

# INSPECTION REPORT

**LIVESEY ST FRANCIS' CHURCH OF  
ENGLAND PRIMARY SCHOOL**

Blackburn

LEA area: Blackburn

Unique reference number: 119423

Headteacher: Mr P Warburton

Reporting inspector: Mr P Edwards  
21069

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> June 2001

Inspection number: 191136

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Cherry Tree Lane  
Cherry Tree  
Blackburn  
Lancashire

Postcode: BB2 5NX

Telephone number: 01254 201419

Fax number: 01254 200571

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Pat Rushton

Date of previous inspection: 4<sup>th</sup> November, 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21068	Mr P Edwards	Registered inspector	Science Special educational needs English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
31753	Mrs D Thomas	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
8263	Mrs M Forsman	Team inspector	The Foundation Stage Information and communication technology History	
24052	Mr T Taylor	Team inspector	Mathematics Design and technology Geography Physical education	
31862	Mrs J Coop	Team inspector	English Art Music Equal opportunities	How good are the curricular and other opportunities offered to the pupils?

The inspection contractor was:

Lynrose Marketing Limited  
Bungalow Farmhouse  
Six Mile Bottom  
Newmarket  
Suffolk  
CB8 0TU

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Livesey St Francis' is a Voluntary Aided primary school with 188 pupils on roll, 106 boys and 82 girls. This is smaller than the average sized primary school. The school is situated on the south-western side of Blackburn. The vast majority of pupils are of white ethnic background and although there are 15 pupils with English as an additional language, none are at an early stage of learning English. Three pupils have statements of special educational needs (1.7 per cent) which is average and 42 (22 per cent) are on the school's register of special educational needs, which is also broadly average. The proportion of pupils eligible for free school meals (4.4 per cent) is below the national average. A small number of pupils have benefited from pre-school education prior to commencing full-time schooling. Attainment on entry to the school is broadly in line with the national average. At the time of the inspection, almost a third of the teaching posts were filled by temporary staff.

### **HOW GOOD THE SCHOOL IS**

The school is providing a satisfactory standard of education. The school has undergone a number of staff changes and new appointments have been made to replace temporary teachers. However, during this period, the headteacher has provided the school with satisfactory leadership. This, together with the good quality of teaching, is helping to raise standards of attainment. Overall, standards are average in English, mathematics and science at the end of Key Stage 2, although there is some underachievement in English and science. Apart from art and design where standards are above national expectations, the pupils achieve what is expected for pupils of their age in other subjects. The school provides satisfactory value for money.

#### **What the school does well**

- Teaching is good with a significant amount being very good.
- Standards in art and design are above average at the end of both key stages.
- The pupils' attitudes towards learning are very good and they behave well.
- The provision for the pupils' spiritual, moral, social and cultural development is good.
- Procedures for monitoring the pupils' progress in English and mathematics are good.
- The parents have very positive views of the school and the good links help the pupils' learning.

#### **What could be improved**

- Standards in English at both key stages, particularly reading, writing and spelling.
- The limited range and quality of fiction and non-fiction books which inhibit the pupils' learning.
- The underachievement in science in some classes.
- The effectiveness of the co-ordinators in monitoring their subjects.
- The balance of time spent on subjects.
- Assessment in the foundation subjects and science.
- Procedures for Child Protection.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory improvements since it was last inspected in November 1996 when it was judged to provide a happy supportive environment for its pupils. Since that

time there has been a gradual improvement in standards. Standards in reading and writing have improved at Key Stage 1 and there has been a good improvement in the standards of art and design in both key stages. There has been a gradual improvement in the standards of English, mathematics and science. The quality of teaching has improved with a higher percentage of very good and better teaching and with no unsatisfactory teaching observed. The school development plan is a clear document that gives good guidance for further improvements.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	D	B	C	well above average A above average B average C below average D well below average E
mathematics	C	C	D	E	
science	D	B	D	E	

The pupils' performance in the 2000 National Curriculum test at the end of Key Stage 2 was above average in English, and below average in mathematics and science. In comparison with similar schools, the school's results were average in English and well below average in mathematics and science. The trend of improvement in the school's National Curriculum results is above the national trend.

Pupils in Key Stage 2 are achieving satisfactorily overall. On the evidence of the inspection, the attainment of pupils in the current Year 6 is in line with national expectations in English, mathematics and science. Whilst standards in English and science are average, there is some underachievement. In English, this is due to the pupils having too few opportunities to practice writing at length and to the lack of a consistent approach to the teaching of spelling. Some higher attaining pupils could achieve higher standards in reading if the reading resources were improved. In science, the teaching through a topic based approach has resulted in too little time being devoted to the subject in some classes.

Children in the Reception class make good progress overall. The good provision and the consistently good teaching ensure that most children achieve the standards of which they are capable by the time they enter Year 1.

The pupils' performance in the 2000 National Curriculum test results at the end of Key Stage 1 was below average in reading, well below average in writing and below average in mathematics. When compared to similar schools, attainment in reading and mathematics is well below average and very low in writing. There has been a slight improvement in both reading and mathematics results over the last four years, although standards in writing have remained well below average. Inspection evidence shows the pupils in the current Year 2 are attaining standards in reading, writing and mathematics that are in line with national expectations and that they achieve satisfactorily. This is due to improved teaching and a greater emphasis on raising standards in these areas. As in Key Stage 2, standards in reading could be better if the pupils had access to a wider range of reading material. The limited time spent on science restricts the opportunities the pupils have for investigative and experimental science and they do not achieve as well as they could in this aspect.

The targets for literacy and numeracy are sufficiently challenging and the school is on course to achieve them.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. All pupils have very positive attitudes towards learning and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour is good. Most pupils behave well in class and during lunchtimes and playtimes.
Personal development and relationships	The pupils work well together, and when given the opportunity, respond enthusiastically to opportunities to organise their own learning. These opportunities are limited however. Relationships amongst the pupils are very good.
Attendance	Very good. The attendance rate is well above the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
32 lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching seen during the inspection was good overall. During the inspection, the quality of teaching was excellent in six per cent of lessons, very good in 13 per cent, good in 56 per cent and satisfactory in the remainder. There was no unsatisfactory teaching. There has been a good improvement in the quality of good and better teaching since the previous inspection and the eradication of unsatisfactory teaching is a positive factor. The teaching of the children in the Foundation Stage is good and enables all of the children to attain the Early Learning Goals in all areas of learning. Literacy and numeracy skills are taught effectively during English and mathematics lessons. However, the teachers do not have a common approach to the teaching of spelling and there is a lack of opportunities for the pupils to develop their writing skills in other subjects. The teachers make good use of questioning to determine what the pupils know and understand. Lessons are well-planned and no time is wasted during lessons. In the best lessons, the teachers generate considerable enthusiasm for learning through their good subject knowledge and have high expectations of what the pupils will achieve.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The Foundation Stage curriculum is good. All the subjects of the National Curriculum are covered at Key Stage 1 and 2 but too little emphasis is given to science and geography in some classes.
Provision for pupils with special educational needs	Good. Individual education plans are clear, the pupils are provided with well-targeted support and the teaching is good. Occasionally, the individual education plans are not used effectively by teachers to plan further work.
Provision for pupils with English as an additional language	There is no additional provision for those pupils for whom English is an additional language. No pupils are at an early stage of learning English and they make progress in line with their peers.





Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for the pupils' spiritual, moral, social and cultural development is good overall. The provision for pupils' spiritual development is very good and the provision for moral and social development is good. Whilst cultural development is satisfactory, more could be done to improve this aspect across the school.
How well the school cares for its pupils	Procedures for monitoring the pupils' personal development and their academic progress in English and mathematics are good and there are good procedures in place to eliminate bullying. Assessment procedures in other aspects are less well-developed. Child protection procedures are currently unsatisfactory due to the absence of the 'Named Person'.

The parents think very highly of the school and very good relationships exist between home and school. Parents are well informed and feel welcome in school. Most parents support their children well through listening to them read and helping with homework activities.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher is an enthusiastic leader and he has generated a good team spirit amongst his staff. The absence of a deputy headteacher and significant changes in teaching staff has resulted in the co-ordinating roles of teachers being under-developed. The school recognises the importance of ensuring the co-ordinators become more effective in monitoring their subjects.
How well the governors fulfil their responsibilities	The Governing Body is supportive, well-informed and effective. The governors are becoming more involved in the strategic management of the school. The Governing Body ensures that statutory requirements are met and effectively fulfils its role as a critical friend of the school.
The school's evaluation of its performance	The headteacher, staff and governors carefully analyse the National Curriculum test results and make comparisons with other schools. They measure the pupils' progress as they move through the school and are fully aware of where the strengths and weaknesses are.
The strategic use of resources	Time is used effectively and teachers are well deployed. Learning support assistants are generally used very well but occasionally more effective use could be made of their skills. The school has very recently accrued a large underspend and outline plans for using the money have been drawn up. The school seeks tenders for major spending decisions and applies the principles of best value satisfactorily.

