

# INSPECTION REPORT

**ST WULSTAN'S ROMAN CATHOLIC PRIMARY  
SCHOOL**

Blackburn

LEA area: Lancashire

Unique reference number: 119646

Headteacher: Miss M C Whalley

Reporting inspector: Mrs L Furness  
8245

Dates of inspection: 5<sup>th</sup>-8<sup>th</sup> November 2001

Inspection number: 193449

Full 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 category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Rushton Street Great Harwood Blackburn Lancashire
Postcode:	BB6 7JQ
Telephone number:	01254 884533
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend Father A McLaughlin
Date of previous inspection:	!4 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L Furness	Registered inspector	Equal Opportunities Special Educational Needs Mathematics	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
19431	J Holmes	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
16761	M Hemmings	Team inspector	Foundation Stage of Learning English Science Information and Communication Technology Physical Education	
18378	E Wilson	Team inspector	Art and Design Design and Technology Geography History Music	How good are the curricular and other opportunities offered to pupils?

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>





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

### **INFORMATION ABOUT THE SCHOOL**

St Wulstan's Roman Catholic Primary School is smaller than other primary schools with 162 pupils on roll aged between 4 and 11. The majority of pupils come from the local area, which includes a wide range of socio-economic circumstances. The percentage of pupils eligible for school meals free of charge (13.9%) broadly matches the national average. The percentage of pupils having special educational needs (16.9%) is below the national average and there are 2 pupils with a statement of special educational need. The percentage of pupils speaking English as an additional language is low. There are 7 classes and all classes are of a single age, apart from one class of pupils of a Years 5 and 6 age range. The full range of attainment is represented in the school. However the results of a nationally approved baseline assessment scheme show that on entry to the reception class (the Foundation Stage of Learning) the attainment of the majority of children match that expected of 4-year-olds nationally in communication, language and literacy, mathematical skills and personal, social and emotional development. At the present time there are 3 temporary members of staff, 1 of whom has very recently qualified.

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

This is an effective school. Pupils are happy to come here and the majority of them, by the age of 11 attain at least average and sometimes above average standards of attainment in English, mathematics and science. The school is well led and managed and all staff are working together successfully to improve standards. The school provides good value for money.

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

- Pupils in the class of Years 5 and 6 pupils make good progress because of rigorous and high quality teaching.
- Pupils are enthusiastic about school and this, together with their good behaviour makes for a harmonious and positive climate for learning.
- The headteacher and governors know the school well and have thorough understanding of what is necessary to move the school forward.
- Pupils' moral development is very good with them having a very secure sense of right and wrong.
- Very good links with the playgroup and the high school ensures that pupils move from one stage of education to another very smoothly.

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

- Classroom organisation skills and the use of time in the Year 3 class.
- The use of targets and written marking to inform pupils of how well they are doing and what they need to do next to improve their work.
- The quality of information provided for parents with regards to their child's progress and how they may help them to improve.
- Preparing pupils more satisfactorily for life in multi-cultural Britain.

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

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

The school was previously inspected in April 1997 and since that time the school has addressed well the key issues identified in the previous report. Attainment and progress have improved in design and technology, music and physical education. Curriculum provision is much improved as is the quality of school management and the school development planning process. The new Curriculum 2000, the National Strategies for Literacy and Numeracy and the Qualifications and Curriculum Authority's guidelines are being successfully used as the basis for the much improved curricular planning seen in the school. The accommodation has been considerably refurbished and the school has made good improvement since the previous inspection.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	B	B
mathematics	D	D	C	C
science	D	E	B	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards have been improving since 1999, with the pupils' results in the National Curriculum tests for 11-year-olds being particularly pleasing in 2001. In English and science results were above the national average whilst results in mathematics matched the national average. In relation to similar schools the results were above average in English and science and matched the average in mathematics. The improvement in English and mathematics is a direct result of the successful implementation of the National Strategies for Literacy and Numeracy and of the at least good quality teaching occurring in two classes of pupils aged 7-11. Pupils' achievement overall is satisfactory. The school exceeded the target set for 11 year-olds in English and narrowly missed the target for mathematics by 1%. The school is on line to meet the targets set for 2002 in both English and mathematics. Attainment at the age of 7 matched the national average in reading and mathematics but was well below the national average in writing. In relation to similar schools, attainment matched the average in mathematics, was below average in reading and was well below average in writing. Although results have declined since 2000, a high percentage of pupils with special educational needs were in this class and pupils' achievement was satisfactory against their prior attainment. When children start school in the reception class the majority of them show skill levels that are appropriate for their age in communication and language development, mathematical development and personal, social and emotional development. They make satisfactory progress during their time in the reception class and, by the time they enter Year 1, nearly all are attaining the learning goals expected for their age in all of the six areas of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and have good attitudes towards learning.
Behaviour, in and out of classrooms	The behaviour of pupils is good both in the classroom and around the school. They display a good level of self-discipline but when the work given to them is unchallenging, or the pace of the lesson is too slow, pupils loose concentration and motivation.
Personal development and relationships	Pupils' personal development and the quality of relationships throughout the school are good. There is generally a good level of trust and respect between staff and pupils.

Attendance	Attendance and punctuality are good. Registers are taken promptly and pupils are settled in class to start lessons quickly.
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## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	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 quality of teaching is satisfactory overall with evidence of good and very good teaching occurring in the classes of Years 2, 4 and Years 5 and 6 pupils. The best teaching is in the Years 5 and 6 class. The teacher's very good subject knowledge, thorough questioning and very good use of time ensures that pupils work hard and acquire good attitudes to learning. The teaching of English and mathematics is satisfactory for pupils' aged 5 to 7 and good for pupils aged 7 to 11. Satisfactory account is taken of the individual plans for those pupils who are on the register of special needs and those pupils who have English as an additional language are appropriately supported. In Year 3 however, the teacher's lack of organisation and poor use of time leads to unsatisfactory learning by a significant number of pupils. The use of written marking by teachers to set targets for improvement for individual pupils is inconsistent throughout the school. It is at its best in Year 2, where it clearly indicates whether targets have been achieved and what the pupil needs to do next to improve.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Curriculum provision complies with the requirements of the National Curriculum and is suitably broad and balanced. Very good links with the adjoining playgroup and local high school effectively ensures curriculum continuity.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory and the requirements of the nationally recommended Code of Practice are fully met.
Provision for pupils with English as an additional language	Although pupils with English as an additional language receive satisfactory support there are occasions when they are not adequately supported to understand the key vocabulary necessary for them to make appropriate progress in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall with a particular strength being moral development. Provision for cultural development is satisfactory because although many opportunities are provided for pupils to study their own and different cultures within the world the opportunities for them to learn about the diversity of cultures and range of ethnicity that exists in Britain today are limited.
How well the school cares for its pupils	The school promotes a good standard of care. Child protection and health and safety procedures are good, but systems for assessing pupils and checking on the progress they make apart from in literacy, numeracy, science and information and communication technology are

	under developed.
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The school's partnership with parents and carers is satisfactory and the majority of them indicate mainly positive support for the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear educational direction for the school and she is well supported by the acting deputy and the staff, all of whom are committed to achieving the school's aims and to raising standards.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They fully understand the school's strengths and areas requiring improvement and are taking an increasingly active role in checking upon the school's progress. The chair of governors is very well informed and works very closely with the headteacher.
The school's evaluation of its performance	The school analyses its test results well and uses the information to track pupils' progress. The monitoring and evaluating of teaching and learning is satisfactory.
The strategic use of resources	Careful financial planning ensures that funding is allocated to agreed priorities and that resources are being used effectively to raise standards.

Although there is adequate staffing for this school there have been problems in recruiting teachers for this present term. This has left the school in a very difficult position with three classes being taken by temporary teachers one of whom is a recently qualified teacher. The accommodation is satisfactory, although because of glass partitions, learning is occasionally impeded by noise from the adjoining classroom. Resources are at least satisfactory in all subjects. In information and communication technology, although resources are satisfactory there are insufficient computers for pupil usage. The governors have due regard for all aspects of best value. All issues are well considered in terms of their effect on standards and the school is keenly aware of how it compares with other schools.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>▪ The school expects their children to work hard.</li> <li>▪ Parents would feel comfortable approaching the school with a problem or concern.</li> <li>▪ The behaviour of children is good.</li> <li>▪ Children like school.</li> <li>▪ The school is helping children to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Children do not get the correct amount of homework</li> <li>▪ More information about how well their children are progressing.</li> <li>▪ The range of activities available outside of lessons.</li> </ul>

The inspection team agrees with all the positive issues raised by parents. With regard to the aspects that parents would like to see improved the inspection team found that although there is a homework policy in place and a timetable is available for parents, the amount of homework given does not

consistently reflect school policy. Also the quality of reports to parents varies from good to unsatisfactory and some reports do not include targets for pupil's improvement. The school does not send out enough information to allow parents to become more involved in their child's education, although the school has already identified this as an issue for development and has good plans in place to address this issue. The final issue regarding the range of activities was not agreed, as although only a small range of extra curricula activities is offered there is a range of visits and visitors to the school, which enhances curricular provision satisfactorily.

