

INSPECTION REPORT

ST ANNE'S RC PRIMARY SCHOOL

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119511

Headteacher: Mr S A Nicholson

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 20th – 23rd March 2000

Inspection number: 192240

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Feilden Street
Blackburn
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs C Pope

Date of previous inspection: 4th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G T Storer	Registered inspector	Maths Physical education English as an additional language	Characteristics of the school Standards Assessment Effectiveness
Mrs G Marsland	Lay inspector		Pupils' behaviour and personal development Attendance How well the school cares for pupils Partnership with parents
Mrs M Palmer	Team inspector	Design and technology Music Art Children under five	Teaching and learning Pupils' attitudes
Mr D Matthews	Team Inspector	Science Information technology Special educational needs	Leadership and management
Mrs K Hurt	Team inspector	English Geography History Equal opportunities	Curricular and other opportunities Spiritual, moral, social and cultural development

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's Roman Catholic Primary School is situated in the centre of Blackburn. The majority of pupils are from homes in the local parish, although a considerable number comes from further afield. Children entering the school come from diverse home backgrounds. Some families who live within the parish experience hardship in their lives, whilst other parents from beyond the traditional catchment area are from the professional and business communities, where unemployment is low. There are 28 per cent of pupils entitled to free school meals; this is broadly in line with the national average. The school is popular with parents and is regularly over-subscribed. There are currently 246 pupils on the school roll. This is similar to the average primary school. Children's attainments on entry to the nursery vary widely but are well below average overall. The percentage of pupils identified as having special educational needs (19.5 per cent) is about average, although the number of pupils with Statements of Special Educational Need is below average for a school of this size. The percentage of pupils speaking English as an additional language (1.2 per cent) is low.

HOW GOOD THE SCHOOL IS

St Anne's Primary is an effective school. By the age of 11 years, pupils' attainments are above average in English, mathematics and well above average in science. The overall quality of teaching is good. The pupils respond very positively and the quality of their learning is good. The headteacher and governors provide purposeful leadership and the school gives good value for money.

What the school does well

- Children under five get a good start; attainment on entry is low and most make good progress in the nursery and in the reception class.
- By the age of 11, pupils' standards of attainment are well above average in science and above average in English and mathematics.
- The quality of teaching is good, with very good teaching in almost 20 per cent of lessons.
- The headteacher and governors manage the school effectively; they provide clear leadership and direction, so that the school's aims and values reflect very well in all aspects of its work.
- Pupils have very good attitudes to school; they rise to the challenge to do their best.
- The provision for pupils' moral and social development is very effective; pupils' behaviour is consistently good in lessons and around the school and relationships at all levels are very good.
- The school offers a very good range of extra-curricular activities that adds considerably to the quality of the curriculum as a whole.
- Partnership with parents is good; parents make a positive contribution to children's learning.

What could be improved

- At the age of seven, pupils' standards in reading, writing, mathematics and science are below the national average and below standards found in similar schools.
- Assessment procedures and pupils' records lack coherence; teachers do not assess and record pupils' attainments regularly enough. This results in weaknesses in planning in the medium and shorter term, when tasks are not based on up-to-date information about what pupils know, understand and can do.
- There are weaknesses in the guidance documentation available to teachers in history, geography, art, music, information technology and aspects of English. Consequently, pupils do not always gain knowledge, understanding and skills in a systematic way and this limits the progress that they make.
- There is too little planned provision for the arts to contribute to pupils' cultural development and the multi-cultural dimension of pupils' learning is weak.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In English, mathematics and science, standards attained by pupils aged 11 have risen steadily since the previous inspection and a far greater proportion of pupils now achieves higher than average levels. Governors are more involved in the work of the school. Together with senior staff, they monitor teaching more regularly and, as a result, unsatisfactory teaching has reduced to a third of what it was during the last inspection and there is a much greater incidence of very good teaching. Teachers' short term planning is more thorough and teachers are generally well prepared for lessons. The teaching of basic skills in English and mathematics is consistently good and there are more planned opportunities for investigative work in mathematics, science and history. However, assessment and recording procedures in the short and medium term are still not systematic enough to form a secure basis for planning. School development

planning is more thorough; there are clear criteria that allow governors to track school improvement initiatives and evaluate their success. Provision and resources for the teaching of information technology have improved and teachers make better use of information technology in the curriculum. Procedures for monitoring and promoting good attendance have improved and reflect in parents' well-focused support for the school and in improved rates of attendance. There have been developments to the school's accommodation that result in better facilities for pupils in the school libraries, information technology area and classrooms and in the more effective use of other shared areas.

STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	C	B	A	well above average A above average B average C below average D well below average E
Mathematics	D	C	B	A	
Science	C	C	A	A*	

In the most recent national tests and assessments for pupils aged seven, standards were well below the national average and below standards found in similar schools. Pupils aged 11 achieved standards that were well above the national average in science and above average in English and mathematics. Compared with similar schools, standards at age 11 were well above average in English and mathematics and were in the top five per cent of schools nationally in science. Very few pupils failed to achieve the nationally expected level in English and science and the percentage of pupils attaining at the higher levels was well above the national average in mathematics and science. The trend over the three years to 1999 has been one of sustained improvement, at a rate that exceeds the rate of improvement nationally. Pupils' current work reflects the above picture; standards at the end of Key Stage 1 are improving but are still below the national average. Standards at the end of Key Stage 2 remain high. Pupils in Key Stage 2 experience a consistently higher quality of teaching. Teachers match tasks more closely to pupils' learning needs and this improves the progress that they make. The school has already exceeded its targets for improving pupils' performance by 2000. These targets will need to be revised in order to maintain the pace of improvement or to meet the needs of particular year groups. Pupils' attainments in information technology are in line with national expectations by the end of Key Stage 2. Pupils achieve satisfactory standards in all other subjects by the time that they leave the school and in physical education standards are above national expectations by the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive; pupils are enthusiastic, eager to learn and willingly rise to the challenge to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently good. They are calm and orderly and there is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good; pupils are mature and responsible in their approach to school life. Relationships at all levels are very constructive. This contributes strongly to the school's very positive ethos.
Attendance	Satisfactory; in line with the national average.

Pupils' attitudes, values, relationships and personal development are strengths of the school. They have a positive impact on the quality of pupils' learning and on the progress that they make.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall: 60	Good	Satisfactory	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 overall quality of teaching is good. During the inspection, 95 per cent of lessons were satisfactory or better. The teaching of children under five was consistently good. Teaching in Key Stage 1 was satisfactory overall, although almost half of the lessons were good or better and 19 per cent of lessons were very good. Teaching in Key Stage 2 was good overall, with almost a quarter of lessons very good. This has a significant impact on standards by the end of Key Stage 2. Teaching was unsatisfactory in five per cent of lessons in lower Key Stage 2. The teaching of English, mathematics and science is consistently good in middle and upper Key Stage 2. Teachers are making a positive response to the National Literacy Strategy and the teaching of basic skills is effective. The skills of speaking and listening, reading and writing are taught effectively. The teaching of numeracy skills forms a lively part of most mathematics lessons and investigative work features more prominently in science lessons. Tasks in these subjects are well matched to pupils' learning needs and this improves pupils' progress. The management of pupils is a strength of teaching and teachers use a good variety of teaching methods and resources to maintain pupils' interest and the pace of learning. The school's support staff make a very considerable contribution to the quality of teaching and learning. However, teachers' use of ongoing assessment in their planning is unsatisfactory. Teachers are planning tasks at different levels, but often on the basis of generalised assessments and not on the basis of what pupils know, understand and can do. This restricts progress in some lessons. Teaching meets the needs of most pupils. The teaching of pupils with special educational needs is effective; they achieve appropriate standards in their work in both key stages. Higher attaining pupils do very well by the end of Key Stage 2, although the number exceeding national expectations at the end of Key Stage 1 is low.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets National Curriculum requirements and is extended by a very good range of extra-curricular activities and competitive sports.
Provision for pupils with special educational needs	Very good; school provision complies fully with the Code of Practice ¹ and ensures that pupils with special educational needs make good progress towards targets in their individual education plans.
Pupils' personal, including spiritual, moral, social and cultural development.	Good overall; moral and social development are particular strengths, although cultural, and in particular multi-cultural, development remains an area of relative weakness.
How well the school cares for its pupils	This is a very caring school in which pupils' safety and welfare are successfully promoted. The monitoring and promoting of good behaviour and attendance are particularly effective but procedures for assessing and recording pupils' attainments and for using this information in planning are unsatisfactory.

The school works in effective partnership with parents. By giving their support at home and in school, many parents contribute positively to their children's learning and achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff.	The headteacher and senior staff provide strong leadership. They have a view of the way ahead and are committed to the process of school improvement.
How well the governors fulfil their responsibilities.	Governors are fully involved in the management of the school; they are supportive of the headteacher and staff, yet rigorous in discharging their statutory responsibilities.
The school's evaluation of its performance.	There is appropriate monitoring of the quality of teaching and learning by the headteacher, senior staff and governors. This is having a positive impact on the school development process, although there is scope to sharpen the focus of monitoring by subject co-ordinators.
The strategic use of resources.	The school's priorities are supported through effective financial planning. The school uses its budget and other grant funding effectively and according to principles of best value in order to meet the needs of the pupils. The school provides good value for money.

The quality of leadership and management is good. The headteacher has a positive impact on many aspects of the work of the school. The number of teaching and support staff is appropriate to meet the needs of pupils on roll and the demands of the curriculum.

¹Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • Behaviour in the school is good. • The teaching is good. • Parents feel comfortable about approaching the school with questions or problems. • The school is well led and managed. • The school expects pupils to work hard and do their best. • The school helps pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The amount of work that pupils are expected to do at home. • The information about how pupils are getting on. • How closely the school works with parents.

There were 147 questionnaires (77 per cent) returned and 44 parents attended the pre-inspection meeting for parents. Parents' responses to the questionnaire, at the parents' meeting and during the inspection were very supportive of the school and of the quality of education provided for their children. A very small number of parents expressed concern over some aspects of the school's work. The inspection supports the positive views of parents. Evidence gained from a wider sample of parents and during the inspection suggests that the school endeavours to work closely with all parents. The range and quality of information to parents is good. Inspectors find no cause for concern over the quality of information about pupils' progress. School reports contain appropriate information about what pupils know, understand and can do. Teachers use homework appropriately; it generally relates well to pupils' ongoing work and so contributes positively to their attainments.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the nursery class, most attain standards that are well below average for children of this age. Children in the nursery and in the reception class make good gains in all areas of learning². However, by the time that they reach statutory school age, most do not fully attain the Desirable Learning Outcomes³, though older and higher attaining children are launched into the National Curriculum Programmes of Study, particularly in English and mathematics.
2. The most recent National Curriculum tests and assessments at the end of Key Stage 1 in 1999 showed that standards, in relation to the percentage of pupils attaining or exceeding nationally expected levels, were well below average in reading, writing and science and below average in mathematics. Pupils' average points score⁴ was well below average in all subjects. This is because of the relatively high numbers of pupils that attained below the nationally expected level or at the lower end of the expected Level 2 range. These results are due, in part, to pupils' low attainment on entry and to the relatively high number of pupils with special educational needs. The school makes sound provision for these pupils and many make good progress during their time in the school and especially in Key Stage 2. Nevertheless, by the end of Key Stage 1, some are still attaining at low or low-average levels and this has a negative impact on pupils' average points score. However, despite children's low attainment on entry and the number of pupils with special educational needs, pupils in Key Stage 1 could be doing better in English, mathematics and science. In comparison with similar schools, pupils' attainments in the 1999 tests were still below average. The proportion of pupils attaining a secure Level 2 or the above average Level 3 was well below that found nationally. This resulted in average points scores in Key Stage 1 that were below those of schools with a similar background. Additionally, there are weaknesses in the school's planning and assessment procedures. This means that some tasks are not firmly based on what pupils know, understand and can do, as for example, in mathematics tasks throughout the key stage, and this limits attainment. Inspection evidence is not entirely consistent with the picture of attainment that emerges from the 1999 tests and assessments at the end of Key Stage 1. Pupils' current work suggests that standards, though still relatively low in comparison to similar schools, are rising. In English, pupils' speaking and listening are now broadly average. The school analyses test results data more carefully and this has highlighted weaknesses in pupils' reading and writing. Standards are still below average, but measures to strengthen the development of reading and writing are beginning to bring about improvements. Overall standards in mathematics and science are below the national averages, though in both subjects an appropriate number of pupils is on course to attain the above average level. This will raise the pupils' average points score and improve the comparison with similar schools.
3. Inspection findings indicate that, by the end of Key Stage 2, pupils' attainments are well above national averages in science and above average in English and mathematics. This is similar to the position indicated by the 1999 national tests and is a significant improvement on standards reported in the previous inspection. In comparison with similar schools, the 1999 results were well above average in English and mathematics and very high in science. The successful introduction of the National Literacy and Numeracy Strategies is maintaining high standards in Key Stage 2. The very favourable comparison with similar schools results largely from the relative high proportion of pupils who attain above average standards in science and mathematics and from the fact that very few pupils fail to achieve the nationally expected standard, particularly in science and English.

