in their achievements.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children benefit from a range of activities that extend their knowledge and understanding of the world.

Commentary

47. Achievement in this area of learning is sound and most children are likely to reach the learning targets set by the end of the Reception Year. Staff plan a range of activities which help children learn about the world around them and help them develop an appropriate vocabulary. For example, they investigate their bodies, naming arms, legs, heads, hands and feet and they find out about their skeletons, creating a large figure using construction toys. Such activities provide chances for children to draw on their own experiences and this helps them develop an awareness of themselves and others. The teaching assistant helps older children print a skeleton using a template whilst younger children print with their hands and feet.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- Children are given a limited range of opportunities to develop the necessary motor skills.
- Provision for outdoor activities is unsatisfactory which impacts on children's physical development and, to a lesser extent, on their personal and social development.

Commentary

48. Achievement is sound but teaching is unsatisfactory because of limited provision. At present, there is no discrete, secure outdoor area so that children are unable to choose to use this area for their own learning, rather than having to be taken by a member of staff at certain times. At the moment, resources for outside, especially large equipment, are limited and stored elsewhere and this impedes children's development. Children use the hall for physical education lessons. They are able to run, jump and try to skip, showing developing control of their bodies. However, their spatial awareness is still poor and in a dance lesson many children keep too close together. Staff provide children with opportunities to develop their manipulative skills by rolling and moulding dough, using scissors and tools and playing with small toys. They also have access to a range of construction equipment which further enhances their physical development.

CREATIVE DEVELOPMENT

Provision for creative development is **unsatisfactory**.

Main strengths and weaknesses

- There is insufficient purpose to some creative activities.

Commentary

49. Children's achievement is satisfactory and by the time they move into the infants, although many will reach the learning targets set for their age group, their skill development is still limited. Teaching is unsatisfactory due to low expectation and challenge for many children. For example, children's learning is very limited when hand printing with ready-mixed paint. In other creative activities, children express their feelings through a range of materials and media, music and movements, story making and imaginative play. Skills are slowly developed because they have insufficient access to daily activities such as paints, collage, papers and artist's materials. Children have access to an exciting 'Doctor's Surgery' where they book appointments, bandage each other and listen to their breathing. Creative development enables links to be made between the different areas of learning and whilst this helps learning to become meaningful for the youngest children, there is little difference in the opportunities given to more able and creative children.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils have good opportunities to develop their speaking and listening skills.
- The very good teaching enables pupils to achieve well.
- Pupils with special educational needs achieve well as a result of good individual support.
- Writing standards have risen.
- The leadership and management by the subject leader are very good.

Commentary

50. Pupils' achievement is good, reflecting the inspiring teaching. In Year 2 standards in writing are above average and in speaking and listening and reading are average. Given the progress the pupils are making, a greater proportion of pupils are likely to attain standards above average by the end of Year 2 than has been the case in recent years. Standards in national tests at the end of Year 6 are above average. Results have varied considerably in recent years and this has reflected the differing numbers of pupils with learning difficulties in each year group and some disruption due to long-term absences of permanent members of staff. Overall standards are improving. There is no significant difference between the achievement of boys and girls. Pupils with

special educational needs make good progress because of the caring, consistent and individual support given by their learning support assistants.

51. Achievement in pupils' speaking and listening skills is good because teachers plan specific time and opportunities within the lessons for their development. Pupils are encouraged to make contributions and express their opinions and do so articulately. In a Year 4 lesson, pupils read their poems confidently and these were readily appreciated by the class. Pupils offered observations about what they liked in the poems and how they might be improved. Pupils communicate ideas and opinions fluently, showing increasing confidence and maturity.
52. Pupils of all ages enjoy reading. By the end of Year 2, pupils are starting to master a suitable range of other skills to help them to read unfamiliar words. Not all can explain all the words they read, but many can retell a simple story. By the end of Year 6, the majority are enthusiastic and independent readers. They read fluently and show a keen interest in the books they read, both in school and at home. They understand clearly the difference between fiction and non-fiction books, but do not use the library regularly for research. The shelving in the reference library enables quick and easy access to find the information required
53. Writing has been a priority focus area for the school and this had an impact on results in national tests. Members of staff have worked hard to drive up standards in writing. These are now above average for pupils in Year 2 and 6. Pupils achieve well because of good teaching. Factors that have been instrumental in raising standards are:
 - interesting and relevant writing tasks set;
 - opportunities for pupils to write across a wide range of styles of writing;
 - pupils' writing being extended to presentations using ICT.
54. Samples of children's work show that there has been considerable importance placed on the teaching of spelling and this has had a positive impact on pupils' written work.
55. In most of the lessons seen, teaching was good. In the best lessons, teachers have clear learning intentions so that pupils know exactly what they have to do. Planning identifies tasks for group and individual pupils' needs and work is well sequenced so that pupils are supported to work independently. Teachers show good subject knowledge through precise questioning.
56. Leadership and management of the subject are very good. The subject leader works hard and has a clear vision for good development of provision. She has had the opportunity to observe lessons, monitor planning throughout the school and track pupils' progress in her subject. Thus, opportunities to fully manage the subject are utilised well. She has arranged many special events such as Book Week and Bookshops, which have given her subject a high profile.