There are sufficient suitably qualified teachers for the number of pupils on roll. The high turnover of teaching staff has resulted in many curriculum co-ordinators being new to their posts. The accommodation is attractive and well-maintained. The library is inadequate and the range and number of books is unsatisfactory. The range of resources for other areas of the curriculum is satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The children like school and they are making good progress.</li><li>• The behaviour in school is good.</li><li>• The teaching is good and the school is well led and managed.</li><li>• The parents feel welcome in school.</li></ul>	<ul style="list-style-type: none"><li>• The provision for homework</li><li>• The parents would like more information about how their children are progressing.</li><li>• The range of out of school activities.</li></ul>

The inspection team agrees with the positive comments made by the parents. The amount of home work set for pupils is satisfactory. Reports are informative and there are sufficient opportunities for the parents to discuss their children's progress with the staff. The range of out of school activities has been reduced, but overall, considering the size of school, it is satisfactory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Inspection evidence shows the children's attainment on entry to the school is average although there is a broad spread of ability. Most children make good progress in the Reception class and are attaining the Early Learning Goals in all aspects and exceeding it in knowledge and understanding by the time they enter Year 1.
2. The school's 2000 end of Key Stage 1 National Curriculum test results show that the pupils' attainment in reading is below average and their attainment in writing is well below average. In comparisons with similar schools, the pupils' attainment is well below average in reading and very low in writing. The end of key stage test results show a slight improvement in reading from 1998 although results in writing have remained well below average. Inspection evidence shows that the majority of Year 2 pupils are attaining broadly in line with national expectations by the end of the key stage. Speaking and listening skills are average and the pupils develop in confidence as they move through the key stage. Standards in reading are broadly average, although the limited range of reading material has a negative impact on the achievement of the pupils, particularly in their ability to develop independent research skills. Standards in writing are improving and are now broadly in line with national expectations. The improvements are due to a more structured approach to writing and increased opportunities for extended writing in other subjects.
3. The 2000 end of Key Stage 1 National Curriculum test results show that the pupils' attainment in mathematics is below the national average and well below the average for similar schools. The school's results have improved over the last four years, although they remain below the national average. Although the proportion of pupils achieving the average level is very high – all pupils attaining the expected Level 2 – fewer pupils than expected achieve the higher Level 3. The test results show the girls to be achieving significantly better than the boys. The inspection findings indicate that attainment is average at the end of the key stage. The pupils have a secure grasp of number and achieve satisfactory standards in other aspects of the subject. There are no obvious reasons why the girls are achieving significantly better than the boys.
4. The 2000 National Curriculum teacher assessments in science at the end of Key Stage 1 show attainment overall is below average although an above average number of pupils attains the higher Level 3. The reason for the below average attainment is the pupils' uncertain knowledge of materials and their properties. Inspection findings show the pupils' attainment to be broadly in line with national expectations. Additional work on materials has improved the pupils' understanding of this aspect of their work. Whilst they are given some opportunities to carry out investigative and experimental activities, the limited time devoted to science inhibits their progress in this aspect.
5. The school's 2000 end of Key Stage 2 test results in English show that standards are above the national average and in line with the average for similar schools. An above average number of pupils attained the average Level 4 and also the higher Level 5. The school's results show a significant improvement over the last three years. Inspection evidence shows that attainment is in line with the national average at the end of the key stage. Differences between test results and inspection findings are due to the differences in the natural abilities of the pupils in the cohorts. Speaking and listening skills are average and the pupils are provided with a good range of

opportunities to develop their confidence in speaking. Reading skills are also average but the pupils could do better. There are insufficient books available for the pupils to develop their research skills and the library is too cramped to make it conducive to learning. As a result, the pupils do not develop an appropriate appreciation of books. The pupils' spelling is weak. There is no systematic approach to the teaching of spelling and the older pupils frequently misspell common words that should be within their written vocabulary. Although improvements have been made in the pupils' skills in writing at length, there are too few opportunities for them to practise these skills. The pupils find it difficult to sustain their ideas in longer pieces of writing and they lack the ability to use a range of interesting vocabulary. The teachers do not have high enough expectations of the pupils and the limited opportunities for extended writing activities in subjects such as history and geography, result in the pupils under-achieving in this aspect of their work.

6. The school's 2000 end of Key Stage 2 National Curriculum test results in mathematics show that standards are below the national average in mathematics and well below the average for similar schools. There has been a steady rise in the pupils' performance over the past four years although there was a slight dip in 2000. Apart from differences in ability between cohorts, there is no apparent reason for this. The inspection findings show that by the end of the key stage, the pupils' attainment is in line with national expectations. The pupils have a secure grasp of number and their mental arithmetic skills are developing satisfactorily. Standards have improved due to better teaching, and activities that are more challenging.
7. The 2000 Key Stage 2, National Curriculum test results in science show that standards are below the national average and well below the average for similar schools. The standards have been maintained over the last four years. Although the proportion of pupils achieving the higher Level 5 has increased, there is still room for improvement. Inspection findings show attainment is broadly average at the end of the key stage. The pupils achieve well in Years 5/6 but too little emphasis is placed on the subject in other years, resulting in underachievement overall. There has been a good improvement in the pupils' skills in experimental and investigative science, and overall, they achieve well in this area.
8. The rate of improvement in test results at Key Stage 2 for English, mathematics and science is above the rate seen nationally over the last four years.
9. Pupils' attainment in information and communication technology is in line with expectations at the end of Key Stage 1 and the pupils make satisfactory progress. At the end of Key Stage 2, standards are below expectations overall, although recent initiatives, including specialist teaching, have improved standards overall and the pupils are making satisfactory progress. The pupils' skills in data handling and elements of controlling equipment are below expectations.
10. In art and design, the pupils achieve good standards at the end of both key stages and make good progress throughout the school. This is a significant improvement since the previous inspection when standards were below average. Improved teaching and good leadership have enabled the standards to improve rapidly. Standards in design and technology, history, geography, music and physical education are in line with national expectations at the end of both key stages. The pupils need more opportunities to develop writing skills in history and geography, particularly in their ability to write at length.

11. The pupils with special educational needs make progress in line with their peers, as do those pupils for whom English is an additional language. Although all pupils generally achieve satisfactory standards, they do not achieve as well as they could in English and science and improvements in these subjects are a priority for the school.
12. The school's targets for literacy and numeracy are sufficiently challenging and the school is on course to achieve them.

### **Pupils' attitudes, values and personal development**

13. The good attitudes of pupils identified in the previous inspection report have been maintained and improved and the vast majority of pupils of all ages and ability have very good attitudes to learning.
14. Pupils are keen to participate in all aspects of their education and to become fully involved in the life and work of the school. In lessons they listen attentively when being given instructions and explanations from teachers and consequently quickly become engaged in various tasks and activities knowing exactly what they are required to do. The majority of pupils sustain good levels of concentration and show a willingness to persevere when they encounter difficulties or new areas of learning. They are eager to please their teachers and can be relied upon to carry on working when not being directly supervised. Pupils of all ages show a great deal of pride both in their work and in their school and will enthusiastically talk about their work, their successes and their achievements. They respond very well to challenges and make sensible and mature contributions to class discussions and debates. The very good attitude of pupils is maintained as they move through the school and is having a positive impact on the standards they achieve and the progress they make.
15. The standards of behaviour identified in the previous inspection report have been maintained and are good overall. Pupils of all ages and ability are friendly, helpful, confident and courteous. In lessons they try hard not to disturb the learning of others and do their best at all times to adhere to the school rules and code of conduct. Most pupils throughout the school are keenly aware of how their behaviour affects others and realise the consequences of their actions. Behaviour in lessons is good and, in lessons where the work is particularly challenging and motivating, it is very good. Reception pupils know what is expected of them and most are able to respond quickly and effectively to requests and instructions from the teacher. However, there are some pupils who are easily distracted and have a tendency to behave in a silly manner, sometimes disrupting the learning of others. Behaviour in the dining hall is good and lunchtime is a pleasant social occasion. Behaviour in the playground is also good and there were no incidents of bullying, sexism or racism witnessed during the inspection. There have been no recent exclusions.
16. Relationships are very good on all levels. Pupils relate very well to all the adults with whom they come into daily contact and are friendly and supportive of each other. They are keenly aware of the need to be tolerant of people who may not share their views and in lessons patiently listen to what others have to say. They work very well in-groups sharing ideas and are able to celebrate the success of others. The older pupils help the younger ones in small but significant ways for example keeping an eye on them in the dining hall and playground and this enables the youngest pupils to feel comfortable in school. Pupils consider the less fortunate people in society and enthusiastically help to raise money for various charities and worthy causes. Most pupils are willing to take on any responsibilities they are given and will carry out their

various monitor duties competently however, there are insufficient opportunities for them to take responsibility for some aspects of their learning, be self reliant and to act on their own initiative

17. The attendance level is very good and well above the national average. There are few instances of lateness and the vast majority of pupils arrive in good time for lessons.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

18. The quality of teaching observed during the inspection was good. The teaching was excellent in six per cent of lessons, very good in 13 per cent, good in 56 per cent and satisfactory in the remainder. There was no unsatisfactory teaching. There has been a good improvement in the quality of teaching since the time of the last inspection when approximately 10 per cent was unsatisfactory. At that time the quality of teaching of art was unsatisfactory. Since that time there has been regular monitoring of teaching by the senior management team and this has enabled good practice to be shared and the quality of teaching to be improved.
19. Due to staff illnesses and resignations almost a third of the teachers were temporary during the inspection. However, there are no significant variations in the quality of teaching between different classes or year groups apart from the Year 3/4 class which has had a number of temporary teachers. The lack of a consistent approach has led to some underachievement in this class. The literacy and numeracy strategies have been implemented effectively throughout the school and the quality of teaching in these two areas is good. The early skills of reading and writing are taught effectively in the Foundation Stage and these skills are developed satisfactorily in Key Stage 1. They are developed particularly well in Year 1 where the consistently good and very good teaching has a positive impact on the progress made by the pupils. The quality of teaching of information and communication technology is now good. The school has recently established a computer suite and a specialist has been teaching the subject throughout the school. This has had a good impact on the pupils' progress, much of which has been very good in a short space of time. However, it has not yet had time to impact on standards. Some teachers miss opportunities to utilise computers during other lessons. The teaching of science is satisfactory. There were examples of good teaching during the inspection and evidence from the analysis of work of consistently good progress made by the pupils in Years 5/6. However, throughout the school, not all elements of the subject are taught in sufficient depth resulting in some underachievement. Teaching in design and technology, history, geography, music and physical education is never less than satisfactory and is occasionally good or better.
20. The quality of teaching of children in the Foundation Stage is good and this represents a good improvement since the time of the last inspection. The staff show a good understanding of how young children learn and there is innovative and imaginative teaching of literacy and numeracy. Home reading activities are supplemented with well-designed literacy and numeracy games which children take home each week and these have a good impact on the pupils learning. The staff work together well and the good teamwork ensures there is a consistent approach and common understanding of teaching intentions. Relationships with children are very good and this enables them to feel secure and comfortable in class. The children's progress is monitored effectively, both within lessons and over time, enabling the teachers to plan work that closely matches the needs of the children. As a result, the children make good progress.