## **PART B: COMMENTARY**

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

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

1. Since 1999, pupils' results in the National Curriculum tests for 11-year-olds have been improving with results at their best in 2001. In English and science results were above the national average whilst results in mathematics matched the national average. In relation to similar schools the results were above average in English and science and matched the average in mathematics. In English pupils' results were better in reading than in writing. Although girls performed better than boys in all three subjects, no significant differences were noted during the inspection. The school exceeded the target set for 11 year-olds in English and narrowly missed the target for mathematics by 1%. The school improving results from 1999 coincides with the appointment of a new headteacher, a new Years 5 and 6 teacher and the successful implementation of the National Literacy Strategy.
2. Standards at the age of 7 matched the national average in reading and mathematics but were well below the national average in writing. In relation to similar schools, standards matched the average in mathematics, were below average in reading and were well below average in writing. Although results have declined since 2000, there were a high percentage of pupils with special educational needs in this class and pupils' achievement was satisfactory. Boys performed better than girls in reading, writing and mathematics, but no significant differences were noted during the inspection.
3. When children start school in the reception class most of them show skill levels that are appropriate for their age in communication and language development, mathematical development and personal, social and emotional development. They make satisfactory progress during their time in the reception class and, by the time they enter Year 1, nearly all are attaining the learning goals expected for their age in all of the six areas of learning.
4. The attainment of pupils currently in Years 2 show an improvement from last year and at least match national expectations in reading, writing, mathematics and science. In Year 6 the standards of work indicate above average attainment in English, mathematics and science. Pupils' achievement overall is satisfactory. Pupils with special educational needs make satisfactory progress and their achievement is satisfactory. Pupils with English as an additional language also make satisfactory progress but sometimes their progress is impeded by them not being sufficiently prepared with the specific language of the subject for example in mathematics and in science.
5. The majority of pupils have good speaking and listening skills. Their speaking skills are developed well in the introductions and conclusions of lessons when pupils listen carefully to their teacher and answer questions appropriately. They successfully develop their ability to communicate their ideas in a clear and confident manner during class and group discussions. A good example of this was when Year 2 pupils were discussing 'Little Red Riding Hood' and competently analysed the effect of different events in the story. Pupils' achievement is satisfactory overall. Pupils' achievement in reading is good. Most pupils show good ability in reading accurately and confidently from texts suitable for their age, and by the time that they are 7, pupils use a good range of strategies accurately to determine unfamiliar words, including the use of phonics. By the age of 11 pupils recount stories, express preferences in reading matter and talk in an informed way about their favourite authors. Pupils' independent research skills are less well developed. Pupils' achievement in writing is satisfactory. They are able to write in a variety of forms across the curriculum, but few pupils achieve the higher levels (Level 3 and Level 5 at the age of 7 and 11 respectively).

Most pupils aged 5 to 7 use an interesting range of vocabulary and show an awareness of the audience in their writing. Many pupils write simple sentences punctuated accurately, with simple words spelt correctly. They identify and use a variety of words to complete the ending of sentences satisfactorily, to show cause and effect in a story. Pupils aged 7 to 11 show appropriate skills in writing extended narratives, as well as using increasingly complex sentence structures and more difficult punctuation strategies correctly. The majority of pupils' writing is grammatically correct and they draft and edit their work successfully, using dictionaries and other reference materials in an appropriate manner, to help them in their learning. Pupils' handwriting and presentational skills are good and by the time that they are 11, most pupils show a clear, legible and neat cursive style of writing. Pupils use their literacy skills satisfactorily in other subjects. For example, in mathematics lessons pupils use speaking and listening skills well to discuss and explain their strategies for finding solutions to problems, before recording their answers. Literacy skills are used in science lessons, when pupils hypothesise and discuss their results, before writing scientific reports to record their investigations.

6. Pupils' achievement is satisfactory in mathematics. By the age of 7, the majority of pupils have a satisfactory understanding of number and count forward and backwards to 100 from different starting points. They use a variety of mental strategies to solve simple problems. For example, when solving the difference between 62 and 95 pupils used the 'counting on' strategy to calculate their answer. In another instance they used a doubling strategy to solve an addition problem. By the age of 11, pupils have a good knowledge of the properties of shape and use correct mathematical vocabulary confidently. They know terms such as 'product', 'quotient' and inverse and correctly solve problems using these terms.. Higher attaining pupils calculate the area of 2 dimensional shapes, use the formula for calculating area and provide an accurate definition of the term 'area.' Average and lower attaining pupils solve simple area problems but are not as confident about recording their ideas. A small number of pupils are unsure of the difference between area and perimeter. Pupils use their numeracy skills appropriately in other subjects for example in measuring activities in science and design and technology and in counting and pattern activities in music.
7. In science pupils' achievement is satisfactory. By Year 2, pupils show appropriate skills in making sensible predictions and then carry out simple, fair tests with help from their teacher. They take part in scientific discussions using scientific language accurately. They know how to carry out a simple investigation satisfactorily and can record their results in a variety of different ways. Pupils aged 7-11 continue to develop their investigative skills satisfactorily and the time that they are 11, most pupils show satisfactory ability to identify the need for a fair test and plan and carry one out independently of the teacher. Pupils are willing to take the initiative and take responsibility for their own learning, when working in groups on their investigations. This was shown when pupils worked independently in groups investigating simple electrical circuits and trying to incorporate different kinds of switches into them. However pupils' skills of making evaluations and conclusions based on prior scientific knowledge are not as well developed.
8. By the age of 7 and 11 standards of attainment match the national expectation in art and design, design and technology information and communication technology and pupils' achievement is satisfactory. By the age of 7 standards match national expectations in music and geography. By the age of 11 standards are above the national expectation in geography. There was insufficient evidence to make a secure judgement on standards of attainment or achievement in history, and physical education at ages 7 and 11 and music at the age of 11.

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

9. Pupils' attitudes towards school are good. They enjoy learning and the response from parents in the questionnaire corroborates these judgements. Pupils work well together and respond to questions interestedly except when the pace of the lessons is slow or when they are not challenged sufficiently with their learning. They generally listen carefully to the teachers and show interest when others are speaking. Most questions are answered sensibly and the majority of pupils contribute well to discussions. The good attitudes to learning in lessons are due to the good relationships that exist between most pupils and staff.
10. Behaviour is good both in the classroom and around the school. There have been no exclusions. Pupils display a good level of self-discipline but when not given challenging enough work, or the lesson lacks pace, some off-task behaviour can occur. There is no oppressive behaviour in the school.
11. Pupils' personal development and relationships throughout the school are good. There is a good level of trust and respect between adults and pupils. Pupils are confident and interested in their learning; they are articulate and communicate easily with adults. Pupils work together well, sharing resources and help willingly with small tasks within the classroom and at lunchtime. Some responsibility is given to pupils for developing their own learning through homework assignments.
12. The Year 6 pupils enjoy acting as prefects and they perform their duties well. Useful consultation meetings are held with Year 6 pupils to ascertain their opinions of school life. However, these consultation meetings do not extend to the rest of the school and younger pupils comment that they would like more opportunity to express their ideas. The introduction of a whole school system to allow pupils across the school to be consulted and contribute to development of the school would further improve pupil's personal development. Pupils are considerate towards each other. For example, one pupil was concerned that some children may be lonely at break-times and would like a system to allow younger pupils to be able to find friends.
13. Attendance is above the national average and is good and the level of unauthorised absence is below national average with parents generally good at notifying school of absence. Punctuality is satisfactory and registers are taken promptly and lessons start on time.

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

14. The quality of teaching is satisfactory overall with evidence of good and very good teaching occurring in the classes of Years 2, 4 and Years 5 and 6 pupils. Teaching is at least satisfactory in 91 per cent of lessons of which 26 per cent is good and 12 per cent is very good. However in 9 per cent of lessons teaching is unsatisfactory.
15. Teaching is at its best in the class of Years 5 and 6 pupils. The teacher's very good subject knowledge, thorough questioning and very good use of time ensures that pupils work hard and acquire good attitudes to learning. In a very good English lesson the teacher's exceptional questioning skills led to pupils making very good progress in their understanding of the difference between literal and inferential meaning. In a science lesson the expertise of the teacher enabled him to set challenging activities and ask searching questions to effectively develop the pupils' understanding of electrical circuits incorporating different switches.



16. In the good lessons the teachers have secure knowledge and understanding of the content of the National Curriculum and they are developing their confidence satisfactorily to teach information and communication technology skills with the help of the well-informed co-ordinator. Planning is good and teachers are clear about what it is they want the pupils to learn. Teachers have high expectations of pupil's work and pupils respond by trying hard to carry out instructions. The effectiveness of teaching methods is good. Expositions are usually lively and well structured, and the successful implementation of the National Literacy and Numeracy Strategies is helping to improve the quality of teaching and raise standards. The use of homework is satisfactory but at the present time the amount of homework given does not adhere to school policy in all classes.
17. Unsatisfactory teaching arises from unsatisfactory class organisation, slow pace of lessons resulting in pupil loss of interest. Then silly behaviour occurs which impedes pupils' learning. Clear expectations of behaviour are not set and this prevents good learning habits being established. This was seen in English, mathematics, science and history in Year 3. A weakness of teaching throughout the school is the quality of written marking. Marking is often not focused enough on the intended learning of the lesson and does not clearly identify what a pupil has to do next to improve their work. Although some pupils are given individual targets for learning, this practice is not applied consistently throughout the school.
18. The teaching of children within the Foundation Stage of Learning (the reception class) is satisfactory. The teacher and nursery nurse work well as a team to create successfully a very caring and safe environment. There is a very happy atmosphere, in which children feel secure in developing their learning, and they grow in confidence through the constructive praise that they receive from adults. Adults have high expectations of behaviour, manage children well and have developed good relationships with them. Even when the adults are working with focus groups, there is useful intervention between them and the children who are working independently. However, some of the activities are not sufficiently structured to challenge children of different abilities. This occurred during children's independent work in the sand and water areas. In literacy and numeracy lessons the activities are well planned, to build on prior learning, and children make appropriate progress. Children take reading books home to consolidate work in class and to develop good learning habits.
19. Satisfactory emphasis is given to teaching the basic skills of literacy and numeracy with satisfactory evidence of teachers planning to use the pupils' developing skills in other subjects. Whole class discussions at the start and end of the majority of lessons successfully aim to develop the pupils' vocabulary and encourage them to listen to others. Through the use of non-fiction texts pupils are taught to use information retrieval skills to promote their investigative skills. However, the development of information retrieval skills is in need of further improvement. Satisfactory opportunities to develop numeracy skills are also provided, for example, in science and in design and technology.
20. The teaching of pupils with special educational needs is satisfactory. The special needs co-ordinator provides good support for teachers in drawing up the pupils' individual education plans and ensuring that targets address their difficulties. During class discussions, the pupils are asked specific questions matched to their abilities and, in the majority of instances tasks are carefully matched to pupils' needs. Classroom assistants give appropriate support to the pupils. They form good relationships with the pupils, guiding them in their work by providing clear explanations, asking and answering questions and supporting them in recording their findings or thoughts. Occasionally, the assistants are not fully involved during the whole class discussions at the beginning and end of lessons. Although the teaching of pupils with English as an additional language is satisfactory there are times that teachers do not prepare pupils with English as an

additional language sufficiently well with the subject specific language of the lesson as seen in mathematics and in science.