² Areas of learning – These are the components of the curriculum for children under five: language and literacy, mathematics, personal and social development, knowledge and understanding of the world, creative development and physical development.

³ Desirable learning outcomes – These are goals for children's learning by the time that they enter compulsory education at the age of five. They derive from the areas of learning and mainly refer to literacy, numeracy and personal and social skills.

⁴ Average points score – pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

Pupils in Key Stage 2 experience a consistently higher quality of teaching. Teachers match tasks more closely to pupils' learning needs, which improves the progress that they make.

4. In English, mathematics and science, the trend over time is one of standards rising ahead of national improvements in these subjects. This has been particularly apparent in science and mathematics since 1997. The school has already exceeded its own targets for 2000 for raising standards. Given the current results, targets will need to be revised in order to maintain the pace of improvement or to meet the needs of particular year groups.
5. Pupils achieve good standards of literacy and numeracy in relation to their age and prior attainment. Since the last inspection, the school has improved the performance of higher attaining pupils. In mathematics and science at the end of Key Stage 2, the percentage of pupils attaining at the higher than average Level 5 is well above the national average. By the time that pupils leave the school, their attainments in information technology are in line with national expectations. Pupils achieve satisfactory standards in all other subjects, and in physical education standards are above national expectations by the end of Key Stage 2.
6. Pupils with special educational needs achieve well. The school's records show that in relation to prior attainment these pupils learn well and their achievement is better than would normally be expected. Despite this good achievement, the low starting point for some of these pupils means that their overall attainment is still below average by the time they leave the school, although many who experience difficulties early in their school careers go on to achieve nationally expected standards.
7. There is, however, some evidence of underachievement on the part of a minority of pupils. These are the average or lower attaining pupils who score below or at the lower end of the expected range or higher attaining pupils who do not achieve the above average Level 3 at the end of Key Stage 1. Teachers are not making sufficient use of ongoing assessments to identify and meet the specific needs of these pupils. In the most recent National Curriculum tests at the end of Key Stage 2, boys generally achieved higher standards than girls. This was an untypical year group with an unusual number of higher attaining boys. Inspection evidence indicates that there are no significant differences in the achievements of pupils of different gender, background or ethnicity.

Pupils' attitudes, values and personal development

8. Children in the nursery and reception classes settle well to school routines. They quickly feel secure and respond well to the high expectations of their teachers and support staff. They listen increasingly carefully and apply themselves well to their tasks. Within their class groups, children gain confidence and begin to show a good level of independence when engaged in activities without direct adult supervision. Friendships develop and children soon learn to share and co-operate when working together.
9. The pupils' attitudes to the school are very good and have been maintained since the previous inspection in 1996. Pupils are attentive to their teachers and follow instructions promptly. As a result, lesson time is efficiently used and the pace of learning is good. Pupils concentrate well and are keen to produce good quality work. This was seen to good effect in a physical education lesson, when younger Key Stage 2 pupils worked really hard to master and improve their ball skills. A pattern of careful thought and hard work is developed on entry to the school and maintained throughout. Most pupils show good enthusiasm for learning and high self-esteem. This was evident when pupils confidently demonstrate their information technology skills. Pupils are keen to share their ideas with teachers, other adults and each other. When pupils in Year 5 sensibly discuss their interpretation of a mathematical problem the quality of their learning is improved. By the end of Key Stage 2, pupils think for themselves, work diligently and persevere to solve problems. This is an important contributory factor to successful learning and to the high standards that many achieve.

10. Behaviour in and around the school is consistently good and the pupils respond well to the school's high expectations, clear values and firm guidelines. This confirms the views of the parents. The pupils are courteous and polite and eager to speak to visitors. The school has suitable behaviour and anti-bullying policies, which are applied consistently by the staff. Pupils know how they are expected to behave, understand the difference between right and wrong, appreciate the impact their actions have on others and so behave accordingly. Parents have stated that the school deals with isolated incidents of bullying effectively and no incidents of challenging behaviour were seen during the inspection. There have been no exclusions in the last reporting year.
11. The personal development of the pupils and relationships within the school are very good. Parents express the view that the school helps pupils to become responsible and mature. Inspection evidence confirms this view and indicates that this aspect is a strength of the school that has a positive impact on the overall quality of pupils' learning. Relationships between the pupils and between the pupils and staff are caring and friendly. At lunchtime, pupils interact pleasantly with supervisory staff, engage socially and play well together. The school's values, based on the Catholic ethos, place emphasis on mutual respect. This was evident in a Key Stage 2 assembly about special people and consideration for others. The pupils were attentive and involved, showing respect for the feelings, values and beliefs of others. Many pupils take responsibility for tasks within the school and are reliable and trustworthy. They act as register monitors and assist with tasks in the classrooms. Year 6 pupils organise their assemblies and run the tuck shop at break time. They also assist with younger pupils at the Breakfast Club. This provides good support for younger pupils and has a positive effect on the personal development of the older pupils. Pupils throughout the school are also involved in the 'Muddy Team' that is improving the school environment by assisting with the maintenance of the school garden areas. In all of these ways pupils learn to contribute to the school as a community and to take an active part in all aspects of school life.
12. Attendance rates are improving and overall attendance throughout the school is satisfactory. During the last reporting year attendance was well below the national average. However, during the present academic year attendance has improved and to date the attendance level is close to the national average. Authorised absence is high and affects the overall attendance figure but this is due to many pupils having medical problems. Most pupils are punctual for school and registration is effectively undertaken which allows lessons to start on time.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good. In almost two thirds of lessons during the inspection teaching was good or better. In just under one fifth of all lessons observed teaching was very good. Five per cent of all teaching, in classes in lower Key Stage 2, was unsatisfactory. This represents an improvement since the last inspection, when teaching was satisfactory overall, with only a small percentage of very good teaching and a much higher incidence of unsatisfactory teaching. Throughout the school teaching has many more strengths than weaknesses. In all subjects of the curriculum the quality of teaching promotes positive attitudes to work, diligence and a pleasure in learning and as a result, the quality of pupils' learning is good. A purposeful learning atmosphere is created in which pupils are expected to succeed and are secure in the knowledge that their teachers will help them to do so.
14. In the last inspection teaching of children under five was good overall and this quality of teaching has been maintained. More than two thirds of the teaching observed in the nursery and reception classes was good or better. The work of the two nursery nurses, one in the nursery and one in the reception class, is thoughtfully planned, supports the class teachers well and positively contributes to children's learning. All the staff working with children under five place strong emphasis on promoting the children's self-esteem. Teachers develop children's social skills well, successfully encouraging co-operation and respect for others' efforts, as in dance sessions, when nursery children co-operate well in pairs, singing and performing the actions to "Row, row, row the boat". They plan lessons well, particularly literacy and numeracy sessions. They teach basic skills, including phonics,

effectively and children make good gains in their learning. Teachers generally match follow-up activities to the learning needs of children of differing attainment and so promote good progress, for example in reading and counting. However, pupils' individual progress is not always sufficiently well tracked and, on occasions, activities do not challenge children consistently well, particularly the higher attainers. Teachers use resources effectively; carefully selected, relevant and good quality resources capture children's interest and encourage their developing concentration. Along with the variety of activities, including lots of singing and action rhymes, they increase pupils' enjoyment of school and motivation to learn. Teachers' instructions are clear and explicit and children respond well. Teachers have secure and effective class management skills. Children know what is expected of them and their behaviour is very good. For example, in an informal 'concert' session in the nursery, children who wanted to 'perform' for the others took their turn well and showed appreciation of each other's efforts.

15. In Key Stage 1, almost half of the teaching observed was good or better, with most of the good and better teaching occurring at the beginning of the key stage. In Key Stage 2, over half of the teaching observed was good and almost one-quarter of the teaching seen was very good. The most consistently effective teaching was observed at the upper end of the key stage.
16. Teachers generally have a good knowledge of their subjects and use it to enrich lessons and stimulate pupils towards high attainment by the time they leave the school. Lively, well-paced introductions engage pupils quickly in their learning. In the best lessons, very clear lesson aims motivate pupils effectively and interest them immediately in their tasks. In a Year 1 art lesson, for example, the teacher very successfully conveyed enthusiasm for the subject to the pupils. As a direct consequence, they responded thoughtfully and sensitively to questions and suggestions, demonstrating a good level of knowledge and understanding of the artist, Frederick Hundertwasser. They then carried out their own work with a clear purpose and understanding of the task, demonstrating good progress in the development of their skills over the series of lessons. The time spent in whole class discussion at the end of lessons is used very effectively to sum up what has been learned, to lay the foundation for new learning and to celebrate the achievements of the pupils. Individual lessons are well planned. When they form part of a clear sequence of teaching and learning set out in the medium term planning, pupils build successfully on previous learning, as in physical education lessons throughout the school. However, schemes of work are often not sufficiently well tailored to the needs of the school and give teachers too little support in planning the progressive development of children's knowledge, skills and understanding to ensure their good progress. This weakens planning, for example in science Key Stage 1, where some topics are covered in insufficient depth and others will be omitted for lack of time. In both key stages, the tasks pupils are asked to do are matched to their needs in broad general terms. However, procedures for teachers' ongoing assessment and recording of pupils' progress are inconsistent and do not sufficiently inform future lesson planning. In consequence, tasks are not always challenging enough for all pupils. In Key Stage 2, teachers often have high expectations of pupils' involvement and concentration, particularly in Years 5 and 6. Teachers inspire pupils with a sense of industry, which is clearly evident in pupils' approach to their work. This is consistently apparent, for example, in English, mathematics and science lessons, and results in pupils' secure acquisition of knowledge, skills and understanding in these subjects. Homework is generally used effectively to extend and complement the work pupils do in school. It increases appropriately as pupils move through the school.
17. The teaching of literacy and numeracy is sound in Key Stage 1 and pupils make satisfactory progress in their learning, although they do not reach the nationally expected standards by the age of seven. Literacy and numeracy are taught very effectively in Key Stage 2: pupils learn very well and attain high standards by the age of 11. Throughout the school, teachers structure lessons well and usually ensure a balance of well-paced activities. Lessons often start in a lively way; for example, mathematics sessions usually commence with quick-fire mental calculations which successfully spark pupils' enthusiasm and enjoyment of numeracy, as well as successfully promoting their numeracy skills. In the most successful lessons, teachers use ongoing assessment effectively. For

example, in a Year 5 lesson based on metric units, pupils' tasks were directly based on those of the previous day, met individual needs well and consequently consolidated and extended pupils' learning very effectively. Effective whole-class teaching and a high level of active participation by pupils are also characteristics of the most successful lessons. For example, a Year 6 literacy session began with the teacher's expressive poetry reading. This immediately engaged pupils' interest and promoted learning: they listened carefully, extended their knowledge and understanding of the poem "The Sea" by James Reeves, and readily volunteered thoughtful answers to questions.

18. Teachers generally make appropriate use of the school's information technology resources to support pupils' learning. For example, pupils in Years 6 competently used their research skills to extend their knowledge of diverse subjects including life in Ancient Egypt. However, some teachers are still coming to terms with this new technology and so pupils' skills are not consistently well promoted across the curriculum in all classes.
19. Where teaching is unsatisfactory, teachers' subject knowledge and understanding is weak. The teacher does not make teaching points sufficiently clearly or accurately to secure pupils' understanding. For example, in a science lesson at the beginning of Key Stage 2, 'magnetism' was not explained well enough and pupils made limited progress in their understanding, despite their active involvement in associated practical activities. A slackening of the pace of learning and a lessening of challenge are also characteristics of less successful lessons. In a music lesson at the end of Key Stage 1, only a small number of pupils were given percussion instruments and the rest of the class used their fingers to tap an accompaniment to a song. This did little to sustain pupils' interest and did not sufficiently promote pupils' learning.
20. The teaching of pupils with special educational needs is effective. Pupils with special educational needs are well supported in their learning by teachers and support assistants. Most tasks set for pupils with special educational needs ensure that they are challenged appropriately. However, sometimes the tasks that are set for them do not sufficiently develop the skills, knowledge and understanding that are identified for improvement in their individual education plans. For example, cutting and sticking activities that do not contribute to pupils' learning result in slowed progress. The quality of their learning is good. Pupils form constructive relationships with their teachers and support assistants. As a result, they have good attitudes to learning in their withdrawal groups; they concentrate, co-operate and behave well.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

21. The curriculum for children under five incorporates all areas of learning and enables children to make good progress overall towards the Desirable Learning Outcomes. It also provides a secure foundation for Level 1 of the National Curriculum. Appropriately, high priority is given to children's personal and social development, language and literacy and mathematics. Good quality learning opportunities are also offered in sessions promoting knowledge and understanding of the world, physical and creative development. In particular, the well-planned provision of opportunities for structured role-play, as in the nursery's café, successfully promotes children's ability to use their imagination, as well as promoting their language and social development. Topics, such as "Growing", are well planned and delivered, providing a range of meaningful and interesting experiences, including the visit of a mother and her baby, which successfully promoted children's knowledge, skills and understanding across a range of areas of learning.
22. The school offers a broad curriculum that meets the requirements of the National Curriculum in all subjects. There is some imbalance in subjects such as mathematics, science, art, music, geography and history, which leads to patchy coverage of some strands. For instance, in science not all the planned units are being covered in Year 2, and there is an over-emphasis on number at the expense of other aspects in mathematics in Key Stage 1. The range of opportunities for pupils to develop

writing skills varies in some year groups in both key stages. Where the range of experiences is limited, as in Years 2 and 3, pupils' progress slows down.