21. The quality of teaching seen in Key Stage 1 and Key Stage 2 is good and occasionally very good and excellent. In most lessons the teachers use time effectively and encourage the pupils to work productively. Classroom management is effective and day-to-day assessment of the pupils work is good. This enables the pupils to see what they need to do to improve the quality of their work. Learning objectives are shared with the pupils at the beginning of lessons and this good practice ensures the pupils have a clear understanding of what they have to learn. In the best lessons, there are high expectations of what the pupils can achieve. For example, in an excellent Year 1 art lesson, the pupils developed a very good understanding of the work of David Hockney. This was because the teacher had a very good knowledge and understanding of the subject matter, used a range of resources, including collage and computer software to enhance the teaching but most importantly encouraged the pupils to use vocabulary that significantly improved their understanding of the artist's work. Where teaching is not as good there is an underestimation of what the pupils can achieve, resulting in less progress than would otherwise be the case.
22. The quality of teaching of pupils with special education needs is good and these pupils make good progress towards the targets in their individual education plans. Individual education plans are clear and have achievable targets that are understood by all adults working with the pupils. Occasionally, no reference is made to individual education plans in the teachers' planning and this makes it difficult for temporary staff to have a clear understanding of the needs of these pupils. The teaching of pupils for whom English is an additional language is good. There are no pupils at an early stage of learning English and none require additional support. They all make progress in line with their peers.
23. The school's approach to teaching subjects such as science, history and geography through a topic approach has not been totally successful. The teachers are not always aware of what has been taught by their colleagues with the result that some elements are not covered sufficiently whilst others are given more time than is needed. The school accepts the need for co-ordinators to have a greater role in the monitoring of their subjects.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

24. The breadth, balance and relevance of the curriculum are broadly satisfactory. The curriculum meets the requirements of the National Curriculum, and provides an appropriate range of learning opportunities for pupils in the school. The school has lengthened its day to ensure there is sufficient time available for subject coverage. This is an improvement since the last inspection. However, there are weaknesses in the overall balance of the timetable. There are for example, some very short sessions with other afternoon sessions being over long. In Key stage 1 for example, younger pupils find it very difficult to maintain concentration on one subject during the very long afternoon session. Although registrations are now prompt and efficient, lessons do not usually start until 15 minutes later. Although staff use short sessions such as these for reading, this impacts on the overall time available for specific subject coverage that remains imbalanced in Key Stage 2.
25. The curriculum for children in the foundation stage has been appropriately revised in line with the new early learning goals and provides a good range of learning opportunities. There is still no large outdoor play equipment nor an enclosed play area for the children. In Key Stage 1 subjects are taught through a topic approach except



for literacy, numeracy and physical education. Topics have been carefully planned to ensure that all elements of the revised National Curriculum are met. The current timetable arrangements leave little time for story or role-play activities to support language skills. The length of the afternoon sessions would benefit from further consideration in order to ensure that pupils are able to sustain their concentration and so further improve standards.

26. In Key Stage 2 the mixed age classes are a critical factor in curriculum arrangements. All pupils currently spend two years in one of three classes. The school has tried various ways to adapt their approach to curriculum planning and sought advice. Currently a two-year rolling programme of topics, based on national guidelines, is being developed. However, within this programme there remains an imbalance in the time allocation for geography for example, with current medium term topic planning placing a heavy emphasis on history. Similarly there is insufficient time given for science to ensure that appropriate emphasis is given to science in all year groups. In addition, there are some inconsistencies in the progression of skills in some year groups. The provision for art, which was unsatisfactory at the time of the last inspection, has however improved significantly. Staff confidence has been developed by the co-ordinator to ensure that art is now strength of the school. Consideration is required to improve the balance of the curriculum especially in Key Stage 2. Medium term planning requires further development so that skills and understanding build on what the pupils have previously learned.
27. The national strategies for literacy and numeracy have been appropriately implemented. This has led to some improvement in standards. Weaknesses in the teaching of spelling still need to be addressed, as many pupils, especially in Key Stage 2, make simple spelling errors. This impacts on the quality of recorded work in all subjects. Some literacy skills are used effectively in other subjects. Pupils use their research skills using topic boxes borrowed from the library, and record short factual accounts in science and history for example. In general these skills are not well developed. Teachers do not give pupils enough planned opportunities to practise or use their skills of writing at length in stories or factual accounts in other subjects, so that standards can be further improved. There are too few opportunities across the curriculum for pupils to use their initiative to discover things for themselves and to become independent learners.
28. Provision for extra curricular activities is satisfactory for the age range of the pupils, but many activities have currently been curtailed due to staffing problems. Pupils have opportunities to join a choir during the Autumn term, and sporting activities such as netball, football and rugby are available for all pupils in Key Stage 2. The school is carefully considering improving and extending this provision.
29. The school ensures that all pupils have equal access to the curriculum. All pupils including those with special educational needs and with English as an additional language are fully included in the life of the school. More able pupils benefit from booster classes, which are beginning to have an impact on standards. In addition pupils with special educational needs are supported well within lessons by teachers' assistants and also benefit from additional literacy support. This is helping to develop their confidence and has a positive impact on their learning.
30. The school makes effective use of visitors and specialist teachers to enrich and support the curriculum. Local artists and music specialists give an added dimension to teaching in these subjects. Resources in the local community are used well. Pupils regularly visit the library and there are strong links with other schools, colleges and

local businesses that ensure that pupils and staff benefit from a wide range of experiences. For example, older pupils attend study days at local comprehensive schools and take part in a maths challenge while staff improve their information and communication technology skills.

31. Pupils develop satisfactory personal and social skills through their every day encounters in school and the school places great emphasis on personal development through normal day to day relationships. Appropriate emphasis in relation to the age of the pupils is placed on health and sex education, through science and visiting specialists. Circle time is a feature of the curriculum and helps to develop the pupils' self-confidence. At the same time pupils realise that inappropriate behaviour is unacceptable. There are insufficient opportunities for pupils to take responsibility and initiative. Older pupils take obvious pride in serving lunch to other pupils and in tidying up the litter, but opportunities such as these are limited. There is a need to consider developing the range of opportunities to enable pupils of all ages to voice their opinions, help others and so take pride in serving the school community.
32. The provision for pupils' spiritual, moral social and cultural development is good overall and reflects the school's aims to provide all pupils with a moral framework based upon Christian beliefs. The pupils are encouraged to care as much for others as for themselves, and to respect the differences in values and benefits of other cultures. The school has maintained the good level of provision described in the previous report.
33. The school makes very good provision for promoting pupils' spiritual development through assemblies and religious education lessons, but the promotion of this element across the wider curriculum is not formalised and is at the discretion of individual teachers. All staff stay in assembly and make a positive contribution, as for example when recalling their own experiences. Pupils are invited to take part, and do so in a reverent and thoughtful manner. Prayer and periods of reflection are important features of acts of worship. Where teaching is good, incidental opportunities for promoting spirituality are effectively used, but in general, there are not enough planned opportunities for pupils to reflect on their work, or to engage in quiet contemplation across all subjects of the curriculum.
34. The school's provision for pupils' moral development is good. Pupils are encouraged to distinguish between right and wrong. The staff provide very good role models for the pupils, and willingly spend time with pupils who need support in handling their feelings. The support staff who work closely with pupils who have special educational needs are particularly skilled. Pupils' moral development is well supported through the school's behaviour policy and the associated system of rewards and sanctions. This encourages pupils to work hard at managing their behaviour and to respect the feelings of others.
35. The provision for pupils' social development is good overall. The Year 5/6 pupils are encouraged to take an active part at lunchtime when they serve and look after the younger pupils. They actively volunteer when asked to work with the special educational needs pupils within the school, especially within the physical education lesson. In Key Stage 1, there are opportunities for the pupils to work together and to support one another during group activities. For example, during a numeracy lesson, when a pupil found difficulty in choosing the correct shape, others in the group gave support and encouragement. This social interaction was observed throughout the curriculum. The school provided an opportunity for the Year 5/6 pupils to produce their own manifesto and posters during the General Election related to their own opinions of

the schools requirements for the future. The school continues to develop its social awareness through its support of the NSPCC and other similar money raising schemes such as the Blue Peter Sale.