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

21. The curriculum provided for children under five is satisfactory. It covers all the areas of learning and experience that are expected for this age group and prepares children satisfactorily for the National Curriculum programmes of study. There is appropriate emphasis on literacy and numeracy and also on children's personal and social development.
22. The curriculum for pupils aged 5 to 11 is satisfactory. It complies with the requirements of the National Curriculum and the recommendations of the locally agreed syllabus for religious education. It is suitably broad and an additional dimension is offered to the Years 5 and 6 pupils through the teaching of a modern foreign language-Italian. The school has successfully implemented the National Literacy and Numeracy Strategies. These Strategies are having a positive impact on pupils' attainment and achievement in English, in particular. The appropriate policies and schemes of work for all other subjects of the National Curriculum provide a sound basis for teachers' planning and for ensuring that pupils' progress is continuous throughout the school. Long-term planning, or curriculum mapping as it is known within the school, provides a clear overview of the topics and units of study to be followed year by year and these are clearly linked to the National Curriculum programmes of study.
23. The school is committed to equality of opportunity and access for all pupils. Provision for pupils with special educational needs is satisfactory with suitable procedures in place for the identification and assessment of these pupils. The requirements of the nationally recommended Code of Practice for special educational needs are fully met. All pupils with special educational needs have appropriate individual educational plans, which are broken down into the necessary small steps of learning required for pupils to make progress. Pupils with English as an additional language receive satisfactory support. Although there are occasions when they are not adequately supported to understand the key vocabulary necessary for them to make appropriate progress.
24. Extra-curricular provision is satisfactory. The school offers some extra curricular activities on a weekly basis, including football, netball, computer club and an art and craft club. Pupils also participate annually in cross-country running and competitive matches for team games are organised against other local schools. Although there is no provision for dramatic or musical activities outside of school, peripatetic music staff teach woodwind and string groups during the school day. A good range of visitors to school and visits out of school enhance the curriculum. These include theatre companies, members of Burnley Football Club, the local priest and interactive concerts with a local orchestra.
25. There is good provision for the development of pupils' personal, social and health education. Health education is appropriate and pupils are effectively made aware of the dangers of drugs. The links the school makes with the local community are good and contributes well to the pupil's personal development. The school is an integral part of the parish and there are mutual benefits derived from this close partnership. Parishioners enhance the religious life of the pupils through the sacramental programme and the involvement of pupils in charity fund-raising activities such as CAFOD, Mission Together, and 'Love in a Box'. The school celebrates major events and religious festivals in the church, which is located on site and is symbolically at the heart of the school. The school has very good links with the pre-school playgroup on site and this ensures effective

transition into school. Very good links are also evident with the local high school through regular meetings at both headteacher and subject co-ordinator level. Visits by the staff from the high school prepare pupils satisfactorily for their transfer to this establishment.

26. The provision for spiritual moral, social and cultural development is good overall with provision for moral development very good.
27. Pupils' spiritual development is good. Daily acts of worship make a positive contribution to spiritual awareness, reinforce the stated values and aims of the school and include time for prayers and personal reflection. Pupils are encouraged to reflect upon their actions and to think about kindness, care and consideration. Whole school assemblies, held weekly, recognise pupils' achievements and their hard work and attitude in school, publicly acknowledging the value of individuals and the contribution they make to school life.
28. Pupils' moral development is very good. It is very positively promoted through the school's approach to encouraging good behaviour. All staff consistently teach the principles of good moral behaviour and pupils have a very clear sense of right and wrong. Staff value pupils in their care, acknowledging and praising their efforts and achievements. Moral themes feature in many aspects of the curriculum and are an integral part of the school's ethos. The school is a very happy, calm and secure environment, which fosters and promotes a sense of caring, loving and forgiving. Pupils are polite, well behaved and show respect for their peers, adults and property.
29. The good provision for pupils' social development is promoted effectively through the good relationships that exist throughout the school. From the start of their time in school, pupils are provided with good social opportunities and they are encouraged to take responsibilities for their actions and to work and play together with respect and tolerance. Pupils are provided with many opportunities to work collaboratively in pairs and small groups and this plays an important part in developing their social skills. Prefects have responsibility roles and assist in the running of the school and older pupils play an appropriate role in the welfare of younger pupils. There is a good school policy for personal, social and health education, and the pupils' sense of responsibility and initiative is fostered effectively through class and school duties to ensure that pupils' social awareness is nurtured.
30. Pupils' cultural development is satisfactory and remains similar to the previous inspection. Provision for developing an understanding of pupils' own cultural and religious traditions is good. Charities such as the 'Love in a Box' (Rumanian appeal) provides the pupils with an insight into life in other countries. The school plans well-organised and appropriate activities, which enrich pupils' cultural development, such as visits from theatre companies and orchestras. Some opportunities are also provided that broadens pupils' appreciation of other cultures through their work in geography, history and music. These include the study of Chenbakoli, listening to music of other cultures in class collective worship and music lessons and studying the work of artists such as Katsushika Hjukusai. However, pupils are not sufficiently well prepared to understand and recognise the richness and diversity of cultures and ethnicity that exist in Britain today.

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

31. Teachers know the pupils well, recognise their personal needs and respond appropriately to them. This results in pupils feeling valued and has contributed positively to raising both standards and achievement. The working environment is safe and secure and pupils of all ages are well supervised at work and play. Good child protection procedures are in place with parents being

informed of the policy. The school is fully committed to the principles of social inclusion, and as such, forms good partnerships with relevant outside support agencies.

32. The school has good systems in place to promote good behaviour and to deal with unacceptable behaviour. Each class is involved in devising its own class rules, and a whole school positive discipline system uses appropriate rewards for good behaviour. The home/school partnership and the prospectus appropriately remind parents about the school's expectations with regards to attendance and behaviour.
33. The procedures for monitoring and supporting pupil's personal development are good. Pupils have a clear understanding of what constitutes as bullying and pupils report that if it does occur, it is dealt with quickly and effectively. The school monitors attendance effectively and works closely with the welfare officer to deal with any problems. This has helped reduce incidence of non-attendance. The school has good systems to promote good attendance with certificates presented to pupils who attend regularly. In order to reduce absences parents are sent letters appropriately reminding them to try to avoid holidays during term time.
34. The school has a clear Health and Safety policy with responsibilities identified for staff; all statutory equipment checks are carried out with regards to fire, electrical and gymnastic equipment. The school has staff appropriately trained in first aid to deal with any problems. The school is maintained and cleaned to a satisfactory standard.
35. There are good procedures in place for assessing pupils' attainment and progress in English, mathematics, science and information and communication technology. In other subjects however, assessment and the recording of progress are less well developed. The use of the assessment to guide curriculum planning is in need of improvement as teachers do not always use information about prior learning to inform future teaching and learning. The school is aware of the need to make its tracking and target setting arrangements more focussed, so that teachers are clearer about what the pupils need to do next to improve. Pupils with special educational needs are assessed regularly and targets set in individual education plans are appropriate. Statements for special needs are reviewed annually in accordance with statutory requirements.

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

36. The school's partnership with parents and carers is satisfactory. Twelve parents attended the parents meeting and 62 returned the questionnaires out of the 141 sent out. The majority of responses indicate positive support for the school and parents felt that their children enjoyed school, that behaviour was good, the school expected the children to work hard and that the school helped their children to be mature. The inspection team agrees with all the positive remarks made by the parents and carers.
37. The responses also indicate that some parents feel that the school does not keep them well informed about progress, that the children do not get the right amount of homework, that the school does not work closely with parents and that an interesting range of after-school activities are not provided. The inspection team found that a satisfactory homework policy is in place and although parents have a timetable the policy is inconsistently applied across the school. This is partly due to the fact that there are four new members of staff in the school (3 of whom are temporary) and they are not fully aware of the school's practice with regards to homework. The reports to parents about their child's progress, which are sent out each year, are not consistent as some do not include targets for pupil's future development. The school does not send out information about what the pupils are learning each term and therefore parents are unable to become more involved

in their child's education. The school has already identified this as an area in which it needs to improve. The inspection team agreed with parents on all of these issues, however, the concern raised regarding the range of activities after-school was not agreed. Although only a small range of after school activities are offered to the pupils, the range of school based learning activities effectively enhance curriculum provision.