Language and literacy across the curriculum

57. The subject leader has worked hard to promote the application of pupils' literacy skills in non-fiction and creative writing in other subjects. During the inspection, in a geography lesson observed, there were adequate opportunities for pupils to use

literacy skills in their own reports. Some teachers make good links with ICT. At the moment, these opportunities to link all subjects together are not structured; however, the school has identified the need for more formalised cross-curricular planning.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Pupils achieve well because of good teaching, and in Years 1 and 2, excellent teaching.
- Assessment needs to monitor individual pupil progress more closely so that pupils know what they have to do to improve their learning.
- The leadership and management of the subject are unsatisfactory.
- The use of numeracy across the curriculum needs to be further developed.

Commentary

58. Pupils make good progress overall and achieve broadly in line with national expectations by the end of Year 2. By the end of Year 6, standards have risen still further and are above those expected nationally. Pupils achieve well because of good teaching throughout the school and in Year 2, inspirational teaching. In this class, pupils are provided with real challenge in their work and pupils of all abilities make very good progress due to the very positive learning ethos within the class. Pupils with special educational needs receive consistently good support and achieve as well as their classmates. The school recognises pupils of higher ability and in all lessons, these pupils are challenged and their learning and thinking extended. Although by the end of Year 2 standards are average, given the progress the pupils are making, a greater proportion of pupils are likely to attain standards above average by the end of Year 2 than in recent years.
59. Teaching is good throughout the school. Very good and sometimes excellent teaching occurs more regularly in Years 1 and 2 and in most of the junior classes. This is because teachers develop pupils' thinking skills in a series of logical steps. There is continuous expectation for pupils to work at the peak of their understanding. Where there is very good teaching, teachers help pupils understand how well they are doing and what they need to do next. Teachers try to make lessons interesting and expect pupils to behave well, ensuring that little time is wasted. Consequently, there is a positive atmosphere for learning in lessons.
60. Teachers and support assistants work well together to ensure that the needs of all groups of pupils, including those with special educational needs, are effectively met, particularly during group activities. Where provided, staff make effective use of interactive whiteboards in their lessons, and this gives pupils the opportunity to be actively involved in their learning. Pupils' work is marked regularly but does not often give pupils enough guidance on how they can improve their work or how they can take the next steps in their learning.
61. Although assessment procedures and regular tests enable teachers to keep a careful eye on pupil progress, group targets are set within each class. These do not allow

individual pupils to know what their targets are and what they have to do to achieve them. National test results are analysed and weaknesses in pupils' learning identified, which helps to inform future planning for older pupils.

62. The leadership and management of the subject are unsatisfactory. Although the co-ordinator does undertake test result analysis, there needs to be much closer communication with all staff throughout the school, especially of the older children, so that she is more aware and informed with regard to targets and standards. The co-ordinator has little time to support colleagues and although she does scrutinise pupils' work, she does not monitor planning sufficiently well or observe the quality of mathematical teaching and learning throughout the school. She is therefore uninformed about the strengths and weaknesses of the subject across the school. The impact of this on learning is limited because of the good and sometimes very good teaching in the subject.

Mathematics across the curriculum

63. Teachers provide limited opportunities to develop mathematics through other subjects. For example, pupils use data handling when graphing pulse rates taken after three minutes of exercise, and Year 5 pupils measured ingredients when they were creating celebration biscuits in design and technology. Younger pupils used positional language in connection with their geography topic of 'Our Location' as they develop early mapping skills. However, there is insufficient data-handling work in ICT and the use of numeracy links across the curriculum needs further development.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils' achievement is good and standards at Year 6 are above average.
- Teaching and learning are good.
- Increased emphasis on learning through investigation and links with other subjects contribute well to improvement in standards.
- Opportunities to extend key skills in experimentation and investigations are sometimes missed and marking does not consistently inform pupils about how they can improve their work.