36. The provision for the pupils' cultural development is satisfactory. The religious education programme gives the pupils some insight into other cultures. However, the pupils have only a limited understanding of the diversity and richness of other cultures and the implications in their lives. Studies of the River Ganges, and how it is thought of as a Holy river, and the Key Stage 1 study of the Koran, and use of the prayer mat introduce pupils to world cultures. This was linked to the art curriculum with the classes own prayer mats being produced. The choir performs at Blackburn Cathedral at Christmas.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Pupils are taught in a warm, caring environment where they can develop, confidence and self esteem, secure in the knowledge that any concerns or worries they may have will be dealt with promptly and in a tactful and sensitive manner. The headteacher and staff are highly aware of the needs, strengths and weaknesses of individual pupils and provide them with constructive educational advice and guidance that enables them to improve and to make progress. In lessons pupils are praised for their efforts and achievements and their mistakes are corrected in a way that improves their confidence and has a positive impact on learning. Pupils are provided with good levels of support during their transition from home and the effective well established links with the receiving secondary schools ensures that Year 6 pupils move on to the next stage in their education with a good degree of confidence. The health and safety of pupils is a joint concern of the staff and governors and much is done to ensure that the guidelines and procedures contained in the school's health and safety policy are adhered to and that the school is a safe learning environment.
38. The school uses effective strategies to ensure that high standards of behaviour are promoted, encouraged and maintained. Staff have adopted a zero tolerance of bullying and do much to ensure that any form of oppressive behaviour is quickly eliminated. Parents and pupils themselves have commented positively on the way in which the headteacher and staff deal with incidents of inappropriate behaviour and even the very youngest pupils say they are comfortable and happy in school.
39. The school's child protection procedures are unsatisfactory and in urgent need of review. Due to long-term illness, the school is currently without a named and appropriately trained member of staff with responsibilities for child protection and the administration of first aid. The school refers to local authority child protection guidelines but has not developed a child protection policy and staff is not provided with clear guidelines for identifying children who may be 'at risk'
40. The school has good procedures for assessing pupils' attainment and progress in English and mathematics. The Baseline assessment for pupils entering full-time education is correctly undertaken and is updated regularly throughout the first year in school. Statutory testing is carried out for pupils at the end of Key Stages 1 and 2. Additional recognised testing is also applied in Years 3, 4, and 5 for English and mathematics. Assessment for science is being developed but is not as comprehensive as for the other core subjects. Assessment for the foundation subjects is not securely established. The school has already identified assessment as a major priority in the next stage of the Development plan.
41. Assessment information is used effectively in English and mathematics to guide teachers' planning. The results of statutory testing are analysed in detail and areas for development are recognised. The school contributes to a national research project and receives a summary of all its attainment data, which clearly identifies strengths and weaknesses. The school also uses assessment data to predict future performance for example using Key Stage 1 test results to predict what pupils are likely to achieve at Key Stage 2.
42. The school is able to give good support and advice to all pupils because of the effective monitoring of progress. Individual pupil profiles are updated once a term and information from assessment enables teachers to set individual pupil targets. These are most effective in literacy. Because of the effective assessment, appropriate

support is given to higher and lower attaining pupils. Identification of pupils' special educational needs is secure.

43. The procedures for monitoring and supporting pupils' personal development are satisfactory. The updating of pupils' individual profiles each term provides opportunities for identifying areas for development. These are as the basis for setting targets for improvement and are discussed at parents' meetings.
44. Overall the school has accurate and comprehensive information about the performance of individuals and of pupil cohorts.
45. The school's procedures for monitoring attendance are good. Registers are analysed regularly for emerging patterns of absence and any cases giving cause for concern are promptly referred to the educational welfare services. The headteacher plans to introduce incentives in the very near future in order to maintain and improve attendance levels.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. The strong links with parents identified in the previous inspection report have been maintained and strengthened and the overall partnership with parents is good. The vast majority of parents are happy with all aspects of the education their children receive and comment positively on the way in which the headteacher and staff are always available to talk to them regarding any worries or concerns they may have. They feel welcome in the school and appreciate the way in which they are encouraged to play an active part in the daily life of the school by helping in classrooms with various activities. Their involvement, which is much appreciated by the headteacher and staff, makes a positive impact on pupils' learning and adds to the overall quality of school life.
47. Formal lines of communication are well established. The prospectus is a good guide to school routines and procedures and the regular newsletters ensure that parents are fully updated on all forthcoming school's events. The current format of the pupils' year end reports meets statutory requirements but needs to be re-structured to ensure that parents are given a clear indication of pupil's strengths, weakness and areas for improvement. Parents are provided with opportunities to meet with staff in order to discuss the report and any areas of concern they may have. The school encourages parents to support their children's learning at home through homework and home/school tasks and the very successful six weeks literacy workshop has been highly praised by parents who feel that they have gained a valuable insight into the curriculum and the work their children do. The home/school diaries provide a channel through which communication between teachers and parents can be maintained and strengthened.
48. The 'Friends and Families Association' works hard to support the school financially and the considerable sums of money raised are put to very good use by the school.
49. The school's strong partnership with parents enables a regular exchange of information to take place between home and school and this is making a positive contribution to the standards pupils achieve and the progress they make. There are regular and informative meetings between parents and school concerning children with special education needs. Parents valued these meetings.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The leadership and management of the school are satisfactory. There is a clear educational direction for the school, shared by the enthusiastic headteacher and the governing body. There is a good team spirit amongst the staff and relationships amongst the pupils are very good.
51. Since the time of the last inspection, the headteacher and governors have guided the school through a number of changes. The most significant has been the high turnover of staff, with a number retiring and others leaving on promotion. These changes have been undertaken with little disruption to the pupils' education. In addition, the school has successfully implemented the National Literacy Strategy and the National Numeracy Strategy. Most of the issues identified in the previous inspection report have been addressed successfully.
52. Due to financial constraints the school has been without a deputy headteacher for a long period until the appointment of the current postholder earlier this year. This, together with staff movement, has resulted in curriculum subjects not being monitored sufficiently closely. As a result, there is an imbalance in the curriculum time and underachievement in aspects of English and science. The headteacher has recognised the need to ensure that the monitoring is developed across the whole school to give a clear picture as to how standards can continue to improve. The provision for supporting those pupils with special education needs was highlighted as an area for development in the previous inspection. Good improvements have been made and the provision is now good.
53. Since the previous inspection, the school has made satisfactory progress. Standards in reading, writing and mathematics have improved steadily at Key Stage 1 and the pupils achieve standards that are broadly average. There have been similar improvements in Key Stage 2. The school recognises that the lack of a consistent approach to the teaching of spelling is hindering progress and the pupils need more encouragement to write at length. Although standards at the end of both key stages are satisfactory in science, the subject needs to be monitored more rigorously to ensure the under-achievement in some year groups is eradicated.
54. The Governing Body is very supportive of the school and all statutory requirements are met. The Governors take their responsibilities seriously, have a good knowledge of the strengths and weaknesses and hold the school to account. Many governors are regular visitors to the school and have a good understanding of how the school operates on a day-to-day basis. Governors have a good overview of standards at the school and regularly discuss how well the school is performing, compared with similar schools, and what might be done to improve. The school development plan, which was an issue for improvement at the time of the last inspection, is a good annual document and areas for longer term development are suitably identified.
55. The school makes good use of its resources, including specific grants and additional funding. A recent audit has not been carried out. However, the last local authority report identified the secure financial practices in existence. Day to day management of the school's finances is effectively controlled by the headteacher ably supported by a bursar. The school has accrued a large underspend due to several staff changes and the acquisition of several grants. The governors have outline plans for expenditure, but a more detailed projection needs to be made to determine the impact it will have on the progress the pupils make. The school seeks out several tenders before awarding contracts and the principles of best value are successfully applied.

56. The match of teachers to the demands of the curriculum is satisfactory. The school has a number of experienced teachers on its staff and they are all suitably qualified. At the time of the inspection there were two temporary members of staff in Key Stage 2. The level of support staff to meet the needs of pupils with special educational needs is good and this has a positive impact on pupils' learning. Arrangements to induct newly qualified staff to the school are satisfactory with a recognised mentor allocated, however there is not a formal system in place to settle in newly appointed staff. The Performance Management policy is in place and all team leaders trained, allocated to staff, and targets set for all teachers.
57. The school is situated on a spacious site within large well-maintained grounds, which provide good facilities for physical education and play. The school consists of an open plan Key Stage 1 building linked by an enclosed corridor to the hall and Key Stage 2 classrooms. Since the last inspection the sites for the two libraries have been moved and they are now more accessible. The open plan arrangements in Key Stage 1 means that noise travels between the classes, and this sometimes causes distraction and hinders learning. The premises are clean and well maintained.
58. As at the last inspection, learning resources are generally satisfactory overall for the needs of the curriculum, although there are still some weaknesses. With the recent addition of the new computer suite the school has sufficient computer equipment, and software to support pupils' learning. However the range and the condition of reading books for the more able and the reading scheme books is limited. There has been an improvement in the range of resources to meet the needs of pupils with special educational needs. The loan of topic packs from Blackburn and Darwen Library, and artefacts from Lancashire Archives improves resources and enhances the pupils' learning. Artefacts from the Second World War are particularly effective in making the subject interesting for pupils in Key Stage 2.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The headteacher, staff and governors should now;

**1) improve standards in English by;**

- Providing more opportunities for the pupils to write at length, both in English and in other areas of the curriculum;
  - Adopting a common approach to the teaching of spelling;
  - Improving the range of fiction and non-fiction material.
  - Improving the library facilities.
- (Paragraphs 5, 10, 27, 53)

**2) improve standards in science by;**

- Ensuring all teachers devote sufficient time to the subject;
  - Ensuring that all aspects of the subject are covered in sufficient depth;
- (Paragraphs 4, 7, 19, 23, 25, 53)

**3) improve the effectiveness of co-ordinators by;**

- Ensuring they all monitor the quality of teaching and learning in their subjects;
  - Ensuring they share the best practice with their colleagues.
- (Paragraphs 18, 53)

**4) ensure the school complies with Child Protection procedures by;**

- Enabling more than one member of staff to undergo training;
  - Ensuring, in the event of staff absences, a member of staff is able to deputise.
- (Paragraph 39)

**5) improve assessment in subjects other than English and mathematics.**

**6) improve curriculum planning to ensure there is an appropriate balance of time for all subjects and proper coverage without repetition in mixed age classes.**

The headteacher, staff and governors should consider the following for inclusion in the action plan;

Developing a safe, enclosed play area for the children in the Foundation Stage;

Providing the pupils with more opportunities to take responsibility for their own learning.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	24

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	13	56	25	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	188
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	14
	Girls	9	10	12
	Total	21	20	26
Percentage of pupils at NC level 2 or above	School	81 (86)	77 (69)	100 (97)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	14
	Girls	10	12	9
	Total	21	26	23
Percentage of pupils at NC level 2 or above	School	81 (83)	100 (100)	88 (93)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	14
	Girls	9	7	9
	Total	22	18	23
Percentage of pupils at NC level 4 or above	School	92 (78)	75 (67)	96 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A (70)	N/A (63)	N/A (81)
	National	70 (68)	72 (69)	79 (74)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	9
Pakistani	6
Bangladeshi	0
Chinese	0
White	141
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.2
Number of pupils per qualified teacher	23
Average class size	31