38. Parental involvement in other aspects of the life of the school is satisfactory. The school has run courses for parents with a number of them taking part in the 'Parents as Educators' course and literacy and numeracy courses. Parents help on trips and in school, some parents help in making story sacks. Workshops are provided to support parents in their understanding of the national test results and to have the opportunity to examine previous papers. The school has made attempts to start a parent association with limited success. However when parents are invited into school for events, they are usually well supported. For example many parents attended the school nativity play and a raffle successfully raised money for numeracy resources.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

39. The headteacher provides good leadership and management to the school and provides clear educational direction. The headteacher is well respected by the governors, staff, parents and pupils and is well supported by the acting deputy headteacher. All staff are committed to raising standards and to ensuring that the needs of all pupils are catered for. The governors are very involved in the life of the school and the school's development planning process. They have a very thorough understanding of the strengths and areas for development within the school and carry out their statutory duties effectively. The chair of governors is particularly supportive and visits the school regularly to liaise with the headteacher and to discuss issues that arise. Performance management has been introduced well. All staff including the headteacher have agreed appropriate objectives and all relevant documentation has been agreed. There are satisfactory induction procedures in place for teachers who have recently been appointed.
40. The key issues identified in the previous report have been well addressed and the school has made good improvement since the previous inspection. Pupils' attainment and progress has improved in design and technology. It was not possible to judge if standards of attainment had improved in music and physical education as limited evidence was available during the inspection. Curriculum provision is much improved as is the quality of school management and the school development planning process. The new Curriculum 2000, the National Strategies for Literacy and Numeracy and the Qualifications and Curriculum Authority's guidelines are being successfully used as the basis for the much improved curricular planning seen in the school.
41. The procedures for checking and evaluating the school's work, including teaching, are satisfactory. Senior managers regularly check teachers' planning files and sample pupils' work. As a result of such monitoring, action is taken. Classroom observations have taken place focusing mainly on literacy and numeracy. However, because of staffing difficulties, the headteacher has had to spend a considerable amount of her time teaching and therefore there has been few observations in the present term. Consequently the weaknesses in teaching identified by the inspection has not been identified by the senior management. Subject co-ordination is at least satisfactory and all co-ordinators have a thorough understanding of strengths and areas that need improvement.
42. The management of pupils with special educational needs is satisfactory. The co-ordinator (SENCO) is well qualified and support assistants have access to good training, which they have used well to improve their practice. The SENCO is thorough and meticulous in keeping records updated and ensuring that all statutory requirements are met. However, the needs of these pupils

are not always considered appropriately particularly in the classes where temporary teachers are teaching. Resources for special educational needs are used well.

43. Overall, the management of the school's finances is good. Financial planning is linked clearly to the school development plan and spending is monitored and evaluated. The finance committee meets regularly to review spending decisions. The governors are aware of the principles of best value and carefully consider value for money. Day-to-day administration is effective and satisfactory use is made of information and communication technology in this work and to manage the budget, monitor attendance and manage assessment data.
44. There is adequate staffing for this school. However, there have been problems in recruiting teachers for this present term resulting in one class being taken by a temporary teacher. There are two other temporary appointments- one covering for a long-term illness and another for a maternity leave. The accommodation including outside play areas are satisfactory and the space available is effectively used. However as two classrooms are separated by glass partitions and these classrooms are uncarpeted, too often pupils' learning is impeded by noise from the adjoining classroom. There are an appropriate number of classrooms, additional teaching spaces and hall facilities. The school does however lack an effective library and this hinders pupils' acquisition of library and independent research skills. Attractive displays help raise the standards of pupils' work by celebrating success. Standards of cleanliness are satisfactory. Overall, resources are satisfactory and are used efficiently and effectively by staff. Although the resources for information and communication technology are satisfactory there is a need to increase the number of computers so that all pupils have more opportunities to use this resource.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

45. In order to improve further, the governors, headteacher and staff should:

- (1) **improve the learning of pupils in Year 3 by:**
- developing the classroom organisation and behaviour management skills of the teacher;
  - ensuring that time is used efficiently and effectively.
- (paragraphs: 17, 59, 68, & 73)
- (2) **ensure that pupils are more aware of how to improve their work by:**
- developing pupils' self assessment skills by providing pupils with learning targets which relate to National Curriculum levels and indicate clearly what pupils must do to progress through a level;
  - using written marking as a tool for improving pupils' work;
  - ensuring that pupils have the time and the support to solve the issues identified by the written marking comments.
- (paragraphs: 17, 35, 59, 61, 68, 71, 77, 80, 89, 92 )
- (3) **improve the quality of information for parents by:**
- clearly identifying in the report what pupils know, understand and can do;
  - ensuring the reports provide more accurate information about how well their child is progressing ;
  - informing parents if the learning and the progress made is good enough;
  - providing parents with information about how their child might improve their work;
  - sending parents information about what is to be taught each term and how they might support their child.
- (paragraphs: 37)

**(4) prepare pupils more satisfactorily for life in multi-cultural Britain by:**

- developing pupils' understanding of other people's religious convictions and cultural traditions within Britain today.

(paragraph: 30 )

In addition to the main issues identified the school needs to ensure that:

- record of pupils' progress for art and design, design and technology, geography, history, music and physical education are in place  
(paragraphs:35, 61, 80, 84, 89, 103 &106)
- pupils with English as an additional language are provided with the language specific to the subject;  
(paragraphs; 4, 20, 23, 63, 72 & 85)
- pupils' are provided with appropriate opportunities to attain the higher level in writing  
(paragraphs: 54 & 57)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
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
Number	0	5	11	23	4	0	0
Percentage	0%	12%	26%	53%	9%	0%	0%

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	162
Number of full-time pupils known to be eligible for free school meals	n/a	23

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	29

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	3

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

### *Attendance*

#### **Authorised absence**

	%
School data	4.8

#### **Unauthorised absence**

	%
School data	0.4



National comparative data	5.2
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National comparative data	0.5
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*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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	17
	Girls	8	8	10
	Total	23	23	27
Percentage of pupils at NC level 2 or above	School	82 (100 )	82 (100)	96 (100 )
	National	84 (83)	86 (84)	91 (90 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	8	9	11
	Total	23	26	28
Percentage of pupils at NC level 2 or above	School	82 (100)	93 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	12
	Girls	9	6	9
	Total	20	15	21
Percentage of pupils at NC level 4 or above	School	91 (65)	68 (75)	95 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	12
	Girls	8	7	8
	Total	18	16	20
Percentage of pupils at NC level 4 or above	School	82 (50)	73 (63)	91 (63)
	National	72 (70)	74 (72)	82 (79)

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

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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	3
Any other minority ethnic group	0

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

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

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

Total number of qualified teachers (FTE)	7.8
Number of pupils per qualified teacher	20.7
Average class size	23.1

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

Total number of education support staff	3
Total aggregate hours worked per week	66.4

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

### ***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.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	310924
Total expenditure	313660
Expenditure per pupil	1901
Balance brought forward from previous year	50328
Balance carried forward to next year	47592

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

**Questionnaire return rate: 38%**

Number of questionnaires sent out	163
Number of questionnaires returned	62

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	47	5	1	0
My child is making good progress in school.	53	40	5	0	2
Behaviour in the school is good.	44	53	0	2	1
My child gets the right amount of work to do at home.	39	45	11	5	0
The teaching is good.	52	40	6	0	2
I am kept well informed about how my child is getting on.	27	45	23	2	3
I would feel comfortable about approaching the school with questions or a problem.	71	26	2	1	0
The school expects my child to work hard and achieve his or her best.	63	35	2	0	0
The school works closely with parents.	34	45	16	2	3
The school is well led and managed.	45	44	2	5	4
The school is helping my child become mature and responsible.	52	42	3	0	3
The school provides an interesting range of activities outside lessons.	21	37	21	6	15

## **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**

46. Almost all of the children attend the play-school, which adjoins the school. This provides a sound basis for their start into full-time schooling and when they start school in the reception class most of them show skill levels that are appropriate for their age. They make satisfactory progress during their time in the reception class and, by the time they enter Year 1, nearly all the children are attaining the learning goals expected for their age in all of the six areas of learning. The quality of education provided for children in the Foundation Stage of Learning (reception) is satisfactory, which shows good improvement since the last inspection when the curriculum was judged to be inappropriate. There is a very caring environment where children explore and repeat experiences, according to their need. Children are provided with a secure start to their education and firm foundations are laid for the future demands of the National Curriculum.

#### **Personal, Social and Emotional Development**

47. Children make satisfactory progress in learning to play harmoniously with others and to co-operate with adults. They confidently look after their personal hygiene and can undress and dress themselves with some help, for physical education activities. Children's attitudes to learning are positive and their response in lessons is good, sharing resources fairly and taking care of one another. They co-operate well with each other, especially when given the opportunity to work on activities independently of the teacher. This was seen when children were working in the role-play area, which was set out as a card and gift shop, and in their problem solving activities in the sand and water areas. A good example of children sharing resources was in the writing area, when two girls were completing a picture and one said to the other " I need that colour, but you can use it first". Teaching in this area of learning is good, and the teacher and nursery nurse, have high expectations of the children's behaviour. The children respond appropriately by behaving well and showing curiosity and interest in their work. During a collective worship session, the children were encouraged to reflect on how their actions could make others sad and, as a result of experiences such as this, they are effectively learning to show respect for others feelings and ideas. The adults effectively promote the children's personal development by ensuring that they are fully involved in classroom tasks, such as getting equipment out and tidying up when they have finished. There is good emphasis placed on health and safety issues, as was seen when children were being shown how to carry scissors properly and when they were told the importance of washing their hands after going to the toilet. The two adults interact well with the children in a positive and effective manner and, as a result, children obviously feel safe and secure and are happy in the classroom environment.