Commentary

64. In 2004, national test results at the end of Year 6 were above average compared to all schools. Teacher assessments at the end of Year 2 showed average standards. The unvalidated results show that the number of pupils achieving at Level 5 has increased well over the previous year and pupils continue to achieve above average standards. The progressive decline in standards at Year 2 since the last inspection is generally due to the changes in staff. This has now been resolved and standards are rising.
65. Pupils' good achievement is due to the good quality of teaching, which results in effective learning. Teachers have high expectations of the standards pupils are capable of attaining. Consequently Year 2 pupils know about the common properties of materials and use their knowledge to sort for different criteria. Teachers have good subject knowledge across all aspects of the subject. Planning for lessons is thorough and the practical aspects of lessons are carefully thought out. They manage their classes very well, resulting in pupils behaving very sensibly and working hard. Pupils are eager to learn. Teachers' clear explanations and good questioning help pupils to gain skills, knowledge and understanding well. However, in marking pupils' work teachers sometimes do not provide pupils with clear ideas on how to improve their work.
66. The good quality of the science curriculum, with its strong emphasis on investigation, is also well linked to other subjects, particularly ICT, literacy and numeracy. As a result pupils work with enjoyment and motivation and sustain concentration for long periods. Pupils have good opportunities to record their work in graphs, tables and pictograms. Most pupils record their work independently with increasing fluency in writing. However, sometimes teachers miss opportunities to promote science-specific vocabulary and consequently, on occasions, pupils lack the confidence to use scientific terminology when they explain their methods in investigations or respond to questions. Pupils are provided with good regular opportunities for practical, investigative and experimental work in all the classes. These opportunities help pupils to apply their knowledge and skills and consolidate learning. They work well individually and as groups but on occasions do not take sufficient care to measure accurately and make detailed observations.

67. Science makes a good contribution to pupils' personal development and to their spiritual, moral, social and cultural development. The subject co-ordinator has been in post for only a short time and is already beginning to make an impact on the subject. The school's co-ordination of science is good. The headteacher and key staff give a very good lead and support the new co-ordinator well. The school has successfully maintained the good provision since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Effective teaching enables pupils to achieve well.
- There have been good improvements in resources and staff expertise.
- Procedures for effective monitoring and evaluating provision and standards in ICT are being developed well by the co-ordinator.
- There are too few opportunities for handling data in different subjects of the curriculum.

Commentary

68. By Year 6, pupils' ICT standards are above average and skills are good. In the direct teaching sessions seen, good teaching enabled pupils to make rapid progress and achieve well. Standards in Years 1 and 2 are in line with the national average. Since the last inspection the resources for the subject have been greatly improved through the opening of an ICT suite and staff confidence and expertise have started to develop through training.
69. The use of national guidance as the basis of planning throughout the school ensures that all pupils experience the expected subject strands. The ICT suite is timetabled so that each class or year group has a weekly time for ICT and members of staff book any of the many other free slots to use the ICT suite to support other curricular areas.
70. The well-prepared and organised direct teaching session in Year 5, taken by the subject co-ordinator, yielded quick results and enabled pupils to make rapid gains in their learning. By the end of the lesson, pupils were able to program robotic toys with confidence. The good individual support from the class teacher, and the pupils' ability to work well together in small groups, enable pupils to achieve well.
71. The subject leader has good subject knowledge and has led in-service training for staff in areas where they feel they need more training. The monitoring of teaching and pupils' skills throughout the school, together with formalising the planned use of ICT across the curriculum, particularly for data handling, are areas for development.

Information and communication technology across the curriculum

72. During the inspection very good use was seen of ICT across the curriculum, for example in research linked to Year 3 work on Ancient Greece. There is very good and widespread use of word processing to edit, improve and present a variety of work in English. Pupils' work on display shows that the Internet and CD-ROMs are used for research in science and geography and to download material to support art. Pupils have too few opportunities to use and develop their ICT skills to create graphs and spreadsheets in mathematics.

HUMANITIES

Geography and History

73. Provision was sampled through scrutiny of a small sample of pupils' work and discussions with pupils and teachers. No lessons were seen in either geography or history. Therefore no judgements are made on the overall provision, standards or the quality of teaching and learning. Scrutiny of work in books and on display suggests that the school uses the local area effectively for investigations and fieldwork in **geography**. For example, Years 1 and 2 pupils map out routes to the school and identify key landmarks and visit the local travel agent to find out about holiday venues. In **history**, teachers make good use of history topics to build cross-curricular links, which contributes well to consolidating learning and raising achievement. Visits to museums and places of interest and residential visits also add significantly to geographical and historical knowledge and understanding, such as Year 5's residential visit to Hothersall Lodge Field Centre. Opportunities for writing about events and key facts in both subjects effectively promote literacy skills. For example, Year 6 pupils compare the newspaper articles from World War II newspaper editions with current news reporting. These subjects have not had much recent priority, and monitoring of the quality of teaching and learning in lessons is an area for development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

The provision for art and design is **satisfactory**.

Main strengths and weaknesses

- Pupils are given a wide range of artistic opportunities.
- Teaching throughout the school is good.
- Art and design are developed through other subjects.
- Art skills are progressively taught.