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	101

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	378,321
Total expenditure	350,069
Expenditure per pupil	1,934
Balance brought forward from previous year	21,463
Balance carried forward to next year	49,715

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	188
Number of questionnaires returned	157

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	1	1	0
My child is making good progress in school.	57	38	3	1	1
Behaviour in the school is good.	52	40	2	1	3
My child gets the right amount of work to do at home.	46	39	11	3	1
The teaching is good.	64	25	6	0	1
I am kept well informed about how my child is getting on.	45	31	19	3	0
I would feel comfortable about approaching the school with questions or a problem.	73	21	4	1	0
The school expects my child to work hard and achieve his or her best.	62	32	3	2	0
The school works closely with parents.	47	38	4	4	1
The school is well led and managed.	59	29	4	3	3
The school is helping my child become mature and responsible.	67	25	3	1	3
The school provides an interesting range of activities outside lessons.	27	36	20	11	6

### Other issues raised by parents

Some parents expressed their concern that the children were taught in mixed age classes and that this held back some pupils.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

60. By the end of the Foundation Stage most children attain the Early Learning Goals in the required areas of learning and a significant minority exceed expectations. They make satisfactory progress in their first year in full-time education and are appropriately prepared to begin the National Curriculum.
61. Children's overall attainment on entry into full-time education in the Reception class is average. Their speaking skills are well established but listening and reading skills are weaker. Children are knowledgeable about the world in which they live. All pupils start full-time education at the beginning of the autumn term of the school year in which they are five. There is a full six-week induction period, which ensures that children are familiar with the school and its routines. The average age of the current cohort is young and their pre-school experience varies considerably.
62. Teaching in the Foundation Stage is good. This represents a good improvement since the last inspection. There is innovative and imaginative teaching in numeracy and literacy. All adults involved in teaching show a good understanding of how young children learn. The level of teamwork is good and ensures that there is consistency of approach and common understanding of the teaching intentions. Parents are kept well-informed of progress and the usual home reading activities are supplemented with well-designed and selected literacy and numeracy games that children take home each week. The curriculum meets all the expectations of the Early Years Guidance and is directed towards the attainment of the identified Early Learning Goals.
63. The Reception class shares an open plan area with the Year 1 and 2 pupils and has occasional access to the quiet room. Legitimate noise from any of the areas often has a disturbing impact on learning in the other groups. Activities such as singing games that are appropriate for young children are sometimes distracting for other pupils. Similarly awareness of other classes at work makes learning to concentrate difficult for the younger children. Some reception lessons are held in the school hall when it is available.
64. Although the Reception class has immediate access to the playground and field, there is no defined outdoor play area for the youngest pupils. Some outdoor toys are available but these are limited in range. The inadequacy of large play apparatus was also identified in the previous inspection report. The school has separate break times for older and younger pupils and on occasion the proximity of older pupils at play, distracts the reception children for example in outdoor physical education or science lessons.
65. The quality of planning for teaching and learning is very good. Children's progress is effectively monitored and managed so that teachers have a good overview within lessons and over time. Assessment information is used effectively to ensure that activities are well matched to children's needs. The baseline assessment is regularly updated to show progress towards the Early Learning Goals and to set targets for individual development. The provision for the children in the Foundation Stage is good overall.

## **Personal, social and emotional development**

66. By the end of their reception year, children's attainment in this area of learning is broadly in line with what is expected for their age and they make satisfactory progress. Children play and work well together and know the routines of school life. The quality of teaching is at least satisfactory. All the staff are skilled in combining questions and discussions and so helping children articulate their ideas. The good relationship staff build with the children fosters a basic confidence that encourages children to become involved. Children are keen to learn but a significant number are still reliant on adult support. Without this, some do not sustain focus and revert to immature behaviour.
67. The reception area provides an interesting environment for children, and encourages them to explore and find things out. Regular activities are provided for children to develop their social skills for example by working independently, in pairs and in small groups. Original opportunities such as the Road Safety Day enable children to experiment with different adult roles. The majority show self-confidence in front of others for example in improvising a puppet show to retell a fairy tale. Children know why there are rules for sharing facilities like the playhouse and why they should pack away materials sensibly. Supportive teaching strategies do not always challenge children to take increasing responsibility for their own behaviour and work.

## **Communication, language and literacy**

68. By the end of the Foundation Year most children achieve the expectations of the Early Learning Goals and a significant minority exceed them. The quality of teaching is good and often imaginative. The ongoing assessment ensures that tasks are well matched to children's needs.
69. Children speak confidently and relevantly. They put forward their ideas in full sentences. All are accustomed to listening and following stories. They are able to suggest speech for characters in stories and show a good recall of familiar tales such as 'Goldilocks'. Most have a good range of vocabulary, which the teacher extends through a variety of strategies such as asking children to record a story of their own on tape.
70. The vast majority of children are familiar with letter sounds and names and use their skills to build up words. All children appreciate the link between reading and writing and some are confident readers. Teaching emphasises the value of writing as a means of communication and dialogue and offers children many opportunities to express themselves. There is a good balance between practical opportunities to practise language skills and the development of formal recording. By the end of the Foundation Stage most pupils are attempting to write for themselves.

## **Mathematical development**

71. By the end of the reception year most children achieve the expected levels in the mathematical area of learning. The quality of teaching is good. The introduction of practical sessions in the school hall gives children the opportunity to reinforce their understanding of number in enjoyable games.
72. Teachers have high expectations of the amount of work that the children will produce and give constructive feed back to children. Progress is evident in children's confidence with numbers up to ten. They are familiar with greater numbers. Scoring in tens in skittle games helps them to extend their range of counting. They match and

order numbers up to twelve and compare values identifying those more or less than five. The vast majority form the numbers to ten correctly and recognise the related words. Children recognise and complete repeating patterns, know the names of common 2D and 3D shapes and know how time is divided.

73. Teaching encourages children to use their mathematical skills in a variety of contexts for instance making sandwiches for a picnic and ensuring there are enough for everyone. Children learn appropriate strategies for handling numbers and are beginning to use mathematics to solve problems. They use mental maths skills for instance in adding the total of two dice throws or scoring points for throwing beanbags into hoops.

### **Knowledge and understanding of the world**

74. By the end of the Foundation Stage, most children demonstrate good knowledge and understanding of the world in which they live. The quality of teaching is good. Teachers encourage a depth of discussion, which requires children to think carefully for example when predicting the distance rolled by an object.
75. The curriculum provides good opportunities for children to extend their awareness of the wider world. Their study of toys led to the collection of a class toy museum. Children readily explain the special features of items in the museum and show awareness of changes over time. They know that climates vary and they can name types of weather. The good range of construction kits is used regularly and purposefully. Children readily construct buildings and machines and use appropriate terminology such as 'cogs', 'screws' and 'levers'.
76. Children reflect the teacher's confidence in information technology and show good understanding of its uses and possibilities. They explain easily what a programmable buggy does and what each control icon means. Children have good mouse control and are familiar with the painting tools such as fill, draw and erase. They know that information can be saved and retrieved and some can load pictures independently.

### **Physical development**

77. Most children exceed the expected standards for their age by the end of their Foundation Stage.
78. The quality of teaching is good. Formal physical education sessions are well planned with clear skill focus such as controlling balls in small areas like hoops. Children are encouraged to demonstrate and to evaluate their successes.
79. There are regular opportunities for children to use the school field and the apparatus in the main hall. This helps children to become familiar with a range of large equipment. They travel under, over and through climbing apparatus confidently and show co-ordination and balance.
80. Fine motor control skills are developed through a range of practical activities. Children hold scissors, brushes, crayons and pencils correctly and use them with control and purpose. They show good awareness of space and thought for others as they move around their classroom.

## **Creative development**

81. By the end of the Foundation Stage the majority of children attain the expected standards for their age in creative development. The quality of teaching is good and ensures that children's development is across the breadth of this area of learning.
82. Children respond well to opportunities to express their ideas in paint, clay, collage and construction. Their large-scale representation of Van Gogh's seascape shows awareness of texture and colour. Teaching staff are alert to opportunities to raise children's awareness and make good use of the opportunities within topics such as the focus on colour in 'Elmer'. Children show increasing skill in painting and drawing with good attention to detail. Teaching ensures that children experiment with a variety of materials for example using both play dough and clay.
83. Children are developing a good repertoire of songs and rhymes. They have regular opportunities to develop their dance and music skills. Teachers' planning includes regular consideration of opportunities for imaginative role-play. At the time of the inspection, the role-play provision focused on the Three Bears' House. Children show imagination in their play as they put themselves into their roles and improvise speech for their characters.

## **ENGLISH**

84. At the time of the last inspection, standards were broadly in line with the national average at the end of Key Stage 1. Since then standards have fallen to below the national average. Results in the Key Stage 1, 2000 national test, show that the numbers of pupils who attained Level 2 and above in writing had improved, but results overall remained well below the national average. No pupils attained the higher Level 3. In the reading tests a few pupils attained the higher Level 3 but again this was well below the national average, although the numbers of pupils attaining Level 2 and above, was close to the national average. When compared with similar schools, attainment was well below average in reading and very low in writing. In response to this, the school implemented measures to rectify the situation. Current inspection findings confirm that these have begun to improve standards in Key Stage 1, which are now broadly in line with national expectations in both reading and writing, with more pupils now attaining the higher Level 3.
85. At the end of Key Stage 2 at the time of the last inspection standards were in line with national expectations. Since then, although standards fell below this level, they have been rising steadily for the last 2 years. The 2000 national test results show standards are above the national average. When compared with similar schools attainment in English is average. Inspection findings show that the pupils in Year 6 in the school are attaining standards in line with national expectations. Whilst there are no obvious reasons for this apparent decline in standards, other than the normal variations in ability for each year group, inconsistencies in spelling and an inability to sustain ideas when writing at length is impacting on overall standards achieved.
86. Standards in speaking and listening are satisfactory in both key stages. As pupils move through the school they grow in confidence and speak clearly to each other and visitors expressing themselves reasonably well. When pupils are interested and motivated by interesting activities and teachers use these to stimulate discussions using good open-ended questions, pupils make much better progress in extending their vocabulary. In Year 1 for example, the visit to the L. S. Lowrie exhibition and



subsequent stimulating work in art really excited these young children who discussed with some maturity the merits of the different techniques artists used. However on occasion the noise from other classes sharing the open plan bay in Key Stage 1, intrudes on these discussions. When this happens, pupils find it difficult to hear each other and the teacher. As a result pupils often find it difficult to maintain their concentration. This was observed on several occasions throughout the inspection, during a science lesson and a musical appreciation lesson for example where pupils, although very interested, could not fully concentrate and share in the discussions.