#### **Language and Literacy**

48. The teacher places good emphasis on teaching the basic skills of reading and writing and in giving children planned opportunities to talk about their work and personal experiences. The majority of children listen to a story very attentively and respond appropriately, talking about their likes and dislikes of the story. Their speaking and listening skills were effectively developed in a session when they were sitting on the carpet discussing the differences between toys in the past and those in the present, with the teacher encouraging children to listen carefully to each other. In a lesson focusing on developing phonic skills, the teacher made good use of a puppet 'Silly Billy' to capture the children's interest and teach them how to identify initial sounds of words. Children responded well to this activity and applauded the puppet when he chose the correct letter sound. When

choosing a book, they hold it correctly, understand that words and pictures carry meaning and are aware that print is read from left to right. The children enjoy books, handle them with care, and demonstrate that they can recognise their own name and key words from the reading scheme. Children develop an enjoyment of reading and appropriately work out the meaning of unfamiliar words by using phonics. Teaching is satisfactory with the teacher giving children appropriate opportunities to talk about books. As a result, they show a suitable understanding of the terms associated with a book, such as contents page, author and title. They are beginning to associate sounds with patterns, words and letters, and recognise simple familiar words. This development is supported by children using resources such as the 'Word Tree', which is displayed on the wall and has a variety of key words on it. Children take reading books home to consolidate work in class and develop good learning habits. Children enjoy mark making and basic writing experiences, using a range of writing implements. The more able children write a recognisable simple sentence and make reasonable attempts at spelling words with which they are not familiar. Most of the children express themselves clearly and make themselves understood, as well as taking part in role-play activities with confidence. They show self-assurance when singing simple songs and nursery rhymes, as a whole class.

## **Mathematics**

49. The teacher and nursery nurse have created an interesting mathematical learning environment, in which the children are exposed to a variety of mathematical displays of numbers, shapes, patterns, pictures and books. The adults seize upon opportunities to develop the children's correct use of mathematical language, as well as checking that the children understand any new terms that are used. The activities are appropriately planned, so as to build on prior mathematical attainment and to challenge the ability of all children. This ensures that the planned learning intentions are achieved and the children make satisfactory progress in their mathematical knowledge, understanding and skills. Teaching is satisfactory. Most children count up to 5 and beyond, with some help. They place in order numbers 1 to 5 by their value and match the corresponding number of objects to the number. There are many practical activities provided for the children to practice their number skills, such as in one lesson when they were using a threading beads activity to count to 10, and in so doing, readily said one more/less than a given number under 10. During their sorting and matching activities, the children match correctly objects by colour and sometimes shape. A significant number of the children sort objects accurately by two attributes, usually shape and colour. In the areas of shape and position, the children show that they recognise and name regular shapes such as circle, triangle and square and are beginning to develop their spatial awareness to distinguish between forward, backward, left and right. The adults use interesting intervention strategies well, such as when a glove puppet was used to encourage children to respond to instructions more promptly and to help them overcome difficulties that they faced. Most of the children are developing suitable mathematical language, such as 'more than' and 'less than', during their mathematical and play activities. In these activities children use this language correctly. When they were working in the sand and water areas, they used confidently and accurately mathematical terms such as 'under', 'over', 'above' and 'below' to explain what they were doing.

## **Knowledge and Understanding of the World**

50. There are many opportunities provided for children to develop their powers of observation and the ability to ask questions, as part of their natural curiosity. They talk about the similarities and differences of materials and investigate these by using their senses, such as in a group activity in which they had correctly sorted a variety of materials using criteria such as rough, smooth, soft and hard. The children build and construct, using a variety of objects, and select the tools and

methods they need to assemble and join the materials that they are using. The children make satisfactory use of information communication technology to help them in their work, such as when they were using a computer programme to identify the odd one out in a group of letters. They concentrate well and show a great deal of interest and enjoyment in their practical activities. This was seen in the role-play activities in the 'card and gift shop', in which the children appeared to be lost in a world of their own. When they are working without direct adult supervision, they work together well and select sensibly from a range of resources to make models, using a variety of construction kits. There is appropriate use made of the local environment to support the children's learning in their knowledge and understanding of the world and teaching is satisfactory.

### **Physical Development**

51. The children show appropriate skills in manipulating scissors, writing and painting tools and in handling a range of equipment when making models. They used scissors correctly to cut finger puppets from a template and then glued a variety of materials onto them as decoration. In physical education lessons, the children walk, run, skip and hop with confidence and their awareness and control of their own and other children's space is starting to develop. This was seen in a lesson in the hall, when children explored a variety of ways of moving on small apparatus. The children selected and put out the apparatus sensibly and carefully under the watchful supervision of the nursery nurse.. This made a positive contribution to the children's personal development. In another lesson in the hall on the children responded with enthusiasm to the music played and were willing to pretend that they had a balloon, with one boy searching with great interest and concentration for his balloon which had fell behind a cupboard. Satisfactory provision is made for children to play with a variety of resources, such as sand and water trays, in order to develop their co-ordination and teaching is satisfactory.

### **Creative Development**

52. Children use a range of materials to create representative images, choosing colours and equipment in a suitable way. They learn to mix paint correctly and produce a range of colours when starting with more than one colour. They competently apply the paint, using fingers, sponges, thick brushes, card and sticks. In one lesson about exploring colour, texture, shape and form, the children used their imagination well, satisfactorily using a variety of items to make prints on paper. The children demonstrate that they sing tunefully, keeping time with the teacher, and are making satisfactory progress in their understanding of how sounds and noises are made, showing great enjoyment in using their own voices in musical activities. Teaching is satisfactory and the structured play area has been set up interestingly as a card and gift shop. This has fired effectively most children's imaginations, and they play out a variety of roles with enthusiasm. The adults intervene well in group activities, introducing additional challenges. Consequently children remain busy and, as a result, they have a good work rate. Occasionally activities are not sufficiently structured to challenge children of different abilities. This occurred during children's independent work in the sand and water areas.

### **Teaching, Learning and the Curriculum**

53. The curriculum that the school provides for the children in the Foundation Stage of Learning is satisfactory. There is a wide range of first hand experiences offered, within a broad and balanced curriculum, that covers all the areas of learning and links to the National Curriculum for children aged 5 to 7. There is appropriate emphasis placed on the teaching of literacy and numeracy and also on the children's personal, social and emotional development, which results in them making satisfactory progress in their academic skills and allows them to show increased confidence as



they settle into the school routines. The satisfactory planning procedures are much improved since the last inspection and are securely based on the 'early learning goals'. There is satisfactory provision for children with special educational needs, with parents being kept informed of their progress. Assessment, recording and reporting procedures are satisfactory and these enable the staff to monitor the progress made by individual children. There is appropriate use of assessment information on a day-to-day basis, to inform the planning of children's learning experiences. The school provides children with opportunities to take part in a variety of visits, that enrich the curriculum by providing further learning experiences for them. There are very strong links with the play-school that ensures new entrants settle quickly and smoothly into a different routine. The children who attend the play-school are familiar with the school, as they attend collective worship and there is a very good programme of liaison visits by the class teacher during the summer term. There are good arrangements, at the end of the year, to support the children's move to their next class and the transfer of necessary information about how the children are doing, to their next teacher.

## **ENGLISH**

54. The results of the 2001 National Curriculum tests for 11 year olds show that the school has maintained the steady improvement of recent years and the school's performance in English is above the national average. At the age of 7 results match the national average in reading but are well below the national average in writing. As more pupils are attaining the higher levels in reading than they are in writing throughout the school, strategies are being implemented to improve provision in the writing aspect of English. The indications are those pupils currently in the Year 6 are on course to attain standards similar to those in 2001. Pupils in Year 2 are achieving better than the 2001 cohort and should attain standards that are at least match the national expectation. Pupils with special educational needs and those with English as an additional language make satisfactory progress and their achievement is satisfactory.
55. The speaking and listening skills of most pupils are good, which helps them to make pertinent answers to the teachers' questions and to gain a clear understanding of the work that they are to do. Most teachers make effective use of the introductions and the plenary sessions to develop pupils' speaking skills encouraging them to ask and answer questions. Pupils' ability to communicate their ideas in a clear and confident manner are successfully developed by the many opportunities provided for class and group discussion. A very good example of this was when pupils in Year 6 were discussing the difference between the literal and inferential meaning in the poem 'What happened to Lulu?' Another good example was in a lesson in Year 2 when pupils were discussing the effect of events in the story of 'Little Red Riding Hood'. In both lessons, the expertise of the teachers gave the pupils the opportunity and confidence to take full part in a class discussion that effectively developed their communication skills. Pupils' achievement in speaking and listening is satisfactory.
56. Pupils' achievement in reading is good, with the guided and shared reading sessions being used effectively to develop pupils' skills in this aspect of the subject. This was evident in a shared reading session in Year 4, in which the teacher effectively developed the pupils' abilities to identify and explain the different types of texts to be found in newspapers, through her thorough questioning. Most pupils show good ability in reading accurately and confidently from texts suitable for their age, and by the time that they are seven, pupils use a good range of strategies successfully, to determine unfamiliar words, including the use of phonics. They read confidently and fluently. Most pupils aged 7 to 11 demonstrate a good ability to recount stories, to express preferences in reading matter and to talk in an informed way about their favourite authors. The pupils in Year 4 read expressively and with understanding in a lesson in which they were

considering the language and layout of advertisements. Pupils in Year 6 speak knowledgeably about their favourite authors and the higher attaining pupils read demanding texts accurately and evaluate them, with good reference to stories by different authors. However, the school recognises the need to provide more non-fiction books, to develop more effectively the pupils' individual research skills and support work in other subjects.