23. The school places a firm emphasis on English and mathematics in the time allocated to each subject. Teachers plan closely to the National Literacy and Numeracy Strategies' frameworks, and this ensures that they are clear about what pupils are to learn through the tasks they set. Throughout the school there is a strong emphasis on developing basic skills, such as spelling and phonic skills. Teachers pursue these rigorously in literacy hours and this is already having a positive effect in improving pupils' attainments, particularly in reading and spelling in Key Stage 1.
24. The weaknesses in planning identified in the last inspection have not been addressed as fully as possible. The school has introduced nationally agreed schemes of work for most subjects, but they have not been adapted to take account of the needs of this school, and the time available for teaching each subject. They do not give sufficiently clear guidance about what pupils are expected to learn in each year group, or how investigation skills are to be developed through the planned topics. Thin coverage of some topics, and an unclear view of how skills will be developed, result in weaknesses in pupils' learning in subjects like science in Key Stage 1, writing, art, music and geography. This results in gaps in pupils' learning, and some patchy progress in different year groups noted during the inspection. Planning is not linked to assessment and so does not ensure that tasks are pitched at appropriate levels to challenge more able pupils, and this adversely affects the learning of these pupils towards the end of Key Stage 1.
25. The school recently implemented a sound policy for developing pupils' personal, social and health education. As part of this, sex education is taught in line with the governors' policy. At present, there are insufficient opportunities for pupils to learn of the dangers of drugs misuse, though the head teacher has received training and plans to address this weakness in the very near future. Assemblies and class discussions provide valuable opportunities for pupils' social development through such themes as 'helping' and recognising that everyone is 'special'.
26. All pupils have full and equal access to the curriculum, irrespective of their abilities, age, gender and background. Curriculum provision for pupils with special educational needs is sound. Pupils with special educational needs are sometimes withdrawn from lessons, but they receive an appropriately differentiated curriculum, usually in the same subject from which they are withdrawn, and they receive good levels of support. However, individual education plans do not always contain sufficiently specific targets for development; this weakness was identified at the last inspection and has not been fully addressed.
27. The school provides a very good range of extra-curricular activities for over 100 pupils, including pupils in Key Stage 1. Many of the teachers generously give their time in activities that significantly enhance the curriculum offered. A full range of activities, such as football, netball, athletics and cricket, enriches pupils' physical education experiences. Choral verse speaking, drama and literary clubs make a positive contribution to literacy. Pupils in Years 3, 4 and 5 all extend their musical skills by learning to play the recorder. A large number of pupils in each key stage undertake gardening projects in the two "Muddy Teams", making considerable improvements to the school environment.
28. Provision for pupils' spiritual, moral, social and cultural development is good overall. The school's provision for spiritual development, firmly rooted in the strongly Catholic ethos of the school, is good. There are very good opportunities in assemblies, school projects and prayer meetings for pupils to reflect on the lives of others, particularly those less fortunate, such as homeless or hungry people. There are many opportunities for pupils to reflect on such issues and on their own uniqueness in their prayers. Writing topics, for instance in response to the sinking of the Titanic in Year 6, result in some mature writing that reveals pupils' clear insight into the feelings of the people involved in the tragedy. Nursery children gasp in wonder when they find opening buds in the school

garden. However, there are insufficient opportunities for pupils to develop spiritual awareness further by reflecting on works of art and the music they hear.

29. Moral development is promoted very well and is a strength of the school. The school has an effective behaviour policy and system of rewards and sanctions, but the real strengths lie in the clear moral ethos of the school and the high standards of behaviour that teachers work hard to establish. Adults set very good examples and use assemblies and class discussions effectively to raise pupils' awareness of moral issues, for instance bullying. As a result, pupils develop a keen sense of fairness, honesty, right and wrong that helps them in their relationships with each other and with the adults working in the school. They understand the need for school rules and willingly comply with them.
30. The provision for pupils' social development is very good. Pupils are encouraged to work co-operatively in pairs and groups on tasks such as history investigations and computer work. Older pupils enjoy taking on independent tasks, for instance collaborating with a partner in producing an interesting assembly for their class. They develop very good team spirit and discipline through choral verse speaking, and enjoy competing with much success in the Blackburn Festival. Such qualities are further developed through participation in the many sporting team activities. "Muddy Team" clubs enable pupils to take on responsibility for their environment. Other pupils organise and run the meetings of the Legion of Mary, developing a strong sense of the need to help others. Year 6 pupils benefit from a residential visit to an outdoor activity centre. Charity fund raising, sponsorship by local firms and the clear links with the church and feeder schools all help to raise pupils' awareness of the wider community, and make a positive contribution to pupils' personal and social development. The high quality of provision for social development reflects well in the very good relationships observed during the inspection and prepares pupils well for future citizenship.
31. Provision for pupils' cultural development is unsatisfactory. Poetry sessions in English lessons and choral verse speaking help to develop pupils' awareness of a range of poets and their work. There are useful opportunities for pupils to learn about past cultures, such as the Victorians, Romans and Egyptians in history. However, planning does not ensure that this aspect is fully promoted in most subjects of the curriculum. There are too few opportunities for pupils to appreciate the work of famous artists, designers and composers and as result their understanding is weak. Provision for developing pupils' multi-cultural awareness is particularly weak, as it was in the last inspection. The school's policy for teaching religious education includes few opportunities for pupils to learn of other faiths. The geography curriculum provides few opportunities for pupils to learn, in depth, about the lives of people in other parts of the world. The stock of books and resources to support this aspect, inadequate in the last inspection, is still insufficient. This lack of planned experiences means that pupils do not develop a full appreciation of the richness and diversity of the many different cultures represented in the United Kingdom and in the world today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school's procedures for child protection and for ensuring pupils' welfare are very good and are a strength of the school. The school's procedures are in line with those of the local authority. The headteacher is the designated person responsible for child protection; all staff understand the agreed procedures and receive appropriate annual training. The school adheres to the governors' health and safety policy, and fire precautions, electrical checks and whole-school risk assessments have been carried out regularly. The pupils are well supervised by staff and ancillary assistants at break, lunchtimes and on journeys out of school, such as educational visits or the weekly trip to a neighbouring school for swimming lessons. There are good arrangements for dealing with minor accidents and all the staff are qualified first aiders. The high standard of care in most areas of activity has been maintained since the previous inspection. Parents express the view that the school is a caring school and this is supported by inspection evidence.

33. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. Effective behaviour and anti-bullying policies are in place and incidents of inappropriate behaviour are rare. The behaviour policy is consistently implemented by the staff and understood by all the pupils. There is a 'worker of the week' prize for a pupil from each class to promote good behaviour and discipline. The school effectively promotes the pupils' self-esteem in assemblies and a suitable scheme of rewards and sanctions is in place to encourage good behaviour and effort and discourage inappropriate behaviour, should they occur. Parents confirm that the school deals effectively with behaviour problems and occasional incidents of bullying.
34. Procedures for monitoring and improving attendance are good. The educational welfare officer monitors attendance regularly. New strategies are now in place to raise attendance levels and include the issue of certificates and the choice of tickets to watch a football match, a visit to a fast food restaurant or a book token for full attendance during any given term. These strategies appear to be effective and attendance levels are rising. The newly established Breakfast Club provides good support for a number of families and also improves the punctuality of some pupils.
35. The school's procedures for monitoring and promoting pupils' academic development are unsatisfactory. The school has made some improvements to the position reported in the last inspection. In the long term, in addition to National Curriculum test results, teachers use standardised tests in reading and mathematics. These give reading ages and mathematics ages that are used to track general progress in these areas. However, they do not relate to National Curriculum criteria, so are of little use to teachers in identifying strengths and weaknesses in pupils' learning or as a basis for planning. The school has begun to replace these with optional national tests. These will eventually give a better quality of data. However, this is a very new initiative and will take some considerable time before it produces clear indications of strengths, weaknesses or trends that will be of use in curriculum planning. For assessments in the medium term, the school has introduced assessment / recording sheets for some subjects. Some, such as that for physical education, are useful and provide clear criteria against which pupils' attainments can be evaluated and a manageable system for recording pupils' attainments. Others simply denote progress or otherwise and are of little or no use for diagnostic or planning purposes. Whatever the quality, the sheets are so recent that they do not yet impact on planning. During the inspection, there were good examples of where ongoing assessment had a positive impact on pupils' learning, for example, in mathematics lessons in middle and upper Key Stage 2. Weekly planning sheets provide for the assessment and evaluation of pupils' achievements and for the identification of pupils needing more challenge or support. There is, however, little evidence of the consistent use of this system to inform planning. None of the above systems result in a clear, up-to-date record of attainment based on National Curriculum criteria, scheme of work criteria or a detailed progression of skills. Current records do not show exactly what pupils can and cannot do or what they need to learn next. As a result, most planning is based on vague target levels and not on what pupils know, understand and can do. This is unsatisfactory as it limits the attainment and progress of pupils throughout the school, but particularly in Key Stage 1 and the beginning of Key Stage 2.
36. Procedures for monitoring and supporting the pupils' personal development are satisfactory. The procedures are underpinned by the very good relationships between the staff and pupils and are underpinned by a strongly Christian value system. The teachers know their pupils, and often their families, very well. The school operates as a caring community and levels of pastoral care are good. The school maintains effective links with outside agencies, such as the church, the local police and health care professionals who help support the academic and personal development of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. The overall quality of the school's partnership with parents is good. The parents' questionnaires show overwhelming support for the school. Since the previous inspection the school is still held in high regard by parents and the community and good relationships have been maintained. Most

parents agree they are well informed about their children's progress and are comfortable approaching the school with suggestions or problems.

38. The school maintains good links with parents. Over 90 per cent of parents attend parents' evenings. Assemblies are well attended and the school's 'open door' policy ensures the headteacher and staff are accessible. The Parents, Teachers and Friends Association provide good support by raising approximately £1,500 each year to support the purchase of resources. Last year they raised money to purchase staging for the school hall. Each class has the support of a parent helper. Several parents are involved in the Parents' Group that meets once a week. This group is supported by a tutor from the local college and develops home/school liaison through educating parents to assist their children in learning at school and at home. Although this is a new initiative taken by the school, parents are already developing a better understanding of education and developing skills such as information technology, which have the potential to have a positive impact on the pupils' academic progress. Year 4 pupils have the support of four members of the community, mainly grandparents, during a weekly craft session. This level of parental and community involvement has a positive impact on the work of the school. Social events, however, are not well supported at present and the response to the home/school agreement has been poor.
39. The quality of information for parents is good. Frequent letters and newsletters are sent home to keep parents fully informed of school events and pupils' achievements. The school issues an informative prospectus and governors' report to parents, though some required items of information are missing from the latter. Termly curriculum information for each class is given to parents and meetings to explain national strategies such as literacy and National Curriculum tests have been held. There is an annual parents' evening and an open evening, where parents can consult teachers should problems arise. These evenings are very well attended. The pupils' progress reports are satisfactory. They are issued in the summer term and inform the parents about pupils' attainment and progress in all subjects of the curriculum. They include the results of the school and national tests and set targets for improvement. Parents of pupils with special educational needs are fully involved in the target setting and review process in accordance with the requirements of the special educational needs Code of Practice.
40. The contribution of parents to children's learning at school and at home is satisfactory. Several parents provide support in the classrooms, and most parents agree that the school provides an appropriate amount of homework for the pupils. They support the homework tasks and in Key Stage 1 make useful comments in the reading record books. This provides an appropriate opportunity for home/school liaison.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The leadership and management provided by the headteacher and key staff are good. The headteacher has a clear sense of purpose. Since the last inspection he has introduced a range of measures to develop the roles of key staff, including subject co-ordinators. This has included the observation and evaluation of teaching to identify areas for development. The headteacher, governing body and staff share a commitment to succeed. They are aware that the standards of pupils' attainment by the end of Key Stage 1 need to be improved, and they have begun to identify the reasons for this and to take steps to improve pupils' performance. For example, they have recognised the need to improve the quality of the assessment of pupils' achievements, although they have yet to evaluate the quality and consistency of teachers' day-to-day assessments and the extent to which they are effective in the planning of pupils' work.
42. The school has agreed aims and values that are firmly based on Catholic principles. These are set out clearly in its mission statement that is effectively communicated to pupils and to parents in the school prospectus, the governing body's annual report to parents and in displays in prominent positions around the school. The governors, headteacher and all staff are successful in ensuring that the school's values are reflected very well in the pupils' very good personal development and

relationships and in the absence of oppressive behaviour such as bullying. Equality and access of opportunity for all pupils are part of the school's mission statement and in practice they are good.