Commentary

74. It is evident from the displays around the school, from scrutiny of pupil work, and two lesson observations that work planned in art and design covers the necessary programme of study and that pupils really enjoy their art work. By the end of Years 2 and 6, standards of attainment are in line with those expected and all pupils achieve soundly, including those with special educational needs. This is because pupils experience a wide range of artistic experiences and skills are taught in a developmental way, year on year. Teaching throughout the school is good. Pupils experience a wide range of resources and all staff have high expectations of their pupils. Young pupils mix primary and secondary colours and understand that adding white will lighten the shade of the paint. They are taught how to mix paint, use brushes and treat the water pots with care. Older children investigate different types of printing. They cut fine sponge into small squares so that they create a mosaic-type print which links with their history project. They are taught how to use paint rollers and how to create a print using several colours.

75. The work of famous artists is used by all age groups to demonstrate different styles of art. These range from Pollock's *Yellow Islands* to the design work of Rennie

Mackintosh. Art is used regularly to enrich other areas of the curriculum. Year 5 pupils create Egyptian clay pots and practise writing their names in hieroglyphics on wax. Year 4 blow paint effectively to create tree studies whilst younger pupils draw and paint a cross-section of fruit and vegetables. These are then re-created using a variety of crumpled papers. Good use is made of ICT in order to research the work of famous artists or investigate 'line'. The school promotes the subject skilfully and uses bright displays to celebrate pupils' achievements and enhance the learning environment.

Design and technology

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

Main strengths and weaknesses

- All pupils receive a good range of opportunities to plan, make and evaluate products.
- Good teaching ensures pupils are taught specific skills throughout the school.

Commentary

76. Two lessons were seen during the inspection and scrutiny of pupils' work, discussions with pupils during lessons as well as attractive displays indicate that standards of attainment are above those expected throughout the school. All pupils make good achievement.
77. All pupils get opportunities to design and make articles using a range of materials. They get ample opportunity to choose their own materials and specific skills are taught as the pupils pass through school. Pupils carry out product surveys to inform planning and many are able to suggest possible modifications for their products in the light of the making experience.
78. The younger pupils design and make moving vehicles using a range of materials including wood and cardboard. They know how to attach axles using a variety of techniques including pegs and tape and know that some vehicles have ramps in order that heavy loads can be moved safely. They evaluate their models critically, for example "The doors don't close" or "The axles and chassis need shortening", using an appropriate subject vocabulary. Older pupils design, make and eat sandwiches which they then evaluate, with such comments as "The sandwich was nice but a bit messy to eat".
79. Year 5 pupils undertake a project on biscuits. They carry out a consumer survey, investigate the wide range of biscuits for sale in shops and then design their own biscuit for a special occasion. Health and safety issues are taken into account and after making, and eating, they evaluate their product and each other's work. Comments such as "His biscuit looks very tasty" indicate the positive attitude the pupils have to such an activity. All pupils enjoy the subject and get great satisfaction from the making process. They are keen to recall how they made their product and can identify where modifications might be made to their original design.

Music

80. Only one full lesson was seen during the inspection so no judgement on provision is possible.
81. Planning indicates that all the required elements of the curriculum are taught. Specialist music lessons are taught by outside staff. Concerts and performances and singing for local charities contribute to pupils' overall musical experiences and are enjoyed by staff and pupils. The talented music co-ordinator provides a very good role model in singing practice where she teaches singing skills and uses her voice as a teaching tool.
82. In assemblies, children's enjoyment in singing hymns is obvious and contributes very well to their spiritual and personal development.

Physical education

83. In **physical education** only one lesson was observed during the inspection. Inspectors spoke to teachers and pupils about the work they do in physical education

during school time, and the good range of extra-curricular activities that the school provides for the pupils. Pupils said they enjoy their lessons and are appreciative of the opportunities offered to them to participate in additional activities. Teachers plan work using national guidance to ensure that pupils cover all aspects of the curriculum for physical education and build on what pupils have learnt before. Pupils benefit from sessions at the local swimming pool. All Year 6 pupils achieve the expected standard by the end of Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. **Personal, social and health education** was not inspected in depth; therefore, no judgement can be made about provision. The very caring ethos, which pervades all aspects of school life, supports pupils' personal development. The teachers' use of discussion time provides good opportunities to share feelings and discuss different topics. The sessions seen helped pupils to build up their confidence, to have respect for themselves and each other, to understand personal responsibility and to know why exercise is important for a healthy lifestyle. In a good lesson in Year 4 the teacher led a discussion on how to resolve issues within both the school and the wider community. Pupils demonstrated above average achievement in their understanding of the need to take different views into consideration when making decisions and in their speaking and listening skills. Assemblies also contribute very well to pupils' personal development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
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	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
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).