57. In writing pupils' achievement is satisfactory. There are many opportunities provided for them to write in a variety of forms across the curriculum, but few pupils achieve the higher levels of the National Curriculum. The school has identified writing as a priority area for development, especially in terms of improving attainment in the composing aspect of story writing and in exploring further strategies for the teaching of spelling. Most pupils aged 5 to 7 use an interesting range of vocabulary and show an awareness of the reader in their writing. Many pupils write a sequence of sentences punctuated accurately, with simple words spelled correctly. Pupils in Year 2 showed satisfactory ability to identify and use a variety of words to complete the ending of sentences, to show cause and effect in a story.
58. Pupils aged 7 to 11 show appropriate skills in writing extended narratives, as well as using increasingly complex sentence structures and more difficult punctuation strategies. Most pupils' writing is grammatically correct and they draft and edit their work successfully, using dictionaries and other reference materials in an appropriate manner, to help them in their learning. In a very good lesson in Year 6, the pupils showed confidence in their ability to use information from a poem, to write for a different purpose, in this instance writing a telephone conversation as a play. In this lesson, the teacher's exceptional questioning skills led to pupils making very good progress in their understanding of the difference between literal and inferential meaning. Pupils' handwriting and presentational skills are good and by the time that they are 11, most pupils show a clear, legible and neat cursive style of writing.
59. The quality of teaching is satisfactory but it varies from unsatisfactory to very good. Teaching is particularly effective in Year 6, and this enables older pupils to achieve well in relation to their prior attainment. The teachers plan thoroughly, to follow the structure of the 'literacy hour', and place appropriate emphasis on the teaching of basic skills. The majority of pupils show good attitudes to their work, responding positively, keen to show initiative and take responsibility during activities. They are well behaved, have good powers of concentration and a high work rate. They take pride in their work, which is evident in the good standards of presentation to be found through the school. Most teachers manage their classes well and their high expectations of pupils' behaviour leads to them having a good work rate. This is not always the case however, as in a lesson for pupils in Year 3, when teacher's lack of organisation and unsatisfactory use of time led to unsatisfactory learning by most pupils. The use of marking by teachers to set targets for improvement for individual pupils is varies from good to unsatisfactory. Marking is at its best in Year 2, where it indicates whether targets have been achieved and indicates the next steps for pupils to improve their work.
60. There is satisfactory use made of pupils' literacy skills in other subjects, such as in mathematics lessons when pupils discuss and explain their strategies for finding solutions to problems, before recording their answers in a written form. It is also evident in science lessons, when pupils hypothesise and discuss their results, before writing reports of their investigations. Within these activities, the pupils with special educational needs are fully involved and they make satisfactory progress in their learning, in all aspects of their work in English. There is appropriate use made of information communication technology by pupils, especially in Year 6 where they have access to more computers than in other classrooms, to word-process their stories and poems.

61. The curriculum is satisfactory, being broad and balanced and providing pupils with a range of interesting and relevant experiences. There are planned opportunities for pupils to discuss a variety of topical issues and this makes a good contribution to their social and moral development. The long and medium-term planning for English follows the framework of the National Literacy Strategy and is effective in ensuring that pupils' learning is continuous through the school, which is an improvement since the last inspection. There are satisfactory procedures for assessing and monitoring individual pupils' attainment and the progress that they make as they progress through the school. However, the information gained from these procedures is not being used as effectively as it could be to plan future learning experiences, or to enable pupils to have a clear understanding of the level at which they are working and how they could make improvements.
62. The leadership and management of the subject is good, with the co-ordinator having a clear understanding of strengths and areas for development in the subject and how to improve provision. The school lacks an effective library and this hinders pupils' acquisition of library and independent research skills. There is an adequate range of resources, with good quality books being provided for the literacy hour lessons. The current provision shows good improvement since the last inspection and all statutory requirements are met.

## **MATHEMATICS**

63. The results of the 2001 National Curriculum tests for 11-year olds show that the school has maintained the steady improvement of recent years and is enabling pupils to attain average standards. The results for 7-year olds are not as high as the 2000 results but there were a high percentage of pupils with special educational needs in this class in 2001, and pupils' achievement was satisfactory. A weakness identified by the previous inspection was that high attaining pupils were insufficiently challenged. This has been well addressed as the percentage of pupils attaining the higher standards in the National Curriculum tests for 11-year-olds was above the national average in 2001. The indications are those pupils currently in the Year 6 and Year 2 classes are on course to attain standards that at least match the national average. Pupils with special educational needs make satisfactory progress and their achievement is satisfactory. Pupils with English as an additional language also make satisfactory progress. However, their progress is occasionally impeded by them not being sufficiently prepared with the specific language of the subject.
64. Since the last inspection the National Numeracy Strategy has been introduced well and this has brought about improvement in mathematics provision. The National Numeracy Framework is used for planning and this document has provided the school with a programme of work that ensures learning is continuous from reception through to Year 6. All teachers have adopted the basic structure and format of a numeracy lesson and a mental mathematics session has become an integral part of every lesson. Written planning throughout the school is good and this is another improvement that has been made.
65. Pupils are reaching the expected standards for their age by the end of Year 2 because the work they are given to do builds effectively on the appropriate experiences they have since starting school. In Year 1 pupils become confident in manipulating numbers to 20. Effective mental mathematics sessions enable them to understand the sequence of numbers as they count forwards and backwards from different starting points. In Year 2, higher attaining pupils correctly sequence numbers to 100 and count accurately in 5's and 10's. They find the difference between two numbers by using the 'counting on' strategy. Lower attaining pupils use a number square appropriately to help them with the 'counting on' activity. Good teaching reinforces mathematical vocabulary. The teacher is aware of the prior knowledge of individual pupils and asks them direct and specific questions to assess their learning in a tactful and sensitive manner.

66. By the age of 11, pupils have a good knowledge of the properties of shape and use correct mathematical vocabulary confidently in the majority of mathematical contexts. Higher attaining pupils calculate correctly the area of 2 dimensional shapes, use the formula for calculating area accurately and are able to provide an appropriate definition of the term 'area.' Average and lower attaining pupils are able to solve simple area problems but are not as confident about recording their ideas. A few pupils are unsure of the difference between area and perimeter.
67. Overall the quality of teaching is satisfactory although it varies from unsatisfactory to good. Teaching is good in the class of pupils of Years 2 and 4 and the class of Years 5 and 6 pupils because expectations of pupils' work rate and behaviour is high and the tasks that are set are within their capabilities. Teachers' introductions at the beginning of a lesson are usually clear and develop mathematical understanding. In all lessons, objectives are shared with the pupils and, on occasions, referred to at the end of the lesson to ascertain whether they have been met. This practice provides a focus for the pupils, who are then clear about what is expected of them. This is particularly evident in the class of Years 5 and 6 pupils, where explanations involve good questioning techniques to move forward pupils' thinking and understanding.
68. In the unsatisfactory lessons, teachers have low expectations of what pupils are able to do and the management of their behaviour is unsatisfactory. This leads to unsatisfactory intellectual effort, insufficient productivity and pace of working and a loss of interest and concentration. Marking is often not focused enough and does not make points for improvement. Although some pupils are given individual targets for learning, this practice is not consistent throughout the school. Consequently not all pupils and parents have a clear understanding of what is to be achieved. Homework arrangements are satisfactory.
69. Different groups of pupils are appropriately catered for. Different activities and satisfactory support is provided for the pupils with special educational needs by the non-teaching staff. These members of staff have good relations with the pupils with whom they work, and offer appropriate help and advice with sensitivity, whilst enabling the pupils to maintain some independence.
70. Information and communication technology is used satisfactorily in mathematics. For example, a group of Year 6 pupils used the computer to input data to produce line graphs, realising that the computer is a useful tool as it is able to carry out the process much faster than they could do manually. Numeracy skills are used satisfactorily also. For example in a science lesson in the class of Years 5 and 6 pupils, pupils accurately measured the volume of a liquid when pouring liquid from one container to another. Pupils in Years 1 and 2 count beats and recognise pattern in musical notation. Pupils' spiritual, moral, social and cultural development is promoted well through this subject. Pupils are given many opportunities to discuss ideas, work collaboratively together and consider the opinions of their friends.
71. The leadership and management of the subject are good and provide clear educational direction. The co-ordinator has regular release time to work alongside colleagues in classrooms and regular planning meetings with all staff. Procedures for assessing pupils' attainment and progress over time are satisfactory. The school has established a system for testing pupils aged 7 to 11 at the end of each year. However, the information gained from these procedures is not being used as effectively as it could be to plan future learning experiences, or to enable pupils to have a clear understanding of the level at which they are working and how they could make improvements. There is a range of satisfactory resources within the school and they are used appropriately. The current provision shows good improvement since the last inspection and all statutory requirements are met.