43. The school's priorities for development are appropriate and are clearly set out in its development plan, together with specific targets to help it to achieve its intentions. There is a suitable focus on national initiatives such as literacy and numeracy as well as areas for development that are specific to the school, including unfinished business from the last inspection. The last inspection found that the school's development plan did not contain criteria by which the governing body could measure the extent to which it had been successful in addressing its targets. The plan now includes specific criteria and a committee of the governing body meets regularly to systematically evaluate and carefully record progress towards targets. The school development plan clearly links the training that teachers receive with its stated priorities. Effective financial planning clearly identifies the cost of each initiative and links spending with priorities in the school's development plan. The governing body's finance committee monitors the status of the budget regularly.
44. The governing body is effective in fulfilling its responsibilities. It is well organised, with a full complement of members bringing a wide range of skills and experience to the management of the school. Governors are very committed to and strongly supportive of the school, and they play an important role in its daily life, giving generously of their time. The governing body shares its duties effectively between its committees in order to meet the needs of the school and to ensure a clear overview of its life and work. Governors consider school issues thoroughly, asking questions of the headteacher, for example, to clarify and justify financial decisions and they seek further information when necessary. The governing body analyses data such as pupils' end of key stage assessment results to gain a clear insight into the attainment of pupils at different ages and of each gender. This information is effectively used to aid the decision making process. There is a designated governor for each subject and one governor has an overview of the school's provision for pupils with special educational needs. Governors formally monitor and evaluate the school's strategies for numeracy and literacy, they monitor standards of pupils' behaviour and they have procedures to ensure that the school meets health and safety legislation. The governing body has a sound understanding of the strengths of the school and it is keen to strengthen its strategies for school improvement, including the raising of pupils' attainment by the end of Key Stage 1. The most recent annual report of the governing body to parents includes most of the required information. However, it does not include the school's targets for Key Stage 2 assessments, information on school security, details about the provision for pupils with disabilities and a statement on progress in implementing the action plan following the most recent inspection. Apart from these omissions, the governing body carries out its duties and responsibilities conscientiously and ensures that statutory requirements are effectively met. It has a positive role in shaping the direction of the school.
45. A range of responsibilities is appropriately delegated to staff, so that teachers make positive contributions to the standards of care and provision that pupils receive. A key issue from the previous inspection was that the school should set out clearly the roles and responsibilities of subject co-ordinators in monitoring and evaluating the work of the school. The school has effectively addressed this issue with clear written job descriptions for co-ordinators that specify their responsibilities in monitoring the work of the school. As a result co-ordinators scrutinise pupils' work, and the core subject co-ordinators have a programme for observing teaching. A small amount of teaching has been observed in the foundation subjects of design and technology, art and history. The headteacher, the governors and the local education authority officer monitor teaching, and the governing body is appropriately informed about the findings from the observations. Co-ordinators' roles in evaluating the effectiveness of planning and teachers' day-to-day assessment of pupils' work are insufficiently developed to make a significant impact on raising pupils' performance by the end of Key Stage 1.
46. Careful financial planning supports the school's educational aims and objectives. Governors take appropriate account of the school's priorities as well as historical spending patterns when allocating financial resources. The governing body is very keen to ensure that grants for specific purposes,

such as nursery provision and that for pupils with special educational needs, are targeted accurately at designated areas. Governors are aware of the need to use the school's delegated budget for the benefit of its current pupils. It is taking appropriate steps to reduce its excessive reserves through a programme of carefully planned expenditure. It has already begun to achieve this and there are plans to further reduce the school's annual surplus to a more appropriate level, whilst retaining a realistic contingency fund for unforeseen circumstances. Written plans show the governing body's determination to achieve this within a reasonable time-scale. The school uses new technology well to maintain records and to monitor the ongoing status of its budget. The governing body applies the principles of best value appropriately in seeking value for money in its spending decisions. The school secretary carries out administrative duties very effectively. There are clear channels of communication between staff, parents and the local authority. Procedures for day-to-day financial control and administration are very efficient. The school recently received an audit of its financial procedures that indicated that its systems were effective. There were no major issues to resolve.

47. There is a good match of teachers and support staff to the demands of the curriculum. A number of teachers are very experienced and some have been more recently trained. This provides an appropriate balance within the teaching team. Teachers have a range of subject expertise, which the school uses effectively. For example, teachers with good levels of knowledge in information technology and music in Key Stage 2 exchange classes so that pupils benefit from their skills. Other adults make an effective contribution to the life of the school and well-being of the pupils. Nursery nurses in the nursery and reception classes provide very effective support for children in the early years, and support assistants in Key Stage 1 make an effective contribution to pupils' learning. There are good levels of adult support for pupils with special educational needs including those with statements. There is a systematic appraisal system that effectively identifies targets for all teachers to enable them to improve the quality of their teaching. The governing body is appropriately informed of these targets and teachers attend suitable courses to meet their identified needs. Staff training has appropriately focused on new initiatives and on weaknesses identified at the last inspection. Staff development meetings further pinpoint areas for improvement in teaching and these effectively give rise to targets in the school's development plan. The school has appropriate plans to implement a performance management policy. Sound arrangements ensure that teachers who are new to the school are well supported through the allocation of a mentor.
48. The accommodation is good and the school's use of a difficult building has significantly improved since the last inspection. Since the previous inspection the school has effectively ensured that older pupils now use furniture of an appropriate size, and the areas where space was not used effectively to promote learning are now used well for extra teaching spaces or for storage. The relatively new Key Stage 2 library provides a potentially valuable resource for pupils. It is well stocked with fiction books, but the range of reference books is as yet limited. The interior of the school is clean, attractive and well cared for and there is ample playground space that is effectively used for physical education. The school makes good use of its outside areas to develop pupils' awareness of and attitudes to environmental issues. For example, there is a nature trail, a bird hide and gardens that enable pupils to play an active role in their surroundings.
49. Learning resources are good. They have improved since the last inspection, which identified a lack of resources for promoting investigative skills in mathematics and science. Resources for history and geography have also improved since the previous inspection and they are now sound. Art resources are adequate and physical education resources are very good. Resources for all other subjects and those for children under five are good. There is very good provision of reading books for higher attaining pupils in the Key Stage 2 library, but there is still an inadequate range of reference books in this new area. A computer suite is used effectively by whole classes or by half a class at a time, although during the inspection there were periods of time when the computer room was not used, for example, to develop pupils' independent skills. The last inspection report pointed out a lack of resources to help pupils to learn about societies in other parts of the world and about the cultural diversity within this country. This remains an area of relative weakness.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to raise standards of pupils' attainment and extend the school's current achievements, the governors, headteacher and staff should jointly:
- raise standards of attainment and pupils' progress in reading, writing, mathematics and science at the end of Key Stage 1 by:
 - ensuring that teachers use ongoing assessments to plan work, which meets the specific needs of pupils of differing levels of attainment; * (paragraphs: 2, 7, 16, 22, 24, 35, 57, 69, 71, 72, 77, 80)
 - ensuring that planning for writing, mathematics and science identifies a more appropriate balance between the different elements of the curriculum and allows the time for teachers to cover all elements more thoroughly;
 - improve the school's monitoring of pupils' standards of attainment and academic progress by:
 - introducing arrangements for the regular assessment of pupils' attainment in core and foundation subjects; *
 - ensuring that assessment data is systematically recorded and used in the planning of the next stages of pupils' learning; *
 - using specific learning objectives in planning as the criteria for evaluating the quality of pupils' learning and achievement; (paragraphs: 2, 14, 35, 55, 78, 79, 80, 92, 96, 101, 109)
 - improve curriculum planning and the continuity of pupils' learning by:
 - ensuring that co-ordinators provide guidance that enables teachers to plan work that gives appropriate emphasis to all aspects of pupils' learning and builds progressively on pupils' previous skills and knowledge;
 - ensuring that planning for the curriculum identifies clear criteria against which pupils' attainments can be assessed; (paragraphs: 16, 24, 71, 87, 89, 96, 101, 102, 107)
 - improve pupils' cultural development by:
 - ensuring that pupils have more frequent opportunities to appreciate works of art and music and to understand how they contribute to our cultural heritage;
 - placing greater emphasis on planning for the multi-cultural dimension of pupils' learning across the curriculum as a whole. * (paragraphs: 31, 49, 89, 110)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- setting more specific targets in pupils' individual education plans (paragraphs: 20, 26)
- ensuring that co-ordinator monitoring has a clearer purpose * (paragraph: 44)
- including 'drugs awareness' in the health education programme * (paragraph: 25)
- including all required information in the governors' annual report to parents. (paragraphs: 39, 44)

* These issues are identified in the current School Development Plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	18	45	32	5	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	221
Number of full-time pupils eligible for free school meals	0	62

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	7.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
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
	1999	16	19	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	10	10	15
	Girls	13	12	14
	Total	23	22	29
Percentage of pupils at NC Level 2 or above	School	66 (59)	63 (55)	83 (62)
	National	82 (80)	82 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	10	15	12
	Girls	13	14	14
	Total	23	29	26
Percentage of pupils at NC Level 2 or above	School	66 (55)	83 (62)	74 (79)
	National	82 (81)	86 (85)	87 (86)

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
	1999	15	11	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	12	11	14
	Girls	10	8	10
	Total	22	19	24
Percentage of pupils at NC Level 4 or above	School	85 (75)	73 (66)	92 (78)
	National	70 (65)	69 (59)	75 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	11	11	14
	Girls	9	8	10
	Total	20	19	24
Percentage of pupils at NC Level 4 or above	School	77 (66)	73 (75)	92 (75)
	National	68 (65)	69 (65)	75 (71)

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	9
Indian	3
Pakistani	3
Bangladeshi	0
Chinese	0
White	174
Any other minority ethnic group	0

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)	8.8
Number of pupils per qualified teacher	25
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	106.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	2
Total aggregate hours worked per week	38.5

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1998 / 1999
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	£
Total income	377,379.00
Total expenditure	362,704.00
Expenditure per pupil	1,512.00
Balance brought forward from previous year	50,596.00
Balance carried forward to next year	65,271.00

Results of the survey of parents and carers

Questionnaire return rate 77%

Number of questionnaires sent out	190
Number of questionnaires returned	147

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	26	0	1	0
My child is making good progress in school.	65	32	1	1	1
Behaviour in the school is good.	66	32	1	0	1
My child gets the right amount of work to do at home.	53	29	3	1	14
The teaching is good.	74	23	1	0	2
I am kept well informed about how my child is getting on.	56	33	10	0	1
I would feel comfortable about approaching the school with questions or a problem.	71	27	1	0	1
The school expects my child to work hard and achieve his or her best.	71	27	1	0	1
The school works closely with parents.	58	35	5	1	1
The school is well led and managed.	76	23	0	0	1
The school is helping my child become mature and responsible.	74	22	2	0	2
The school provides an interesting range of activities outside lessons.	62	24	1	1	12

Other issues raised by parents

Parents whose children who had joined the school recently felt that more could be done to bring them fully into the school community, so that they were better able to support the school and their children.