87. Pupils are encouraged to discuss issues of relevance to them in planned sessions of 'circle time'. In addition visits and visitors are used effectively to promote spoken language skills. In Year 5 and 6 for example, older pupils listened attentively and with interest to elderly visitors discussing their life after world war 2. They politely asked relevant and purposeful, prepared questions, expressing their thoughts well. Pupils, in general, reply appropriately to teachers' questions and have acquired a sufficiently broad vocabulary to express their thoughts and ideas in most subjects, but except for a small proportion of more able pupils, their wider and more expressive vocabulary is limited. This in turn impacts on the choice of vocabulary pupils' make when writing. In general, there are too few opportunities in most subjects for pupils to develop these skills in a range of creative, formal and informal settings. Opportunities for drama for example, which could be used to develop expressive language, are limited.
88. In reading, pupils are generally making satisfactory progress across the school, although the unsatisfactory quality of reading resources is impacting on the overall progress that pupils make. This was identified in the last inspection. Teachers try hard to overcome these shortcomings, with more regular visits to the library and borrowing books from outside sources but this is not a satisfactory situation. For example, more able pupils in Key Stage 1, are already confident and fluent early readers. They understand and can read a range of more complex words and can relate the main aspects of the plot well. However, because there is a limited range of texts in the school available for them to read, staff have to borrow books from libraries. In Key Stage 2, more able pupils bring their own books into school to read, but use topic books chosen and borrowed by teachers for research. In both key stages the libraries are not well developed nor do they include a range of interesting books. This means that pupils do not develop independent research skills or benefit from independently choosing books of interest to them in a quiet yet stimulating environment.
89. There is only a limited range of books, many of which are old and repaired with sellotape, available for the pupils who need a more structured approach to reading through a suitable scheme. The lack of a choice of interesting, suitable books at an appropriate ability level does not inspire or motivate struggling readers to take pleasure in reading. Recently the purchase of a new scheme to support pupils with special educational needs has proved successful. These pupils enjoy and benefit from regular structured reading sessions in small groups and are beginning to make better progress but there remains a lack of choice for more able pupils and pupils of average ability. Although all pupils have daily opportunities to read in class, they rarely benefit from individual reading sessions. As a result many pupils of average ability, remain reading mechanically and often struggle to read unfamiliar words, which affects the comprehension of the books they are reading and limits their ability to improve both their spoken and written vocabulary.
90. Writing, and in particular spelling, has been identified as the weakest element of the subject by the school. Inspection findings confirm this. There are variations across the school in the quality of writing and presentation, which not only reflect the differences

in pupils' abilities but inconsistencies in teachers' expectations. In Key Stage 1 however, standards have improved and are now broadly in line with expectations. This is due to a more structured and consistent approach to teaching basic skills and opportunities to write in subjects other than English. In Year 1 for example, because the teacher has enlisted the support of parents, who not only help with spelling individual words but also encourage their children to use these words in sentences, pupils are making good progress. Pupils of all abilities are growing in confidence to spell and use an increasing range of words in their writing. This was evident when pupils used their knowledge from science lessons to write their own non-fiction books about the life cycle of the butterfly. In Year 2, regular, structured spelling lessons have been introduced this year. This has resulted in pupils growing in confidence to attempt to write an increased range of words, which in turn has improved overall standards.

91. In Key Stage 2 although standards are broadly in line with expectations, there remains an inconsistency in approach. Pupils continue to make basic mistakes in spelling familiar words even after they have been marked by teachers. Pupils of all abilities find it difficult to sustain their ideas or to use a range of interesting vocabulary. When asked to write an imaginative but 'scary' story in Year 6 for example, even though more able pupils started writing with some maturity and used imaginative opening sentences, these ideas were not sustained and paragraphs were not used appropriately. Throughout Key Stage 2, although some opportunities exist, generally pupils have limited opportunities to practise writing in length and in a range of styles in other subjects. A good example of effective opportunities to write in other subjects was found in Year 4/5, where pupils wrote letters in history as if evacuees. However, pupils' spelling mistakes impacted on the standard of letters produced. The school is trialling different strategies to improve this element of the curriculum with opportunities for planned extended writing in most classes. However, even on these occasions, pupils finish their writing at home. In school, pupils have limited experience in planning, writing and completing their writing within a set period of time.
92. Overall the teaching in English has improved from the last inspection, and during the inspection teaching was consistently good, with some examples of very good teaching observed, especially from permanent members of staff. Over time, the quality of teaching has been satisfactory. In general teachers follow the literacy strategy well. They have good relationships with the pupils. Learning objectives are clear with individual learning targets shared with pupils, who recognise what they have to do to improve. Teachers generally use questions well to develop pupils' understanding and knowledge. Marking is satisfactory with very good examples seen in Year 1 with pupils clearly reminded of targets for improvement, which they respond to well. Booster classes for more able pupils across the school are having a positive effect on standards. Work planned challenges pupils who respond with enthusiasm and pride in their achievements. In Key Stage 2, the recently introduced reading scheme together with the Additional literacy 'Catch up' programme is similarly helping less able pupils to develop confidence and improve their literacy skills.
93. Weaknesses and inconsistencies in approach to the teaching of basic skills of spelling and limited opportunities to write at length and to develop the use of imaginative vocabulary remain to be addressed. Teachers for example, especially in Key Stage 2, have insufficient knowledge of how to teach spelling and phonics.
94. The recently appointed co-ordinator is based in the Reception class. She has not had enough non-contact time to gain a 'whole school view' of practice. She has analysed the test results and identified areas of weakness. With the support from outside agencies she has begun to initiate appropriate strategies. Weaknesses in spelling and

reading resources have been identified and are on the school development plan for urgent consideration. The development of the Key Stage 1 library has begun, but improved resources and teaching strategies are urgently required if standards are to rise further.

## **MATHEMATICS**

95. The 2000 National Curriculum test results in mathematics show pupils' performance at the age of seven to be below the national average and well below the average for similar schools. At the age of eleven, the test results show pupils performance is below average, and well below performance of pupils in similar schools. Standards are getting slightly better and since 1998 there has been a gradual improvement in the results at both Key Stages although there was a slight dip last year. Even so, all pupils attained the level expected for their age, although fewer than expected achieved the above average Level 3. At the end of Key Stage 1 the test results show the girls to be performing significantly better than the boys but less so at Key Stage 2.
96. Inspection findings show that attainment is broadly average at the end of Key Stage 1 and at the end of Key Stage 2 although there have been significant improvements. More pupils are attaining in line with national expectations at the end of both key stages. The difference between the inspection findings and the test results was due to fewer pupils achieving the higher Level 3 and the differences between cohorts. Progress is satisfactory throughout the school, the good teaching in Years 4/5 and 3/4 is helping to raise standards especially as pace and challenge are evident. Pupils with special educational needs are provided with satisfactory support and this enables them to make satisfactory progress in line with their peers.
97. By the age of seven, pupils have a secure grasp of number. They can identify the value of digits within a number and are comfortable adding or subtracting to 100. A small number of higher attaining pupils are able to work with numbers over 100. Pupils' skills in the addition of two digits are secure and most subtract numbers accurately. They recognise number sequences and know the two, three, five and ten times tables. In Year 2 they are beginning to divide multiplex cubes in a variety of ways showing that twelve can be shared between one, two, three, four, six and twelve people.
98. By the age of eleven, pupils have a secure grasp of number and recall of number facts. Knowledge of multiplication skills is satisfactory and they are beginning to make effective use of these skills when solving problems. Their mental arithmetic skills are developing, and Year 6 pupils understand equivalent fractions and decimals of equivalent value. They are able to simplify fractions by using the highest common factor. By the time they leave the school, most pupils understand simple area and perimeter, the relationships between fractions, decimals and percentages and have a sound knowledge of three-dimensional shapes.
99. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, but in some year groups the teaching seen during the inspection is frequently good or better. Teachers in Years 3, 4 and 5 have high expectations of what the pupils can achieve and, as a result, they make good progress. For example in a good lesson where there is good consolidation of learning on lines of symmetry this is extended to two lines of symmetry. The teachers ensure there are clear objectives and these are shared with the pupils. In the better lessons the pace of learning is maintained throughout the session, encouraging the pupils to work hard and to achieve well. Work is usually well matched to the pupils understanding and the teachers reward the pupils for their

efforts. For example, in a very good lesson the teacher made good use of praise to encourage the pupils to have a go at responding to her questioning, the work was differentiated, and a variety of teaching techniques was used throughout the lesson to ensure pupils maintained their interest and pace of learning. Learning support assistants are used effectively, particularly to support those pupils with special education needs.