## SCIENCE

72. The results of the 2001 National Curriculum tests for pupils' aged 11 and 7 were much improved on previous years with most pupils achieving good standards, with a significant number of 11 year olds attaining the higher levels. The indications are that those pupils currently in the Year 6 and Year 2 classes are on course to attain standards similar to those in 2001. The main reasons for this improvement is the emphasis now being given to involving pupils in structured, practical investigations and the amount of good teaching that older pupils receive, especially in Year 6. The progress and achievement of pupils with special educational needs is appropriate as a result of the extra support that they are given. The progress of pupils with English as an additional language is occasionally impeded by their lack of understanding of the subject specific language.
73. The quality of teaching is satisfactory but it varies from very good to unsatisfactory. Achievement overall is satisfactory but in Years 4 and 6 pupils make good progress because of the good and very good teaching that is occurring. Teachers prepare their lessons thoroughly, have good subject knowledge and emphasise the importance of learning through investigations. Most of them have high expectations of pupils' behaviour and of what they can do and as a result, set challenging and interesting work. Consequently the attitudes of pupils are good and they work well together, listen attentively to the teachers and show a great deal of interest in their activities. They show much curiosity and enjoyment when involved in practical work and are very keen to answer questions. They handle scientific equipment with care and show respect for animals and insects when observing them in the course of their investigations. There are times however, when the pace of lessons is slow, as when pupils in Year 3 were investigating if air has weight, and as a result they do not make the progress of which they are capable. Questions asked are sometimes confusing in this class and do not enable pupils to make appropriate gains in their learning. The teachers mark work regularly but do not use it consistently as a means of indicating to pupils how they can take the next steps to improve their work. Standards of presentation are good, which shows that pupils take pride in their work.
74. There are many opportunities for pupils in Years 1 and 2 to be involved in practical activities to develop scientific knowledge and understanding and use their senses to find out about the world around them. In a lesson for pupils in Year 1, they used their senses to find out about the properties of different materials and then explained their findings to other pupils. In Year 2 pupils learn how to handle a variety of simple scientific equipment carefully and safely and to take part appropriately in discussions about scientific ideas. For example, in a lesson about electricity pupils interestedly discussed how different electrical equipment could be sorted, according to given criteria. There is emphasis given to teaching pupils the basic skills of carrying out an investigation and of recording their findings in a variety of ways. As a result, by the time that they are 7, most of them show appropriate skills in making sensible predictions and then carrying out a simple, fair test with help from their teacher.
75. The teachers of older pupils continue to emphasise the basic skills of investigations and the different ways pupils can record their results. There are many opportunities provided for pupils to work collaboratively in well-structured practical activities, to find out information for themselves, which enables them to make effective progress in their investigative skills. This was evident in the work of pupils in Year 4, when they have investigated if two eyes are better than one when judging space and distance. A prominent feature is the way pupils in Year 6 are given opportunity to show initiative and take responsibility for their own learning, when working in groups on their investigations. This was shown in a lesson in which they were investigating simple electrical circuits and trying to incorporate different kinds of switches into them. In this very good lesson the

expertise of the teacher enabled him to set challenging activities and to ask searching questions to effectively develop the pupils understanding of this scientific idea. By the time that they are 11, most pupils show satisfactory ability to identify the need for a fair test and plan and carry one out independently of the teacher. This was seen in the work of Year 6 pupils who worked together in groups to investigate the melting point of various materials. However, there are not enough opportunities in some classes for pupils to be involved in activities that develop the investigative skills of making evaluations and conclusions based on prior scientific knowledge. Throughout the school there is satisfactory use of pupils' skills of using information communication technology to support their work. For example, by researching information on CD-ROMS and by recording their findings through computer generated graphs and charts.

76. The curriculum is satisfactory; being broad and relevant, enabling pupils to develop their knowledge, understanding and skills through carefully structured investigative activities. During the last inspection, there was insufficient time allocated to science but this issue has been successfully dealt with. Pupils' use their literacy skills satisfactorily in this subject. They write scientific reports and label scientific drawings and diagrams. Pupils also show that they make satisfactory use of their numeracy skills, as was seen in a Year 6 investigation, which involved pupils taking accurate measurements to find out if the volume of a liquid changed when poured from one container to another.
77. There is good leadership and management, with the co-ordinator having a clear view of the subject's strengths and areas for development, which has enabled him to create an effective action plan to further improve provision. The planning procedures have improved since the last inspection and are now secure, providing teachers with clear information about the key learning intentions and skills to be taught. The use of assessment is underdeveloped and consequently there is not enough reliable information to enable the teachers to set manageable targets for improvement for individual pupils. Resource provision is good and allows for a wide range of practical activities to be carried out. Resources are used well by adults and pupils. The accommodation is spacious enough for collaborative group work, which makes a good contribution to the pupils' social development. The current provision in the subject shows good improvement since the last inspection and all statutory requirements are met.

## **ART AND DESIGN**

78. It was not possible to see any lessons in art during the inspection and therefore an overall judgement on the quality of teaching is not possible. Good links with design and technology means that within topics pupils are successfully enabled to work across both subjects. Displays around the school and a scrutiny of pupils sketchbooks, combined with photographic records of past work show that pupils achieve satisfactorily and attain standards that match national expectations by the ages of 7 and 11. Pupils experience a broad range of activities and the opportunities to work with a wide range of different media.
79. From the age of five pupils learn to select and use a wide range of materials and to work with different media, paint, wax relief, pattern work using blocks of colour. They develop colour vocabulary as they learn about the links between primary and secondary colours. Between the ages of 7 and 11, pupils investigate the work of other artists, they research and plan their work and record ideas in sketchbooks. Pupils have studied the work of O'Keefe, Rousseau, Modigliani and Kandinsky and satisfactorily created work in these styles. They have also worked effectively with a wide range of media, abstract art, paper sculpture, and mosaic, weaving with paper and materials and tie-dye techniques. Good examples were seen of close observational work in pencil, pastel and paint.

80. There was insufficient evidence to make a judgement on the leadership and management of the subject. Resources for the subject are satisfactory, although the number of books in the library to support the subject still needs to be improved. This was an area for development identified from the previous inspection that remains the same. A thorough scheme of work is in place, which correctly identifies the skills to be taught through the subject. However record keeping procedures are less satisfactory and information regarding what pupils can do is not handed on to the next teacher. All statutory requirements are met and overall there has been satisfactory improvement since the previous inspection.

## **DESIGN AND TECHNOLOGY**

81. During the inspection week no lessons were seen and therefore it is not possible to make an overall judgement on teaching. However standards of attainment in design and technology at the ages of 7 and 11 match national expectations and pupils' achievements including those pupils with special educational needs and English as an additional language, are satisfactory. Good links with art and design means that within topics pupils are successfully enabled to work across both subjects, whilst the learning for each subject is clear in the teachers planning and in the different outcomes of pupils' work.

82. From Year 1, appropriate emphasis is given to developing pupils' skills in designing, making and evaluating. For example, after examining different types of houses in the context of their work in geography, pupils then proceed to design satisfactorily a house of their own. Year 2 pupils successfully combine and join materials and learn about axle mountings. This resulted in the pupils successfully making a winding mechanism for a spider, with the pupils effectively evaluating the criteria for their designs.

83. Pupils aged 7 to 11 are provided with satisfactory opportunities to develop these skills further using a range of materials and tools. Pupils in Year 4 demonstrate good sewing skills as they design and make money containers with a range of fasteners, which include press-studs and buttons. Pupils in the Years 5 and 6 class make containers, successfully incorporating information and communication technology skills through the use of the scanner, and different word processing and design packages to enhance their designs. Evaluation of design is apparent in the pupils' design and technology notebooks where pupils competently detail how their designs could be improved. All pupils make good use of their literacy and numeracy skills in this subject as they label diagrams, prepare design briefs and learn to measure their work accurately.

84. Teachers planning is satisfactory, however their evaluations of pupils learning is not as yet sufficiently well focused to support future planned learning. General comments are made rather than particular comments regarding pupil's achievements against the specific learning objective. At present there is not a subject co-ordinator for this area of learning. However, a new scheme of work is in place, which ensures a systematic development of pupils' knowledge and skills. This has raised teachers' confidence and provides a good range of ideas for them to use in their teaching. Although assessment and record keeping procedures are underdeveloped, there is satisfactory improvement in the subject since the last inspection and all statutory requirements are met.

## **GEOGRAPHY**

85. By the age of 7, standards of attainment match national expectations and pupils' achievement is satisfactory. However through good teaching standards improve and by the age of 11 they are above national expectations and pupils' achievement is good. Pupils with special educational needs and with English as an additional language make at least satisfactory progress throughout the school and their achievement is also at least satisfactory. There are times however, when the progress of pupils with English as an additional language is impeded, as insufficient support is given to help them understand the specific language of the subject.
86. In the Year 1 class, map reading skills are well developed, as pupils identify where they live on a map of the local area, and recognise who lives the furthest away from school and who lives the closest. Using simple graphing techniques they competently record the means of travelling to and from school and explain the graph orally. Geography is made fun for this age group of pupils and consequently the pupils work hard to develop their skills. They use literacy and numeracy skills effectively to extend their learning.
87. In the Year 6 class, pupils study rivers and the majority of pupils correctly identify, from a diagram, watersheds, drainage basins, flood plains, river sources, mouth, tributaries and confluences. Pupils within the class demonstrated a good understanding of these terms and used geographical vocabulary correctly. The more able pupils tracked correctly, from a map, the Rivers Calder, Hyndburn and Hodder, and determined where the tributaries and confluences of these rivers are. Pupils use information and communication technology skills effectively to support their learning using appropriate software.
88. The quality of teaching is satisfactory overall with the teaching in the Year 6 class being very good. All lessons are planned appropriately with clear objectives. The majority of pupils show a keen interest in the subject and pay close attention to their teacher when discussing the main points of the lesson. When pupils have the opportunity to work in small group they concentrate well and co-operate appropriately. In the best lessons, for example in Year 6 the teaching is highly motivating and pupils are attentive, keen and willing to respond to questions posed by the teacher
89. Teachers' planning is satisfactory. However evaluations of pupils' learning are not sufficiently well focused to support future planned learning. Assessment and record keeping procedures are in need of further development. General marking comments are made rather than particular comments regarding pupils' achievements against the specific learning of the lesson.
90. The leadership and management of the subject are good and the subject co-ordinator is beginning to make an impact on the subject. He has recently reviewed the policy and has begun to check upon the quality of teaching and learning through scrutiny of exercise books. Resources for the subject are good and topic boxes provide easy access to materials that link with the programme of work. Statutory requirements are met and the school has made satisfactory improvement since the previous inspection.