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

51. Children join the nursery in the September before their fourth birthday. They spend three terms in the nursery, attending either morning or afternoon sessions. Approximately two-thirds of the nursery class move into the reception class in the September before their fifth birthday, to take up the places available. The remainder join other local schools. A well-established induction programme is in place. This incorporates a meeting with parents and a half-day visit for children prior to starting. Children meet their teacher, the nursery nurse and each other and have an opportunity to become familiar with the nursery. Parents also meet the staff and begin to establish valuable links between the children's homes and school. Children quickly feel secure and confident. The nursery teacher assesses children informally shortly after joining the nursery and conducts the formal assessment recommended by the local education authority in their third term in the nursery. This assessment is followed up in the children's first term in the reception class. Children enter the nursery with a wide range of attainments but overall their skills are well below those expected for children of their age. Boys and girls of all backgrounds settle well and make good progress in both the nursery and reception classes. By the age of five, they attain higher than expected standards in aspects of physical development, notably ball skills. In personal and social development, knowledge and understanding of the world and some aspects of language and literacy, mathematical and creative development, some children successfully achieve the standards outlined in the Desirable Learning Outcomes. However, despite their good progress, most children's knowledge, understanding and skills remain below those expected by the time they are five. Those with particular needs are sensitively supported and make progress in line with other children under five.

Personal and social development

52. In both the nursery and reception classes, children are happy, settled and well used to the classroom systems and routines. Most of them are confident and show a steadily increasing degree of independence in their response to activities and daily routines. They change for physical education and put on their own coats before going outside, with a minimum of adult help. In the class group, they respond readily to their teacher's questions. They settle to tasks and concentrate very well for extended periods of time. Children show consideration for others and handle books and equipment carefully. They co-operate with one another and almost all take their turn when using equipment. When moving around school, as when they go to the hall for physical education or the reception class join the older pupils for assembly, they follow instructions very well and are very sensible. The children are very well motivated and their behaviour is very good.
53. The nursery and reception class teachers have a good understanding of how young children learn. Along with the nursery nurses, they establish very good relationships with the children and successfully endeavour to make the children's activities interesting and relevant. The nursery and reception classrooms present a welcoming environment in which the children settle securely into school life. Carefully planned topic work successfully promotes children's self-awareness, as they learn about themselves and other people through topics such as those focusing on "Growing". The teachers consistently praise children's efforts and celebrate their work, which is displayed around the classrooms. This successfully promotes the development of children's self esteem and encourages them to be proud of their work.

Language and literacy

54. Children quickly learn to enjoy stories and rhymes. They listen very attentively and begin to join in with repeated refrains, as they did when the younger children listened to the story of “The Gingerbread Man”. Within the class group, most children communicate their ideas simply and confidently, using appropriate vocabulary. However, some still express themselves using immature speech and by the age of five a number remain reluctant to speak out in a group. Children are increasingly interested in books and keen to share a story. By the time they are five they understand that words and pictures convey meaning. Most children recognise their names and a number of common words; a few higher attaining children are well launched on the early stages of reading. Children in the nursery use a variety of writing tools and become increasingly aware of different uses of writing. They build on their skills and understanding in the reception class, carefully practising the formation of letters and learning to identify the sounds they make. By the time they are five most children write their own names and a few express their ideas independently in writing, using simple words and phrases. However, many still demonstrate limited writing skills.
55. In both the nursery and reception classes, teachers use stimulating texts to capture children's interest and promote their enjoyment of books and reading. As they move through reception, they increasingly follow the structure of the Literacy Hour. In both nursery and reception, planned activities appropriately maintain children's involvement and reinforce their learning. However, although a variety of tasks are organised, they are not consistently challenging enough for all children, particularly the higher attainers. Opportunities for children to extend and explore imaginative language through role-play are planned and introduced well. They are particularly well structured and developed in the nursery; for example, children took on specific roles in the café, improvising very effectively with play equipment, acting out a range of situations and successfully promoting their language and creative development. Teachers carefully carry out statutory assessments and maintain records of children's progress in aspects of their language development. They use this information when directing support to individual children, but it does not consistently inform the planning of future work for different groups within the classes.

Mathematics

56. Children develop a sense of number, order and sequence through daily counting routines, activities and rhymes, as well as increasingly structured sessions in the reception class, introducing children to the requirements of the National Numeracy Strategy. They make good progress in learning to use mathematical language, such as ‘more’, ‘less’, ‘bigger’ and ‘smaller’. They make good progress in developing numeracy skills and by the age of five most children recognise and count accurately to 10, although their recording skills are less well developed. Children demonstrate a wide range of attainment, with some competently carrying out basic computations, such as adding numbers within 10, whilst lower attaining children work on making sets of up to six objects and repeating patterns of up to three objects.
57. The quality of teaching and provision is good and all opportunities are taken to develop children's awareness of mathematics. The nursery and reception class teachers plan carefully to ensure that children have access to a sufficient range of first-hand practical experiences to promote their use of appropriate language and to secure their mathematical understanding. The teachers also successfully employ a repertoire of lively number songs to motivate and sustain children's interest in this area of learning. Statutory assessments are thoroughly undertaken. However, opportunities are missed to use group work as a time to observe, assess and record what children know and can do, so as to plan the next stage of their learning.

Knowledge and understanding of the world

58. Children successfully acquire a sound knowledge and understanding of their world through a range of stimulating activities. They learn about the properties of materials such as sand, water and play-

dough by handling them. Through a range of activities, including sowing seeds outside and planting bulbs in pots, children in the nursery begin to gain knowledge and understanding of the living world. This is successfully extended throughout the year; for example, children walk in the school grounds to observe signs of spring, such as the opening buds on the trees. In both the nursery and reception classes, children operate the tape recorder appropriately when listening to familiar story tapes. They begin to use the computer to support their learning and by the age of five most acquire the basic skills involved in controlling the mouse to move the graphics on the screen in language and number based programs.

59. Good teaching of interesting topics, supported by stimulating experiences, successfully promotes children's learning across a range of areas; for example, reception class children learn about the local community by visits out of school to the church, the post office and the dentist. They also learn from visitors to the school; they extend their understanding of their own lives through a visit made to the classroom by a mother and her baby, as part of their "Growing" topic. Teachers promote children's awareness of the differences between the past and the present through comparing photographs of themselves as babies and now. Similarly, teachers lay the foundations for children's geographical learning through activities such as following a trail, both inside and outside school.

Physical development

60. Children move safely and confidently in and around the nursery and reception classrooms. They enjoy regular opportunities to be active in physical education and dance sessions. They also have access to a secure outside play area where they gain skills in controlling a good range of wheeled vehicles and gain confidence in climbing and balancing on the climbing frame. Children control their actions increasingly well and by the time they are five, most demonstrate a satisfactory awareness of space and change speed and direction safely. They gain a good level of skill and control in ball games. From the nursery onwards, children show developing skills in completing jigsaws, cutting and folding paper and materials and using glue sensibly, as when they made ladybird hats as part of their work on spring. Children have opportunities to use large and small construction materials and equipment and they demonstrate increasing manipulative skills. However, some children have difficulty with activities that require more refined skills, such as handling scissors. Children demonstrate little pencil control when they join the nursery. They make good progress and use tools and a range of markers with growing dexterity. However, by the age of five their skills are often still below those outlined in the Desirable Learning Outcomes.
61. The quality of teaching and provision promotes children's physical development well. In particular, teachers make good use of the accommodation and resources to provide ample opportunities for children to develop a range of physical skills. In the classroom they plan practical activities which appropriately promote children's pencil control and basic handwriting skills.

Creative development

62. Children listen to, sing along with and carry out the actions to a wide range of songs and rhymes. In music lessons they make good progress, demonstrating their familiarity with untuned percussion instruments. Children in the nursery distinguish between 'loud' and 'quiet' sounds, but reception class children were unable to distinguish between 'high' and 'low' sounds. Children express themselves confidently in paint, such as in self-portraits around the classroom; nursery children also enjoyed printing with red paint when they made their ladybird hats. In both the nursery and reception classes, children express their ideas imaginatively in the role-play areas, including the reception class' 'Baby Clinic' and 'Vet's Surgery'.
63. The quality of teaching and provision is good. The comments and questions of the teachers and nursery nurses lift the quality of the children's play and promote their creative development well, particularly in the nursery. Whilst planning gives a clear picture of the activities for this area of learning, it does not consistently identify what the children are to learn and how this is to be

assessed. All staff give good guidance and are very encouraging of children's efforts and successfully build children's confidence and readiness to be involved in the range of activities provided.

ENGLISH

64. Pupils' attainments in English are below average by the end of Key Stage 1, with speaking and listening stronger than reading and writing. However, monitoring procedures have been effective in highlighting areas of weakness and recent developments in teaching, along with a greater focus on improving pupils' phonic and spelling skills, has halted the decline in standards since the last inspection. The results of national tests in 1999 show a slight upturn in attainments. Inspection evidence shows that standards are now improving, particularly in reading, but standards in reading and writing are still not high enough when compared with those of similar schools. By the end of Key Stage 2, pupils are making good progress and standards in English are above average. This represents a considerable improvement since the school's last inspection. The number of pupils reaching the expected Level 4 and the higher Level 5 has increased over the past four years, and the school's results show that standards are now considerably higher than similar schools. Evidence gained during this inspection indicates that the school is successfully maintaining these standards, and that most pupils in the present Year 6 are on course to attain or exceed the nationally expected levels of attainment.
65. In view of the limited speaking skills of many pupils on entry to the school, pupils make good progress in developing speaking and listening skills in Key Stage 1, and most pupils are on course to reach the expected standards. Teachers encourage pupils to listen attentively when others are speaking to them, and they become careful listeners, responding well to instructions and making relevant observations in class discussions. Activities, such as spelling games where the Year 1 teacher uses a puppet called Albert Bear to motivate pupils, encourage pupils to identify the different letter sounds when spelling words. This sharpens pupils' listening and they develop valuable phonic skills that improve their reading and spelling. Teachers provide good speaking models and a range of activities, such as role-play and opportunities for pupils to talk about their experiences. They make time to listen and appreciate pupils' ideas. As a result, pupils gain confidence, a widening vocabulary and their speaking becomes more detailed and clear.
66. This good progress continues in Key Stage 2 and standards are above average by the time pupils leave the school. Good use of plenary time in literacy hours and opportunities for pupils to lead class assemblies enable them to gain valuable skills in speaking to their class and in listening to others. Pupils benefit considerably from choral verse speaking sessions, where enthusiastic teaching promotes careful listening, good diction and expression. The high quality of their performances reflects in their successes in local competitions and performances. As a result, by the end of Key Stage 2 most pupils become confident, articulate speakers, adapting their speech for particular audiences. Skilled questioning by teachers in Years 5 and 6 encourages a keen listening ear so that pupils become adept in identifying strategies such as metaphors, similes and alliteration in the texts they study.
67. Reading standards are below average by the end of Key Stage 1, though this is likely to improve as pupils benefit from recent improvements in the teaching of phonic skills. Effective teaching in Year 1 ensures that tasks have a clear focus on developing pupils' reading skills. Good use of puppetry, linked to a computer and interesting activities, ensures that learning is fun, and pupils remember what they have learned. They show determination when reading, becoming more skilled in using their knowledge of letter sounds to attempt unknown words independently. They work hard to read accurately, sometimes showing secure comprehension skills by self-correcting their mistakes. Pupils in Year 2 have not received the full impact of such teaching and, although they are now developing sound phonic skills, they sometimes struggle with unfamiliar texts, relying heavily on adult support. Assessment procedures do not clearly identify individual pupils' reading skills and their next steps as a basis for teachers' planning. Insufficient focus on what pupils need to do next

results in some unchallenging activities that slow their progress. The new infant library provides a useful resource for reading with a good selection of picture books that pupils borrow for home reading. However, there are too few opportunities for pupils to develop their research skills by examining reference books, and their skills in using contents and index pages are sometimes weak.