100. The staff are working to implement the National Numeracy Strategy to ensure it is having a positive impact on pupils' learning. Staff have a very clear understanding of what needs to be taught and mental work is paced at the correct level of challenge. Similarly, there are planned activities where pupils are able to work independently, whilst the teacher gives support to a group.
101. The tracking of pupils' progress is satisfactory with the school starting to set individual targets for the pupils. This is in its early stages and the co-ordinator realises that it requires evaluation before changes are made. Where necessary, additional support has been provided for those pupils with special educational need. The quality of this support ensures that these pupils make satisfactory progress.
102. The school has made satisfactory progress since the last inspection. There is evidence to show that standards are rising and pupils are now making satisfactory progress. There have been improvements in the role of the co-ordinator, planning, balance and assessment of the subject.

## **SCIENCE**

103. Inspection findings show the pupils' attainment in science is broadly average at the end of both key stages. Whilst the pupils make satisfactory progress overall, there is some underachievement in Key Stage 2 and the pupils could do better. This is particularly so for the higher attaining pupils. The standards have been maintained since the previous inspection.
104. The 2000 National Curriculum test results for Key Stage 2 show the pupils' attainment is below the national average and well below the average for similar schools. The proportion of pupils attaining the expected Level 4 is well above the national average, but the proportion attaining the higher Level 5 is well below the national average. The disparity between the test results and the inspection findings is due to the fact that more pupils are now achieving the higher Level 5 although there is still room for improvement. In Key Stage 1, the teacher assessments show attainment is below average. However, inspection findings show attainment of the current Year 2 pupils to be average. Additional work on materials and their properties has helped to raise standards overall.
105. By the end of Key Stage 1, the pupils have a secure scientific knowledge that covers a broad range of concepts and most achieve satisfactorily. They know that plants need certain conditions to enable them to grow and they name the major parts of flowers such as stem, leaf, petal and root. They recognise and name a variety of materials and know their properties. For example, in their survey of the school, they were able to say what parts of the building were made from particular materials. The pupils demonstrate a good understanding of how materials such as chocolate and ice can be changed by heating and cooling. They satisfactorily construct and describe simple electric circuits and the higher attaining pupils can explain what happens when a switch is incorporated into the circuit.

106. By the end of Key Stage 2, the pupils have a secure understanding of the needs of living things. They understand the importance of a healthy diet and the effect that some substances have on teeth. They name the major organs of the body and the higher attaining pupils give a clear explanation of the function of the heart, lungs, kidneys and digestive system. They have a satisfactory knowledge of solids, liquids and gases and most are able to indicate how substances can be separated by evaporation and filtering. Higher attaining pupils explain the reactions that take place during some investigations, for example, what happens to raisins in water when bicarbonate of soda is added. Most pupils have a good understanding of electric circuits and magnetism and the higher attaining pupils understand how an electro-magnet is made.
107. In Years 5 and 6 there is evidence of practical work with the pupils carrying out a good range of scientific investigations and practical work. The investigations are open-ended and the pupils are presented with good opportunities to select their equipment and to record their findings. The opportunities for the pupils to use computers to develop their scientific understanding have not been exploited and this aspect of their work is weak. The pupils need more opportunities to record their findings in tables and graphs using computers and the school has recognised this as a priority. The pupils demonstrate a good understanding of the concept of a fair test.
108. Overall, the pupils make satisfactory progress, with pupils in Years 5 and 6 making good progress due to the good coverage and good teaching. There is some underachievement in Year 3/4 however and progress is unsatisfactory. In the lessons seen, most pupils achieved well due to the good quality of teaching. However, an analysis of work shows that some pupils are not achieving as well as they should due to the subject not being taught consistently and regularly throughout the school. Science is taught as part of a topic and the monitoring procedures have not been sufficiently rigorous to ensure that it has been given sufficient emphasis throughout the year. As a result, there is a need for the pupils to 'catch up' in Years 5 and 6. Whilst most pupils are achieving the standards of which they are capable, a small minority, particularly those who should be working at the higher Level 5, are not achieving the standards of which they are capable. If progress was satisfactory in Years 3/4, the pupils would do better overall.
109. Overall, the quality of teaching is satisfactory and some good examples were seen during the inspection. Effective use is made of learning resources to enliven activities and maintain a good pace. For example, in a good Year 5/6 lesson the pupils' understanding of reversible and irreversible changes was considerably enhanced due to the exciting activities the pupils were able to carry out. They demonstrated a good understanding of how gases are formed when substances are mixed and of the process of evaporation. In the lessons observed, the teachers' knowledge was secure and this enables them to talk confidently to the pupils about science and to answer their questions accurately. Evidence from the analysis of work shows the subject has been taught regularly and systematically in Years 5/6 and this enables the pupils to make the progress of which they are capable. However, although there is evidence of satisfactory teaching in other classes, the teaching of science does not have sufficient prominence, resulting in underachievement in some classes, particularly in Key Stage 2. The subject is taught as part of a topic and the monitoring process has not highlighted that too little emphasis is being devoted to the subject.
110. The co-ordinator has introduced a range of good assessment procedures. These assessments, together with statutory assessments, provide the staff with an accurate reflection of how well the pupils are achieving at the end of key stages. These

assessments have not yet been utilised throughout the school and consequently the teachers do not have good evidence of the pupils' understanding. This results occasionally in the repetition of work, or the pupils being presented with work at a level that is too low. The school is following national guidelines for the subject, but these need to be adapted more closely to the needs of the school. The school has recognised the difficulties in ensuring all elements of science are covered adequately in a topic based approach and is looking at alternative strategies.

## **ART AND DESIGN**

111. Standards of work are good in both key stages and work of high quality was seen in all year groups. This is a marked improvement since the last inspection when standards were unsatisfactory. This improvement is due to the dedication and skill of the co-ordinator who has very effectively raised the subject profile in the school. She has supported and developed staff skills in her own time. As a result staff are now confident. In addition, an increased range of media for pupils to explore has been provided. This has had a marked impact on the creative and experimental element of the subject. Art and design is now a strength of the school making a strong contribution to pupils' spiritual, social and cultural development.
112. Throughout the school, pupils are developing a good subject vocabulary and conceptual understanding through evaluating their own work and that of others. Inspired by a visit to the L.S. Lowrie exhibition, pupils in Year 1 have experimented using charcoal, paint and computer technology, to produce simple but very effective pictures in his style. Currently examining the work of David Hockney, pupils were able to compare his style and use of colour to Lowrie's work. Stimulating teaching encourages pupils to explore and develop their own work which they approach with great enjoyment. Pupils were observed singing quietly to themselves as they worked together on a 'beach montage'. While others disappointed with the effects of using thin pencils, chose instead to use thicker pens to improve their own swimming pool pictures. At the same time, heated discussions about the merits of each artist's work and the use of colour were heard. This emphasises the way that teaching has clearly stimulated and excited pupils
113. This high standard of work is consistent across the school and pupils make good progress. In each class pupils have chosen a different artist and through careful teaching and exploration of a wide range of creative media pupils have made good progress in developing their skills. Visits from professional artists have supported teaching and learning well. In Year 5/6 for example, pupils have looked at the work of Renee Mactintosh. Exploring his style over a series of weeks, they developed and refined their skills. Finally each designed and produced carefully detailed silk paintings in his style, but using and developing their own ideas. Each finished item showed flair and originality, with the finished display enhancing the work and the school environment. In addition, pupils' work on perspective was again of a good standard.
114. Teaching is of a consistently good standard. Planning shows that in each class, pupils have benefited from a wide range of experiences. These have developed skills and techniques with pupils growing in confidence and skill. Pupils clearly have pride in their work and talk enthusiastically about the techniques they have used and the work of the artists they have studied, which have enriched their work. All finished work is displayed beautifully which encourages pupils to take pride in their achievements.

115. The co-ordinator has motivated both staff and pupils by demonstrating techniques and guiding practice. The resource and 'key information' posters, she has produced, in addition provide a focussed way for teachers and pupils to become more independent. A very effective and talented artist, she has achieved much in a short time.

## **DESIGN AND TECHNOLOGY**

116. When the school was inspected in 1996, standards were judged to be in line with national expectations at the end of both key stages. This is still the case. The standard of pupils' work is in line with the national expectations for their age group and the pupils make satisfactory progress.
117. Pupils have satisfactory attitudes to their learning and achieve satisfactory results, whether it is the weaving of the 'God Eye' or the construction of vehicles using a rotating axle. They achieve high standards and take great care in completing work and pupils of all abilities apply good concentration in the completion of the task. When they evaluate their work, they are open and honest about their problems as well as their successes.
118. Pupils at Key Stage 1 learn to investigate and design puppets, effectively plan what materials they need, and draw plans of their puppet before making. After completion they are able to suggest ways they could have improved their design. Similarly in Year 6 pupils have designed and made a book cover shaped according to the title of the book. In Year 3/4 Egyptian masks had been designed and constructed, with a design sheet to assist with the planning and resources required. Pupils have evaluated their design and technique and said what is difficult and how they might improve it if they are to do it again. Pupils measure accurately and take care to be precise when they join parts together.
119. Teaching is satisfactory. The teachers plan is clear and ensures that the pupils build on previous experiences. The use of a satisfactory range of resources extends the pupils' knowledge and has a positive impact on learning.

## **GEOGRAPHY**

120. At the end of both key stages, pupils attain average standards, and all pupils including those with special educational needs, make satisfactory progress. This compares favourably with the last inspection.
121. By the end of Key Stage 1, pupils have a satisfactory knowledge of the local area. They draw plans of the school, label classrooms, and note down all materials used in its construction. They also make comparisons between Livesey St Francis and a Greek school. The local study of the area included a tally of traffic usage in a given time including the production of graphs and tallying techniques. They study weather by keeping records over a period and can interpret simple weather symbols
122. In Key Stage 2 the skills learnt are built on and pupils' mapping skills develop satisfactorily to include plans of the underground sewerage pipes and culvert carrying the local river, which runs under the school grounds. The features of a river are studied introducing geographical terms such as source, tributaries, meander, delta and estuary. This theme is developed when pupils follow the water exiting from the culvert and running into the River Blackwater, and then into the River Darwen. Pupils are able to compare the flow and differences between the rivers. The study also included the treatment process and various stages of cleansing before it is returned to the Darwen. Good links are made with history with a comparison of the Nile and its importance to the Egyptian farmers.