## **HISTORY**

91. There was insufficient evidence to make a secure judgement on standards of attainment, achievement or the quality of teaching overall. In the two lessons seen in the 7 to 11 age range of pupils the teaching in one lesson was good, and in the other it was unsatisfactory. In Year 4, the pupils have studied the Ancient Greeks and pupils demonstrated a good understanding of this topic. They discussed in detail the characteristics of an Ancient Greek theatre, understanding the layout of the theatre, the acoustics produced by the auditorium layout and the use of masks to support the



drama. The pupils used reference books well to enhance their work and found out additional information, showing good use of the index, which clearly links to the development of their literacy skills. Pupils compared the theatre of Ancient Greek times with a modern day theatre. In the Year 3 class pupils are studying Ancient Egypt. The lesson was less successful as the teacher spent much of the time asking pupils to recall the previous week's learning and ensuring that pupils were quiet, which meant that limited new learning took place. Consequently pupils were inattentive and their knowledge and understanding of history was not moved on sufficiently quickly.

92. When teachers make the learning of history appealing and share their enthusiasm for the subject, pupils' curiosity is aroused as was seen in the lesson for pupils in Year 4. The teacher's subject knowledge was good and there was effective use of the wide range of suitable resources for the subject to help the pupils to know more about the past and to learn for themselves the skills required for effective research into earlier periods and lives. Teachers' planning throughout the school is satisfactory, however evaluations of pupils learning is not sufficiently focused to support future planned learning. Assessment and record keeping procedures are in need of further development in order that teachers are more aware of what pupils can and can not do in this subject. Written marking comments are of a general nature and do not specifically relate to pupil's achievements against the specific learning intention.
93. Subject leadership and management are satisfactory. A satisfactory scheme of work is in place, which covers all programmes of study within the National Curriculum. Resources are satisfactory and are used well. The local area is used effectively to raise pupils' awareness and understanding of the past. All statutory requirements are met and the school has made satisfactory improvement in this subject since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

94. By the time that they are 11, most pupils have made satisfactory progress through the school and attain standards appropriate for their age, with a minority attaining higher standards. Pupils' achievement is satisfactory. Pupils with special educational needs and those with English as an additional language also make satisfactory progress and achieve satisfactorily. There has been good improvement made since the last inspection, with better computers and associated software available for pupils to use. Information and communication technology skills are taught regularly throughout the school through the weekly time allocated to each class. However, most classrooms have only one computer and the school recognises the need to provide more, so that pupils can spend more time practising their skills, as they do in the class of Years 5 and 6 pupils. In this class pupils have access to three computers, which is a significant factor in the better progress made by pupils in this class. In other classrooms the lack of sufficient numbers of computers means pupils do not have enough hands on experience to practise and develop their skills.
95. The quality of teaching is satisfactory overall, being particularly strong in Year 6. This class is taught by the co-ordinator, whose very good subject knowledge and expertise enables him to set challenging and motivating work that is well matched to the abilities of all pupils as was seen when pupils were learning how to enter information onto a spreadsheet. This lesson was thoroughly planned to build upon earlier work, so that the pupils consolidated satisfactorily previous learning. The pupils' attitudes to learning are positive and, when working in pairs on the computer, they collaborate well, which makes a positive contribution to their social development. They treat the equipment carefully, are well behaved and show confidence and enjoyment when using computers.
96. While they are in Year 1 there is appropriate emphasis given to developing pupils' basic skills in the subject and they are taught that computers can be used to make words and pictures along with

assembling text. In a satisfactory lesson for pupils in Year 1, when they were becoming familiar with the keyboard before writing their own name and printing it out. In Year 2, pupils learn how to change the type and size of text and to retrieve, process and display information. During another satisfactory lesson for these pupils, the teacher showed secure subject knowledge when demonstrating how to use a paint programme. As a result, the pupils made satisfactory progress in learning how to use the 'brush and pen' tools and the 'undo' command. '

97. The progress in learning for older pupils continues to be satisfactory, as a result of them receiving direct teaching of basic skills in the subject. This was evident in a Year 5 lesson when the teacher demonstrated satisfactorily and clearly explained how to search a database to find particular kinds of dinosaurs. In a very good quality lesson for pupils in Year 6, the teacher effectively taught how to enter information into a spreadsheet programme to find the area or perimeter of a rectangle. His clear explanation, skilful questioning and high expectation of pupils' behaviour and their performance led them to making very good progress. By the time that they are 11 most pupils, including those with special educational needs, use information technology to support their work in subjects such as English, mathematics, science, history and geography. A good example of this is in science when pupils research information on CD-ROMS and then record their findings on computer generated graphs and charts. In these activities, the pupils appropriately use information technology to organise and present their ideas.
98. The curriculum offered to the pupils is broad and balanced, with pupils having access to relevant and interesting activities. There is good leadership and management of the subject by a co-ordinator who is effectively supporting raising of standards throughout the school. The co-ordinator has developed a comprehensive scheme of work that is effective in ensuring that pupils' learning is continuous throughout the school. Assessment and record keeping procedures are developing satisfactorily in this subject. There is a lack of appropriate information and communication technology resources to support work in music. Though the computers are of good quality there are insufficient numbers in most classrooms, which is hindering the progress of pupils. The opportunities that pupils have to take part in a computer club which is led by the co-ordinator, improves provision and effectively builds on the work in lessons. There has been good improvement since the previous inspection and all statutory requirements are met.

## MUSIC

99. Attainment in music matches national expectations by the age of 7 but there was insufficient evidence to make a judgement on attainment by the age of 11. Listening, composing, performing and appraising are satisfactorily integrated into lessons and pupils are provided with a range of appropriate activities that enable them to achieve satisfactorily in all of these elements of music. Pupils with special educational needs and with English as an additional language make satisfactory progress in the subject.
100. The quality of teaching in the three observations possible was satisfactory. Teachers' understanding is appropriate and they transmit an enthusiasm for the subject that motivates the pupils. In a satisfactory lesson in Year 2, pupils understood satisfactorily the difference between pulse and tempo, and were taught appropriately the importance of listening carefully and following instructions. Pupils play rhythm games well with a high degree of concentration demonstrated even at the end of the school day when many pupils are tired. They play appropriately a range of tuned and un-tuned percussion instruments. Pupils in Years 1 and 2 sing satisfactorily in tune. However during a hymn singing session, which involved children from the reception class and pupils from Years 1 and 2, learning was less successful as only one teacher was working with this large group of pupils. When the teacher was facing the pupils they sang well, but as the teacher

played the piano and turned away, many pupils lost concentration and stopped singing. This situation would be improved with more supervision from other adults.

101. The teaching of pupils in Year 3 is satisfactory. The teacher has secure subject knowledge and satisfactorily taught the pupils to maintain successfully an ‘ostinato’ pattern against a melody. Pupils used graphical notation to represent an ‘ostinato’ pattern. The pupils showed a lively interest in listening to music and an understanding of beat when listening to “different pieces of music. However a small minority of pupils behaved inappropriately, which the teacher failed to manage successfully.
102. There is satisfactory use of literacy skills as the teachers insist on the use of correct musical vocabulary. Numeracy skills are also used and applied as the pupils count beats and recognise pattern in musical notation. Opportunities to use information technology in music are still somewhat tenuous and the lack of appropriate software is an issue of which the school is aware. Music makes a satisfactory contribution to pupils’ personal, spiritual, moral, social and cultural development.
103. Subject leadership and management are satisfactory. A new subject co-ordinator has been very recently appointed and as yet she has not had the time to become fully aware of the strengths and areas for development in the subject. The programme of work in place is satisfactory and ensures that learning is continuous throughout the school. Assessment and record keeping procedures are in need of development as yet the school does not have a system of handing on information about what pupils are able to do and need to do next to improve their music knowledge and skills. Satisfactory progress has been made since the previous inspection and all statutory requirements are met.

## **PHYSICAL EDUCATION**

104. There was opportunity to observe only three lessons, one of which was a dance session the others were two games sessions. No gymnastic lessons were observed. Therefore there was insufficient evidence to make a secure overall judgement on the standards attained, pupils’ achievement or the quality of teaching overall in physical education.
105. In a dance lesson for pupils in Year 2, the pupils showed appropriate skills in putting together a sequence of movements to music, in playing out the tale of the ‘The Greedy Zebra’. The teacher demonstrated secure subject knowledge by the way she intervened during the activities to help pupils improve their performance and consequently their achievement was satisfactory. Pupils in a Year 4 lesson made good progress in improving their skill of bouncing a ball in a controlled way, as a result of the clear explanation skills and good demonstration of techniques by the teacher. In the lessons seen, the teachers set good examples by dressing appropriately and, as a result, demonstrated techniques to the pupils in an effective way. This was particularly evident in a lesson for pupils in Year 6 focussing on developing rugby skills, in which the teacher’s expertise and good demonstrations enabled pupils to make good progress in passing a rugby ball whilst on the move. In all three lessons the pupils were well behaved and showed a great deal of interest and enjoyment in their activities. They were encouraged to work together effectively in pairs or small groups, which made a good contribution to their social development.
106. There is satisfactory subject leadership and management and statutory requirements are met. A satisfactory programme of work is in place that effectively ensures that pupils’ learning is continuous throughout the school. This is an improvement since the last inspection. Assessment and record keeping procedures are in need of further development as records of progress are not

handed onto the next teacher informing them clearly of what pupils can and can not do. The accommodation is satisfactory, with the lack of a playing field being overcome by the use of the facilities of a nearby school. The pupils take part in most of the inter-school activities organised by the Hyndburn Primary Schools Sports Association, which include swimming, cross-country and athletics. There is a satisfactory programme of extra-curricular activities that enriches the subject curriculum, such as football and netball. Overall satisfactory improvement has been made since the previous inspection.