68. By the end of Key Stage 2, pupils have made very good progress and reading standards are above average. Enthusiastic teaching, good use of assessment and well-targeted activities in Years 5 and 6 provide a very good boost to reading for older pupils. Most pupils become fluent readers on a wide variety range of texts. They read aloud more confidently, employing an increasing range of strategies to make sense of texts. Older pupils develop secure skills in quickly skimming and scanning for relevant points when answering questions about the stories they read. Their comprehension skills deepen, which are seen when they make mature, well-considered observations about the images created by poetry, such as James Reeves' "The Sea" in Year 6. The school has successfully addressed the weaknesses in library and reading book provision. There are now good stocks of reading resources, with a good collection of books to extend the reading of the more able pupils. However, some books in the Key Stage 2 reading scheme do not promote an interest in reading as they are out of date and uninspiring. The new Key Stage 2 library is currently being developed as a resource for pupils' research. It has a small stock of reference books but is not yet used fully by pupils for research purposes. Most pupils become proficient in using alphabetical indexes in reference books and dictionaries to seek out information. A few higher attaining pupils, who use libraries regularly with parents, confidently locate books in the library. However, many pupils struggle with this.
69. Writing standards are below average in Key Stage 1. The co-ordinator's analysis of recent National Curriculum test results has highlighted this, and the school has plans to address the weaknesses. Pupils make good gains in their writing skills in Year 1. They develop greater control when writing, with carefully formed letters and better spacing of words. Good teaching of phonic and spelling skills enable them to make reasonable attempts at spelling basic words. They learn to structure their simple stories more clearly. Assessment procedures do not establish clear criteria against which teachers judge pupils' work. This weakness, and insufficient use of day-to-day assessments, means that progress slows in Year 2. The range of writing experiences is not sufficiently wide and varied enough to promote the full range of skills. Tasks are not always sufficiently well matched to the different attainment levels in the class. This results in some unchallenging activities, for instance pupils drawing pictures rather than attempting their own writing. Marking does not help pupils identify what they need to do to improve their work, and they mark time instead of moving forward. Although most pupils write neatly, few use a cursive handwriting style in their daily work.
70. Pupils make good progress in developing their writing skills in Key Stage 2, with most reaching nationally expected levels by the end of Year 6. Pupils' writing becomes more extended and they use a wider range of punctuation accurately. Older pupils organise their work carefully into paragraphs and become more aware of powerful words that add impact. Teachers in Years 5 and 6 promote a real enthusiasm for writing by their own lively presentations and also by their effective choice of writing topics. They constantly weave reminders into their lessons about effective strategies, such as the use of alliteration and "premier division words". They have high expectations of their pupils, who respond well by working hard to produce work of high quality. As a result some higher attaining pupils show maturity in writing about the Titanic, for example describing "...icy, green water, relentlessly creeping ...". Poetry writing is promoted very well with well-chosen examples to provide stimuli in lessons and interest in the choral speaking of poetry. Both activities focus pupils' attention on effective words and phrases, which they then adapt in their own writing. Throughout the key stage there is good attention to handwriting, spelling and punctuation. As a result, standards are good and pupils develop a neat, cursive handwriting style.
71. The quality of teaching is sound in Key Stage 1 with strengths in the teaching of younger pupils. Teaching is good in Key Stage 2, and very good in Years 5 and 6. The school has largely addressed the weak teaching found in its last inspection, though weaknesses such as unchallenging tasks and a

lack of clarity about what pupils are to learn remain a feature of the unsatisfactory teaching of the younger pupils in Key Stage 2. Teachers have successfully adopted the structure of the National Literacy Strategy, have a sound grasp of its requirements and are promoting basic skills well. They are clear about what pupils are to learn, though sometimes independent group tasks are not adapted sufficiently for the different attainment levels within the class. Teachers have very good relationships with pupils and manage whole class sessions well. As a result, pupils have very good attitudes to their work and behave well in lessons. Teachers are encouraging and this gives pupils confidence. They provide good support for pupils with special educational needs, working closely with special educational needs support assistants in ensuring good progress so that some reach the levels expected of their age group. Good support and effective use of praise raise their self-esteem in Year 6 so that they are keen to contribute to class discussions and to share their writing with the class. Teachers strengthen pupils' learning by constant reinforcement, through the appropriate use of homework and through some of the work in other subjects, such as science, information technology, history and geography, so that pupils have a sound base on which to build new skills. The school allocates extra time to English beyond the Literacy Hour requirements to promote writing and other aspects of English. However, there is no agreed plan as to how this time is used, or the opportunities pupils should have to develop their speaking and listening, reading and writing skills in each year group. This means that some teachers do not plan a full range of research or writing experiences, for instance through other subjects like history. This leads to some patchy progress in developing skills. Teachers make some planned use of information technology to support the development of literacy skills, although this is inconsistent and there is scope for further development in this area. The very good teaching in upper Key Stage 2 is characterised by teachers' careful planning that ensures a full and varied range of experiences and by the well-focused use of assessment to ensure that tasks challenge the different attainment groups in their class and promote progress at all levels.

MATHEMATICS

72. Inspection findings show that pupils in Key Stage 1 are working at a level below that which is expected for their age and are on course to attain standards below the national average. More able pupils are achieving consistently at the expected level and sometimes beyond in their understanding of number, but their understanding of space, shape and measures is weak. Many average and lower attaining pupils are below the national average in all aspects of their work in mathematics. Pupils' progress in the acquisition of basic number skills is satisfactory; most start from a low base and make steady gains throughout the key stage. However, there is insufficient emphasis on space, shape and measures in the Key Stage 1 curriculum and pupils' progress in this aspect is unsatisfactory.
73. Secure foundations are laid in the reception class, though many pupils have not achieved the desirable outcomes in mathematics by the age of five. Pupils continue to make sound progress in Year 1 but this slows towards the end of the key stage, where some tasks lack clear purpose and are not closely matched to pupils' immediate learning needs. Pupils with special educational needs receive effective support and make good progress towards the targets in their individual education plans. By the end of Year 2, pupils have a grasp of basic number concepts. They are becoming increasingly familiar with mathematics vocabulary and higher attaining pupils are beginning to explain how they work out their number problems. Pupils count and order numbers to 100 and count in twos and tens. Their understanding of addition and subtraction facts beyond 10 is still insecure and only the higher attainers successfully apply these operations, for instance calculating mentally and when working with money. They recognise and make repeating number patterns, such as those with odd and even numbers. Most understand the terminology of fractions but only at the level of half and quarter. They tell the time in hours, quarters and halves and solve money problems, though often only to 20 pence. They name common two-dimensional shapes accurately, but have little awareness of angles, three-dimensional objects or their properties. They use the language of measurement, such as metres or grammes, but have little understanding of what these terms really mean.
74. In Key Stage 2, inspection findings show that the vast majority of pupils are working confidently at the expected level for their age and standards are above average. Higher attaining pupils are achieving consistently at the expected level and often beyond. The pace of progress begins to accelerate in Year 4 and is sustained through to the end of the key stage. Over time, the progress made by pupils in Key Stage 2 is very good. During the inspection, the quality of pupils' learning and their rate of progress in lessons were good. Pupils with special educational needs are well supported and make good progress. Pupils take part in daily mental practise and their skills in rapid, accurate calculation are developing well. Their progress in understanding how to carry out calculations in various ways is greatly helped by frequent opportunities to explain how they arrived at their answers. Pupils are often given work at different levels of ability within the class. This also helps pupils to make good progress when it is set at an appropriately challenging level for all groups, as in Year 6.
75. By the end of Year 6, pupils use a number of strategies effectively for solving number problems both mentally and when using written methods. They work with increasingly larger numbers and many higher attaining pupils mentally add pairs of three-digit numbers. Their understanding of the four operations of number is good and they apply this knowledge when working with decimal fractions. Pupils understand the value of each digit in a decimal fraction. They solve problems accurately, making increasingly complex calculations of time and money. They understand negative numbers, as expressed in temperature scales or bank balances. Most measure length, mass, volume and temperature accurately and calculate areas and perimeters. They collect data and display it as bar graphs and pie charts and correctly interpret data expressed in this form. Higher attaining pupils understand concepts such as 'median' and 'mode' and know how to calculate these from the raw data.

76. The quality of teaching is good overall, particularly in earlier years of Key Stage 1 and the middle and upper stages of Key Stage 2. In one of the lessons in Year 6 teaching was very good. Teachers' expectations of pupils' work and behaviour are generally high. They expect pupils to concentrate in lessons and, as a result, pupils use the time well to improve their learning. Pupils behave well, apply themselves conscientiously and complete an impressive amount of work, particularly in upper Key Stage 2. This level of application has a positive impact on the quality of pupils' learning and progress. Teachers manage their pupils well. They respond to pupils' ideas positively and speak to them pleasantly. Pupils' relationships with each other and with adults throughout the school are very good. Pupils work together well and are supportive of each other. The awarding of badges and stickers for good work and effort helps to motivate pupils. Teachers promote the subject as fun to learn and this contributes to pupils' positive attitudes towards mathematics. Pupils enjoy the lessons and the majority work hard. The quality of learning is good overall. Teachers use praise effectively to reward successes, effort and attentiveness. This builds pupils' confidence and encourages them to rise to the challenges presented. For example, reception pupils delight in using the number track to say the number that is one more than that given by the teacher in the range one to ten and Year 6 pupils enthusiastically race against the clock to improve the 'class record' in a mental agility exercise.
77. Teachers have secure subject knowledge and have quickly developed a good understanding of the National Numeracy Strategy, which they use effectively to produce efficient learning. There are satisfactory opportunities for pupils to use mathematics in other subjects of the curriculum, particularly information technology, history and design and technology. Information technology is increasingly used to support work in mathematics but there is still room for more emphasis on data handling. Teachers' planning, in so far as it prepares for individual lessons, is thorough. The weekly and daily structure promotes learning that builds on what has gone before and homework is used constructively to consolidate pupils' learning. Lessons have a clear focus and teachers make clear to pupils what they expect them to learn by the end of the lesson. Pupils' understanding of the purpose of the work they are doing enhances their progress. There are, however, weaknesses in planning in the short and medium term. This is because teachers make insufficient use of assessment data to match planning to the specific learning needs of individuals and groups within the class. This is most apparent in Key Stage 1, where pupils of all levels of attainment experience the same basic 'diet' in mathematics lessons. There is little to support the lower attaining pupils or to extend the higher attainers. This is unsatisfactory, as it limits the progress that these pupils make and, along with the imbalance within the curriculum, is a contributory factor in low attainment at the end of Key Stage 1.
78. Assessment in mathematics is unsatisfactory overall. Some appropriate procedures are in place but, as yet, the use of assessment data is unsatisfactory. Baseline assessment is used appropriately to establish the level of attainment of the youngest pupils. Pupils' achievement is assessed twice during each year. This is recorded, but is not in National Curriculum terms, so is of little use as an ongoing record of achievement or as an aid to planning in the medium term. Pupils' work is marked conscientiously, but the quality of marking varies and often does not give sufficient guidance to show pupils how they might improve their work. Ongoing assessment during lessons is satisfactory and allows teachers to intervene appropriately to reinforce or extend pupils' learning. However, these day-to-day assessments are often not recorded and seldom used effectively to adjust follow-up work for pupils of different levels of attainment. There are some examples of good practice in this area in Key Stage 2. In two particularly successful lessons, the teachers restructured their lesson plans and the task groups on the basis of an assessment of pupils' attainment in the previous lessons. Teaching was not based on a general target level, but on a clear understanding of exactly what each pupil knew, understood and could do and resulted in very good progress for most pupils of all levels of attainment. There are no whole-school, agreed procedures for assessing and recording pupils' attainments in mathematics and so this quality and use of assessment related planning is not normal practice in the school. This limits pupils' progress.

79. The implementation of the National Numeracy Strategy has been successfully managed. Teachers have benefited from in-service training and the quality of teaching has improved since the last inspection. A range of strategies is in place for raising standards. For instance, all teachers have been observed teaching, the co-ordinator monitors teachers' plans and booster classes are established to consolidate pupils' understanding. Since the last inspection, planning for pupils' learning has improved and consistently identifies clear learning objectives. However, as before, the lack of assessment to inform this planning means that work set does not always match the ability or prior attainment of some pupils.

SCIENCE

80. Pupils' standards of attainment at the end of Key Stage 1 are below the national average. They enter the school with levels of knowledge and understanding that are generally below those found nationally and they make sound progress overall through the key stage. However, the co-ordinator has insufficient influence in ensuring that planning intentions are fully reflected in the work in classrooms, which was a weakness at the last inspection. The school has appropriately decided to adopt national guidance in planning and teaching, but current levels of monitoring do not ensure that all planned units of work are undertaken within a given year. Consequently the work of some pupils, for example in Year 2, lacks depth and breadth to enable them to acquire the necessary knowledge, understanding and skills. This has a negative impact on standards at the end of Key Stage 1. This is further compounded by the absence of arrangements for systematically assessing pupils' attainment and using the information gained for planning the next step in learning. This was an area of weakness at the last inspection.
81. By the end of Year 2, higher attaining pupils have a basic understanding of materials. They are aware of their diversity and they identify that some items are made from more than one type of material. They have a growing awareness of the differences between natural and manmade materials, and they know that terms such as 'hard' and 'soft' can be used as criteria for sorting materials. Pupils are less confident about describing the similarities and differences of materials. Analysis of the recorded work of pupils in Year 2 shows that their knowledge and understanding of forces and movement is limited, as is their knowledge of how materials can be changed. Their investigations enable them to learn which colours can be seen easily from a distance, and they have a fundamental awareness of devices that use electricity. Their abilities in recording the findings of their investigations are limited and this is reflected in the work of Year 3 pupils, whose results tend to be recorded in drawings rather than in more developed methods such as tables, charts and written descriptions.
82. Pupils in Key Stage 2, including those with special educational needs, make very good progress. By the time pupils leave the school, their attainments in science are well above national averages. This is reflected in the statutory assessment results, which show an improving trend over the last four years from below national averages in 1996 to well above in 1999. The most recent test results at the end of Key Stage 2 were very high in comparison with those in similar schools, and the proportions of pupils gaining both the expected Level 4 and the higher Level 5 were well above those found nationally. This represents a significant improvement since the last inspection when pupils' performance at the end of Key Stage 2 was in line with national expectations, but with fewer higher attaining pupils achieving the higher Level 5. Good teaching, particularly towards the end of the key stage, and the effective use of the co-ordinator's expertise contribute strongly to pupils' very good progress.
83. By the time pupils leave the school, they talk confidently about the properties of gases, liquids and solids. They make imaginative suggestions about how to conduct a test for soundproofing a ticking clock. Higher attaining pupils identify the crucial factors involved in such an investigation, basing their predictions on scientific understanding and selecting appropriate materials for the task. They demonstrate an increasing understanding of physical processes such as the effect of different forces acting on an object in water. Average attaining pupils effectively reach aspects of the higher Level 5.