123. In both key stages teaching is satisfactory, with the lesson activities suitably planned, and satisfactory cross-curricular links to other subjects. The newly appointed curriculum co-ordinator has adapted the national guidelines to the school's needs. Resources for the subject are adequate, but the co-ordinator is conscious that further resources are required to enhance the opportunities offered to the pupils. There is a need for effective monitoring and assessment of the pupils' work and this is still an area for development.

## **HISTORY**

124. Satisfactory improvements have been made since the last inspection. Standards of attainment at the end of both key stages are broadly in line with national expectations. Pupils make satisfactory progress. In both key stages history is included in topics which cover all the foundation subjects. The long-term impact of the combined scheme of work has yet to be seen.
125. The subject planning meets the requirements of the National Curriculum and has been revised recently to accommodate the needs of mixed age classes. This has ensured that topics are not repeated but there has been some imbalance in the time allocation. The long term planning provides coverage by classes of the required units over the two years of Key Stage 1 and the four years of Key Stage 2 classes. However there is no tracking procedure to ensure that individual pupils moving through mixed age classes cover the programmes of study in full. The focus of some topics is not closely linked to the Programmes of Study for history and links are tenuous. For example, in the Key Stage 1 weather topic and the Key Stage 2 electricity topic, work is covered that has limited relationship to that in the recommended guidelines. Although the knowledge elements are covered adequately, there is not enough progressive teaching of the skills elements. The quantity and quality of written work is less than expected in both key stages.
126. The quality of teaching seen in the course of the inspection was good but other inspection evidence indicates that teaching over time is satisfactory. When teaching was good, teachers were confident in their subject knowledge and were able to arouse pupils' interest. There is good emphasis on learning from primary sources including World War 2 memorabilia and discussions with grandparents. All pupils were involved in a project investigating the history of the school using the archive material including the school logbooks. The subject is enhanced by visits linked to topics such as the Eden Camp and the Lowry Centre. The interpretation of history and the practice of considering different perspectives are not regularly addressed.
127. By the age of seven pupils develop a satisfactory knowledge and understanding of lives of people in the past for example recreating Victorian school days. They are aware of obvious differences between their lives and those of children a hundred years ago before the use of electricity in the home. Teaching involves a high degree of discussion and practical activities and a number of visits and these have a positive impact on the pupils' understanding of history. Children are able to identify major changes in transport such as canal traffic and know the names of significant inventors like Stephenson, Brunel and Benz. They are developing basic sequencing skills and knowledge of chronology through making timelines.
128. These skills are taken forward in Key Stage 2. By the age of eleven pupils show a good factual knowledge of some periods for example post-war Britain listing improvements in health and technology. They demonstrate good research skills using

both Internet and library reference sources to find out how and why there were shortages in World War 2. There is little evidence of sustained writing in the subject or of pupils presenting a quantity of information.

129. The co-ordinator has taken responsibility for the subject very recently and has action plans to address issues of assessment and monitoring.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. The school has made satisfactory progress since the previous inspection. Standards of attainment at the end of Key Stage 1 are broadly in line with what is expected nationally at the age of seven. At the end of Key Stage 2 standards are below national expectations overall but recent progress has been very good and standards in some aspects of Information and communications technology are already in line with what is expected at age eleven.
131. The school has embarked on a major improvement in the provision and teaching of information and communications technology this year. Resources have been radically updated and the ratio of computers to pupils is better than the national average. The school has succeeded in opening a dedicated computer suite ahead of schedule and has introduced regular taught sessions for each year group this term. Pupils are being taught following a comprehensive scheme of work, which meets requirements fully. The school has received valuable support from the neighbouring technology college. The subject continues to be a priority for school improvement and there are already plans for addressing outstanding issues such as assessment. Nationally recommended training for staff begins in the autumn term. These initiatives are having a positive impact on the standard of attainment, which is showing steady improvement.
132. The quality of teaching seen in the course of the inspection was good with confident subject knowledge. These lessons however were specialist teaching sessions. Other evidence indicates that teaching over time has been less rigorous and has failed to ensure the pupils have developed the skills and knowledge they should have done. When teaching is good, there is progressive teaching of skills closely linked to subject teaching. The specialist teacher liaises closely with class teachers and plans activities that contribute to the current topic. Expectations are high and result in high quality outcomes especially in graphics. Computers in classrooms are used regularly for literacy and numeracy reinforcement and for research.
133. Pupils at the end of Key Stage 1 are confident users of information and communications technology. A significant number have access to computers at home. They are familiar with a range of graphics tools and select them appropriately. Pupils in Year 2 showed considerable expertise in using the spray tool to imitate the style of Monet. They have basic word processing skills and use them to write their own stories for instance versions of favourite fairy tales. Pupils know that information can be saved and retrieved. Teachers provide opportunities for pupils to develop understanding of control technology by including activities with a programmable floor robot in many topics.
134. By the end of Key Stage 2 pupils gain a clear understanding of the graphics processes and have appropriate opportunities to use these skills. Structured lesson planning ensures that the level of challenge becomes progressively greater. Year 5 pupils for example changed picture designs into greeting cards by adding text while Year 6

pupils added images from floppy disc to backgrounds they had previously saved. They are encouraged to learn and use the proper terminology throughout. Pupils demonstrate appropriate word processing skills for example in selecting font style and layout for poems and adding clipart. The new scheme of work has not been in operation long enough for pupils to have experienced all aspects of the required curriculum, particularly data handling, and the higher levels of control and standards are below average in these areas.

135. The subject is well led. The co-ordinator drew up a comprehensive development plan based on an accurate audit of the school's situation in the autumn term. This has been put into effect with commendable speed and commitment and is being monitored assiduously.

## **MUSIC**

136. Standards in music in Key Stage 1 are in line with expectations and have been maintained since the last inspection. No lessons were observed in Key Stage 2 due to the timing of the inspection. However, evidence from teachers' planning, talking to pupils and from the musical elements in assembly, standards are at least in line with expectations and the pupils make satisfactory progress.
137. In Key Stage 1 pupils sing reasonably well and enjoy singing a satisfactory repertoire of songs by heart. Teachers effectively support them when together in the hall and because of this pupils sing simple songs in two parts, They are able to play and repeat simple rhythms and with help produce simple graphic scores. They listen to sections of 'The Carnival of the Animals', and with support evaluate the use of wooden instruments to represent the sounds of skeletons moving. However sometimes the noise from other classes prevents pupils fully appreciating the music. Music plays a strong part in school assemblies. Each day, varied styles of music are played from 'Vera Lynn' to 'Strauss'. Each Wednesday, pupils are encouraged to bring in their own favourite music. This develops pupils' musical appreciation well. Singing is robust and cheerful in Key Stage 2 with pupils able to sing in two-part harmony. A visiting teacher supports the school 6 times a year. This is used to increase pupils' experience of the range of instruments and styles. Recently this was used to introduce pupils to 'African' music.
138. Teaching seen in Key Stage 1 was good and, although no teaching was observed in Key Stage 2, it is judged to be at least satisfactory. Class management strategies are usually effective especially when the noise from other classes intrudes. The musical curriculum has been developed well by the co-ordinator and is used to support topic work. It allows for an appropriate progression of skills. Resources are adequate with additional instruments borrowed to support the subject teaching. A choir is formed each autumn term and pupils of all ages perform in local festivals. Unfortunately, this is not continued throughout the year in order to continue to develop the skills of more talented or enthusiastic pupils.

## **PHYSICAL EDUCATION**

139. Attainment in physical education is average by the end of both key stages. This indicates a slight fall from the standards seen in the last inspection in relation to Key Stage 2. The physical education lessons observed were games and athletics. Discussions with the co-ordinator, teachers and pupils and a scrutiny of teachers'

planning indicate that the school provides a balanced programme of physical education, which meets the requirements of the National Curriculum. Pupils learn to play games, participate in athletics and gymnastic activities and respond to music through dance. All Key Stage 2 pupils have swimming lessons at the local pool and the majority of Year 6 pupils can swim at least 25 metres by the time they leave the school at the age of eleven.

140. Pupils of all abilities make satisfactory progress overall. By the end of Key Stage 1, the majority of pupils show satisfactory control of both racquet and ball when they are developing their tennis skills. They make satisfactory progress in these skills, and also in their awareness of following simple rules of team games whilst developing their racquet control and hand eye co-ordination.
141. By the end of Key Stage 2 pupils' throwing skills are more developed. All pupils including those with special educational needs make satisfactory progress. They understand the importance of warming up and have a good bank of warm up activities. Most pupils are able to throw over arm, and throw a javelin correctly over a distance. By the end of the key stage pupils have experienced a variety of team and individual games such as football, tag rugby, netball, hockey, tennis and athletics.
142. Teaching is satisfactory. Teachers plan their lessons thoroughly. They have clear learning objectives and high expectations, and give precise instructions to ensure the safety of the pupils when using the apparatus. Teachers manage their lessons well and a satisfactory standard of behaviour is maintained. Regular use of the pupils to demonstrate and develop learning points is a feature of the lessons. The extra non-teaching support given to those pupils with special educational needs was particularly effective and enabled them to make good progress.
143. The attitudes displayed by pupils taking part in physical activities are generally satisfactory at both Key Stages. A similar picture emerges in terms of behaviour. The great majority of pupils enjoy taking part in physical education lessons. They listen attentively to instructions and behave well. The enjoyment is often visible on pupils' faces and many are willing to take on board advice that is given by teachers to help improve their level of performance. The younger pupils get ready for lessons quickly, and change after the lesson in a calm and sensible manner. This means that lessons start punctually and very little time is wasted.
144. There continues to be strong links with the Blackburn Rovers Football Club, which promotes interesting work across the curriculum. There are less out of school sporting activities taking place than in the past although the number and range is satisfactory. Resources are satisfactory.