For example, they show a good understanding of life processes such as plants needing carbon dioxide. They can also make a series of observations and measurements such as the angles of a slope in an investigation on friction and, in doing so, effectively reinforce their numeracy skills. All pupils know the functions of the most important parts of a flower such as the sepals.

84. Teaching is satisfactory overall and it is good towards the end of Key Stage 2 where teachers have good levels of subject knowledge. This enables them to teach pupils the correct scientific terms. For example teachers talk about "sound absorption" when discussing investigations into the most effective materials for blocking out sound, and "embryos" when explaining how eggs develop. Where teaching is unsatisfactory, incorrect terms are used and this gives pupils misconceptions, for example, when the teacher describes materials as "sticking" to magnets. Teachers use praise well to motivate pupils, and they generally manage pupils effectively, almost always showing pupils that they value their ideas and contributions. Teachers occasionally do not insist that pupils listen carefully to explanations and on these rare occasions some pupils miss important learning opportunities and progress is slowed. Teachers use effective methods to develop learning, although explanations are sometimes rather laboured when simpler alternative strategies for conveying understanding would be clearer, such as moving a torch over an object to track the resulting shadows. Effective questioning by teachers and by classroom support assistants has a positive impact on pupils' learning. By explaining their thinking carefully, pupils clarify their scientific understanding and add to their skills of speaking and listening. Lessons usually proceed at a brisk pace, thereby maintaining pupils' interest, and teachers make good use of the plenary at the end of each lesson to consolidate and extend pupils' learning by enabling them to share the findings of their investigations. Teachers take care to involve and motivate pupils with special educational needs and this effectively enhances their self-esteem. They generally prepare resources well. Most resources are of good quality and they are well used, but learning is hindered when this is not the case, for example, when wires become disconnected from the batteries that are supplying a light source.
85. The quality of pupils' learning is sound in Key Stage 1 and it is generally good in Key Stage 2. They have good attitudes to science and they maintain interest well. They involve themselves effectively in their learning and they enter freely into discussions, confidently providing comments and answers to questions. Pupils are highly motivated by practical activities, and they work co-operatively with one another in groups. In upper Key Stage 2, pupils produce independent accounts of their work in science and this supports their developing literary skills. There are however, too few opportunities for pupils to use information technology to analyse their findings or to record their work in science.

ART

86. Standards in art are below those expected at Key Stage 1 and in line with those expected at Key Stage 2. These findings do not reflect those of the previous inspection, when standards were in line with expectations at both key stages. Although pupils in Key Stage 1 make good progress in learning at the beginning of the key stage, this is not sustained in aspects of art in Year 2. In Key Stage 2, pupils make satisfactory progress overall. They make good progress in some lessons but this is not consistent throughout the key stage. Pupils with special educational needs are fully integrated into all activities. Class teachers and support assistants encourage and appropriately support pupils with particular needs and enable them to make progress in line with other pupils in their class. There are no significant differences in the progress of pupils of different gender, background or prior attainment.
87. In the early years, children become familiar with simple collage techniques and use paint confidently, for example, in their unsophisticated paintings depicting themselves, "When I grow up". At the beginning of Key Stage 1, pupils successfully learn about art through the work of other artists. For example, they attain good standards in their painting when they use thick paint applied with a range of appropriate tools, including glue spatulas, to paint swirling skies in the style of Van

Gogh. They demonstrate a good level of imagination and creativity when they create collages in the style of the artist and designer Frederich Hundertwasser. Older pupils in the key stage make sound progress in learning basic weaving techniques, with paper or wool, and become aware of repeated patterns used in wallpaper. They produce striking fireworks pictures using pastels on black paper. However, they have too few opportunities to engage in challenging projects that extend their experience of more complex techniques and build up their knowledge of artists and their work.

88. In Key Stage 2, younger pupils begin to be aware of perspective and some pupils demonstrate this in their pencil drawing. Working with their temporary teacher, they learn about the life and work of Picasso and make good progress in producing portraits in the cubist style. Year 4 pupils successfully reinforce and extend their drawing and painting skills; they develop their skills in close observational drawing, for example, of a plant and a pineapple, and in painting they mix primary colours to produce secondary colours in a colour wheel. They also use their understanding of symmetry to produce black and white works, using paper. They learn about the work of Kandinsky and use their understanding to create their own paintings reflecting the features of his style. Pupils also have opportunities to develop needlework skills, including cross-stitch work, when they work in small groups with local senior citizens. In Year 5, pupils' work often illustrates or extends work in other subjects; for example, pupils produce collages based on the seasons, in work linked with both poetry and music. However, these tasks are often undemanding and do not sufficiently extend pupils' skills. Pupils at the end of the key stage demonstrate appropriately developed drawing and painting skills. They make sensitively observed pencil drawings and collages, based on shapes from nature, such as shells and pine cones. They also make carefully observed pencil drawings of hands, in work linked to religious education. They demonstrate a good awareness of tone when painting a large-scale cross-section of an orange. However, they have limited knowledge of the work of famous artists.
89. The quality of teaching varies throughout both key stages. When teachers' knowledge and understanding of the subject are good and their expectations of pupil's learning are high, teachers make teaching points clearly and reinforce them thoroughly. As a result, pupils acquire knowledge, skills and understanding at a good rate; for example, in Year 1 pupils readily discuss and demonstrate the techniques and characteristics of famous artists they have learned about. However, in those instances where teachers' knowledge is less secure, the scheme of work provides insufficiently specific guidance to ensure a progressive development of pupils' knowledge, understanding and skills throughout the school. In particular, pupils are not introduced to the work of other artists in a planned and systematic way. Teachers manage art activities well, including painting, despite the lack of direct access to water or a sink in some classrooms. Teachers are generally explicit about the good level of conduct they expect. Pupils respond well; they share resources sensibly and their behaviour is good. The co-ordinator leads the way in celebrating pupils' efforts and there are examples of well-mounted pupils' work around the school. This successfully promotes pupils' confidence. Their attitudes to art are positive and they readily discuss their current and previous work. In some classes, pupils' interest is further motivated by occasional visits out of school, such as to the textile display at Blackburn Museum. Pupils are also proud to see their work displayed in local venues, for example their Millennium Dome display, to which all pupils contributed a small part. There is little planned use of information technology to promote pupils' learning in art. However, cross-curricular links are successfully made in some classes; for example, when learning about living things, Year 1 pupils drew pictures of plants and also produced diagrams using a graphics program. Pupils in this class also searched the Internet for information about the artist that they are studying. However, the work of famous artists is not promoted consistently well enough throughout the school to make a significant contribution to pupils' cultural development. Moreover, apart from very occasional work such as that linked to Chinese New Year, the promotion of pupils' awareness and understanding of non-Western art is very limited. The monitoring of standards and quality in art is insufficiently well focused to pick up these inconsistencies and this makes for uneven progress as pupils move through the school.

DESIGN AND TECHNOLOGY

90. During the inspection, no design and technology lessons were observed. Sufficient evidence is available, from pupils' completed work displayed in classrooms and around the school and talking to pupils, to form the judgement that pupils attain standards in line with expected levels in both key stages. Pupils make satisfactory progress overall in the designing and making elements of the subject as they move through the school. There are no significant differences in the progress of pupils of different gender, background or ethnicity. Pupils with special educational needs are well supported and make sound progress. These findings reflect those of the last inspection. Issues raised in the last report have been successfully addressed: the scheme of work is well established, more appropriate emphasis has been placed on both 'designing' and 'evaluating' and projects are undertaken which progressively build on pupils' knowledge, understanding and skills.
91. In the early years, pupils engage in constructional play and well-organised tasks that successfully promote their creative and manipulative skills. However, by the time they are five many children still display underdeveloped skills in these areas. At the beginning of Key Stage 1, pupils make good progress in developing both their designing and making skills. This was evident in their "House for Happy Town" project, involving designing and making a house using a range of materials including card, wire and paint. By the end of the key stage, pupils produce puppets, using a range of re-claimed materials. They make sound progress and gain valuable experience in making a basic chassis with wheels when they design and make a train. At the beginning of Key Stage 2, pupils consider basic joining techniques, in designing and making picture frames that stand up. At the end of the key stage, pupils demonstrate satisfactory designing and making skills in their "House for the New Millennium" topic. They make good progress in learning about structures, as they investigate methods of making strong beams out of paper, in the early stages of this well-planned project.
92. As no teaching was observed, it is not possible to make an overall judgement about teaching. However, from examination of planning and subject documentation, as well as talking to pupils about their work, it is evident that most teachers' subject knowledge and understanding are secure. Where teachers lack confidence they are well supported by the subject co-ordinator, who monitors standards conscientiously. Consequently the design and technology curriculum throughout the school has improved since the last inspection and pupils have opportunities to develop their knowledge, skills and understanding through a varied range of stimulating projects. The scheme of work appropriately supports teachers' planning at all stages. However, procedures for assessing and recording pupils' progress in design and technology are not consistently applied. Pupils' evaluation of their own work is increasingly a valuable feature of lessons; for example, Year 6 pupils completed worthwhile evaluation sheets which included conclusions about what they had learned and what they would do differently next time. As well as giving pupils additional insights into their work in design and technology, this activity provides a worthwhile application for pupils' literary skills and adds to their progress in that area. Teachers successfully promote pupils' interest in the subject; pupils evidently enjoy design and technology, readily discuss topics they have studied and are proud to see their work displayed around the school. However, some of the impact is lost as the work is not always well labelled. Teachers successfully encourage pupils to collaborate on topics; for example, Year 1 pupils worked in groups to design and make a fruit salad. These activities successfully promote pupils' social development.

GEOGRAPHY

93. No geography lessons were seen during the inspection because of the way that the timetable is organised. However, evidence gained from teachers' planning, talking to pupils and examining their work indicates that pupils, including those with special educational needs, attain standards that meet national expectations by the end of both key stages. The school has maintained the satisfactory standards noted in its last inspection, though there are still some weaknesses in pupils' investigative skills.

94. Pupils' learning is sound overall, though their progress is sometimes patchy as they move through the school. Pupils in Key Stage 1 develop a growing awareness of different kinds of maps. They draw simple plans and locate and label the countries on a map of the United Kingdom. However, many are unsure where Blackburn is in the United Kingdom. They follow "Teddy's" travels on a world map and this appropriately extends their knowledge of the world. They learn about different weather types and seasonal changes. Pupils develop sound skills in interpreting maps in Key Stage 2, and readily use keys to identify features such as mountains, land use and climate. Older pupils learn about the use of grid references and grid lines, but their skills in using them are relatively weak, as there are few opportunities for them to use them in interpreting real maps. They develop a secure understanding of river features and the water cycle, so that they describe this and the course of a river carefully and accurately. They are sometimes unsure of the correct terminology to use in their descriptions.
95. Pupils have good attitudes to their work in geography. They willingly discuss their work with visitors, listening carefully and eagerly absorbing new information and ideas.
96. No judgement can be made about the quality of teaching. The previous inspection highlighted weaknesses in planning to develop pupils' investigative skills, which the school has begun to address. The school has recently adopted a nationally agreed scheme of work, but has not adapted this sufficiently for teachers' use. There are insufficient guidelines to help teachers identify exactly what skills, knowledge and understanding pupils will learn in each year group to help in their planning. This means that there is thin coverage of some topics, which leaves pupils with weak understanding and little recall of their work. There is a heavy use of worksheets in some year groups and insufficient opportunities for pupils to use the area around the school as a resource to enhance the quality of their learning in their geography work. This limits the opportunities pupils have to develop geography enquiry skills, for example, by drawing their own maps based on first hand evidence. Assessment procedures are not yet sufficiently developed to establish clear criteria against which teachers can assess pupils' progress and identify such gaps in their learning.

HISTORY

97. Pupils, including those with special educational needs, attain standards in history that meet national expectations by the end of Key Stages 1 and 2. These findings are similar to those of the previous inspection.
98. Throughout the school pupils develop a growing awareness of life in the past through the different topics they study. Pupils in Year 1 gain basic skills in chronology as they study the changes in their own development from babyhood to the present. In Year 2, pupils learn of events extending back over a longer timeline, such as the Gunpowder Plot and the Great Fire of London. Pupils gain secure knowledge and insights into life in Tudor, Victorian and other periods in Key Stage 2. Good class discussions enable pupils to explore the main events, for instance the Spanish Armada invasion attempt, and appreciate why they happened. Pupils gain a secure understanding of chronology. This is particularly effective when pupils in Year 5 identify the major developments during Victorian times and locate them correctly on a timeline.
99. The previous inspection found that there were insufficient opportunities for investigative work to develop pupils' enquiry skills. The school has recently focused its attention on this, and some good opportunities were provided in lessons observed during the inspection. Very good use of artefacts in Key Stage 1 enables pupils to examine household implements and equipment, and to ask and answer questions about what life was like then. Pupils in Year 1 show a keen enthusiasm when engaging in 'washday' using old dolly tubs, irons and mangles. Such activities bring the subject to life and encourage pupils to answer questions, such as how and why these artefacts were used, and to recognise the changes that have since taken place. Their skills develop soundly in Year 2 when pupils appreciate the importance of Samuel Pepys' diary in providing evidence of the Great Fire of London. They act as historians, examining artefacts such as a candlestick, bellows and posser, and

make appropriate judgements about their use. Progress is less consistent in Key Stage 2, though by Year 6 most pupils make sensible observations about life in Ancient Egypt when studying photographs of Egyptian artefacts. They extend their awareness of the significance of such sources as the Rosetta Stone in revealing information about the past.

100. Pupils have good attitudes and the quality of their learning is good. They enjoy the topics they study and speak enthusiastically of visits to places such as Ribchester, Turton Tower and a Victorian School Day. These activities clearly reinforce and enhance pupils' learning, and extend their appreciation of life in the past. In lessons pupils are keen to learn and behave well. They co-operate well in groups, taking turns and sharing information sensibly when handling artefacts. Teachers value their contributions to class discussions and this gives pupils confidence to express their ideas.
101. The quality of teaching observed during the inspection is good. Teachers have good subject knowledge and are clear about what pupils are to learn in lessons. They plan interesting, relevant activities that capture pupils' enthusiasm and attention. They have very good relationships with pupils and manage them well, so that lessons run smoothly. They use resources effectively to encourage pupils to pose and answer their own questions and seek out information. This is enhanced further by teachers' effective use of questions that encourage further exploration and deeper thought. An example is when Key Stage 1 teachers encourage pupils to look closely at artefacts and ask about particular features. Sometimes worksheets for recording observations are introduced too early, so that some pupils become distracted from the high quality investigative experiences provided. A new scheme of work has been implemented this year and is still being evaluated. However, the school's planning for skill development and its assessment procedures are not yet precise enough to help teachers plan so that pupils build on their existing attainments in each year group through the range of experiences it provides. This leads to some patchy progress for pupils in exploring a wide range of history sources, such as literature, documents and photographs in Key Stage 2. Visits are sometimes not used as fully as possible in follow-up work to further extend pupils' understanding.

INFORMATION TECHNOLOGY

102. Standards of work in information technology broadly reflect those expected nationally by the time pupils leave the school. Standards of attainment at the end of Key Stage 1, however, are below national expectations, reflecting the below average skills that children have when they enter the school and the discrepancy between the school's newly adopted planning and pupils' attainment. The school has taken a sound decision to implement optional national guidance on information technology, and teachers have carefully adapted it to pupils' current levels of attainment in Key Stage 1. This relatively new initiative has had insufficient time to impact on pupils' achievements, and although teaching and learning in this key stage are generally good, pupils do not as yet reach expected standards in all aspects of the subject by the end of Year 2.
103. By the end of Key Stage 1, pupils program 'floor robots' effectively, and they generate and communicate ideas appropriately in pictures with the aid of information technology. However, their competencies in generating and communicating ideas using tables, sound and text are below average, and they make only minor alterations to text provided by the teacher, for example, by deleting a word or punctuation mark. They have limited skills in sorting and classifying information and in storing and retrieving their work.
104. By the end of Year 6, pupils have made good progress and effectively use information technology for drafting and re-drafting work such as when writing about the Titanic. They use a CD-ROM well to support their work in literacy and to seek data, for example about the cost of smoking. They use Internet searches effectively to enhance their work in science by, for example, finding information about planets. Higher attaining pupils know about the relative strengths and weaknesses of different search engines. Pupils recognise the need to phrase questions carefully when interrogating information so that they obtain the required data. Their skills in monitoring and control are less well

developed, although teachers plan to extend these through the use of newly purchased equipment for sensing physical conditions. Pupils have a good understanding of how information technology compares with alternative methods through an effective investigation comparing books with the Internet and CD-ROMs. All pupils show a strong awareness of audience when they combine text, sound and pictures, such as when making a multi-media presentation for prospective visitors to the school.

105. Teaching is good. Teachers make good use of the fact that some pupils have computers at home and that they have well-developed skills. This is particularly the case in Key Stage 2, where higher attaining Year 6 pupils are leading the school's creation of its own web site. Teachers use information technology appropriately to support pupils' work in numeracy and literacy. Pupils reinforce their drafting skills by using the computer's editing facilities. They also use the computer to present information in different ways for different groups of readers and this includes the use of information handling software to produce graphs and charts. Teachers also plan effectively for the subject to contribute to learning in science, art, geography and history. Teachers make very good use of time and the school's resources. The computer suite is used effectively to teach pupils new skills, although during the inspection there were times when the facilities were not in use, for example, to foster pupils' independent skills. Teachers have a good rapport with pupils and they make good use of support staff, for example in working with small groups.
106. Other factors that affect the good quality of pupils' learning and achievement include their very good attitudes to the subject. They enjoy using computers and they are very co-operative when using them with a partner or in a small group. This results in productive learning. Pupils show good levels of confidence and this contributes positively to the quality of their learning.

MUSIC

107. Standards are below those normally expected for pupils at the end of Key Stage 1. Current standards do not reflect the findings of the previous inspection, which found standards at the end of Key Stage 1 to be in line with national expectations. Standards are broadly average by the end of Key Stage 2, with older pupils in the key stage attaining higher standards in instrumental performance. These findings are consistent with those of the previous inspection. Pupils make unsatisfactory progress overall in their musical development at Key Stage 1. They make satisfactory progress overall at Key Stage 2, with older pupils making good progress in aspects of performing. There are no significant differences in the rate of learning of pupils of different gender, background or ethnicity. Pupils with special educational needs are sensitively supported and make progress in line with others in their class. However, all aspects of music are not consistently well promoted as pupils move through the school. At the end of Key Stage 1, pupils have limited opportunities to use musical instruments to select and arrange sounds to achieve a planned effect and, in some classes in both key stages, there are too few planned opportunities for pupils to listen to and appraise music.
108. In the early years, pupils confidently sing a range of action songs and rhymes and have opportunities to explore the sounds made by untuned percussion instruments. In Key Stage 1 pupils extend their repertoire of songs and hymns, which they know by heart and sing tunefully together. They control their voices and sing with understanding. Key Stage 2 pupils sing with control and expression. They have a good sense of rhythm and, by the end of the key stage, competently perform two-part songs and rounds. Pupils learn to play the recorder from Year 4 onwards and make good progress in using notation. However, in both key stages pupils have limited skills in using a range of instruments and creating compositions.
109. Teaching is satisfactory overall in both key stages, with examples of good teaching particularly at the end of Key Stage 2. However, there are weaknesses in both key stages. Throughout the school, teachers successfully establish and maintain good relationships with their pupils, which promote confidence, enjoyment of music and a willingness to participate in musical activities. Lessons are appropriately planned, but the scheme of

work provides insufficient guidance, particularly for those teachers without particular musical expertise, to enable them to ensure that pupils progressively build on what they know, understand and can do in music as they move through the school. Moreover, there are no consistently used procedures in place for assessing and recording pupils' progress and using the results of assessment to guide future planning. In the most effective lessons, teachers have good subject knowledge and successfully convey to their pupils a lively enthusiasm for the subject; for example, when Year 6 pupils demonstrated both skill and a high level of motivation as they combined choral speaking and singing in an arrangement of "Aladdin". Pupils' interest and learning are successfully promoted when links with other subjects are made; for example, older pupils readily recalled listening to "West Side Story" and discussing Shakespeare's "Romeo and Juliet". Pupils make less progress in lessons that lack pace and a sharp focus on what they are to learn. For example, during a recorded radio broadcast aimed at recognising a melodic pattern, older Key Stage 1 pupils enjoyed singing a new song but were not made aware of the intended lesson aim, although it was written on the board.

110. School concerts and participation in local festivals successfully promote pupils' interest and musical awareness. Older pupils also have opportunities to sing in church and for local elderly residents at Christmas. Resources for music are good and include numerous tapes and compact discs. Recorded music is sometimes played as pupils enter and leave assembly. However, because this is not consistently done, opportunities are lost for extending pupils' knowledge of composers and their work. Moreover, there is little planned promotion of pupils' awareness and appreciation of non-Western music. Overall, music makes an insufficient contribution to pupils' spiritual, moral, social and cultural development, particularly through pupils' limited experiences in listening to and appraising the work of famous composers.

PHYSICAL EDUCATION

111. By the end of both key stages, pupils achieve a good standard of work in relation to their age. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum programmes of study receive appropriate attention. Pupils of all levels of attainment make good progress in physical education and many in Key Stage 2 attain high standards in their work.
112. Pupils in Key Stage 1 respond to their teacher's instructions quickly. They work safely individually, in pairs and in small groups. They use space well and show appropriate control of movement and balance. Pupils seldom bump, trip or fall. Older pupils in the key stage are confident and show greater precision in their work. For example, their co-ordination is developing well so that they kick and travel with a ball with increasing accuracy and control. By the end of Key Stage 1, most pupils use gymnastic apparatus safely and purposefully. They are developing the techniques required to play simple games, for example, chasing, dodging, sending and receiving a ball, as they apply to the basic skills of soccer.
113. Pupils in Key Stage 2 have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit and through activities that take place on or around the school site. They also take part in swimming and many exceed the nationally expected standard. Pupils in Key Stage 2 gain more specific gymnastics skills as they devise and improve sequences using large apparatus more adventurously. By the end of the key stage, pupils sustain more vigorous activities. They are aware of the effects of exercise on their bodies and their games skills are quite highly developed. There is a good range of extra-curricular and competitive sporting activities. These enable a significant number of pupils to extend their sporting interests and to attain higher personal standards in their chosen activities.

114. Pupils have very good attitudes to their work in physical education. They are attentive to their teacher and follow instructions promptly and accurately. They are responsive to coaching and encouragement and rise to the challenge to improve. This was seen to very good effect when pupils in Year 3 showed impressive concentration and control when working on their soccer skills. They persevered in the face of difficulty, for example, disregarding unpleasantly cold conditions to work enthusiastically throughout the outdoor games lessons. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. Pupils enjoy their work in physical education and this reflects in the numbers participating in extra-curricular activities. The quality of pupils' learning is good. This results from the consistently high quality of teaching, pupils' positive response and from the range and variety of experiences that the school provides.
115. The teaching of physical education seen during the inspection was very good. This consistently high standard results from the teaching of physical education to all classes throughout the school by one very skilled teacher. All pupils benefit from this approach. They make rapid gains in knowledge, understanding and skills and the quality of their learning is very good. Pupils with special educational needs receive sensitive support. This enables them to join in most activities and to make good progress. The teacher's planning is good. It identifies appropriate objectives, and when these are shared with pupils, as for example in an effective gymnastics lesson in upper Key Stage 2, they give a clear focus to teaching and learning that improves pupils' progress. The teacher has very secure subject knowledge and a very good level of personal skill. He gives clear explanations and monitors pupils' response carefully. This ensures that all pupils are able to work confidently and to make good progress. The teacher's awareness of individual pupils is good and results in very good individual coaching that helps pupils improve aspects of their technique. This is particularly effective where the teacher or instructor has high levels of subject specific expertise, as in swimming and games. The opportunity to work with experienced teachers and coaches in lessons and in extra-curricular activities adds to the quality of pupils' learning. The teacher manages the pupils effectively. He successfully establishes positive patterns of behaviour and response and uses an appropriate balance of praise and challenge. This allows the lessons to 'flow' and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, the teacher uses the school's discipline policy consistently and to good effect.