

INSPECTION REPORT

BURNLEY BRUNSHAW SCHOOL

Burnley

LEA area: Lancashire

Unique reference number: 119217

Headteacher: Mr N. Tranmer

Reporting inspector: Mrs F.D. Gander
21265

Dates of inspection: 30th October – 2nd November 2001

Inspection number: 196262

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

© Crown copyright 2001

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 -11

Gender of pupils: Mixed

School address: Morse Street
Burnley
Lancashire

Postcode: BB10 4PB

Telephone number: 01282 423280

Fax number: 01282 832933

Appropriate authority: The Governing Body

Name of chair of governors: Mrs D. Hill

Date of previous inspection: March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21265	Mrs F. Gander	Registered inspector	Science Foundation Stage Special educational needs English as an additional language	Information about the school How high are standards? How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
8937	Mr H. Allen	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27714	Ms. S. Wilding	Team inspector	English Religious education	
18053	Mr T. Whittingham	Team inspector	Art and design Physical Education Equal opportunities	How good are the curricular and other opportunities offered to pupils?
26595	Mr M. Wood	Team inspector	Information and communication technology Design and technology Music	
22931	Ms C.Hardy	Team inspector	Mathematics History Geography	

The inspection contractor was:

Penta International
Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Burnley Brunshaw Primary School is located close to the centre of Burnley and educates pupils between the ages of 3 and 11. The school is much larger than the average primary school, and there are 408 pupils on roll, with an almost equal balance between boys and girls. The school has very recently opened a Foundation Centre, in which children of nursery age attend on a part-time basis alongside the full-time reception children. Levels of attainment when children enter full-time education are below average, especially in language and mathematical skills. Six per cent of the pupils are from ethnic minority backgrounds and over half of these pupils come from families where English is an additional language. Pupils come from the immediate area surrounding the school, with 32 per cent of pupils claiming free school meals, and as such, the socio-economic background of the pupils is below average. The percentage of pupils who have special educational needs is 29 percent and above the national average. The number of pupils, during the last year who joined the school at time other than the beginning of the school year is high and almost half of them were placed onto the special needs register. The school is part of an 'Excellence in Cities' initiative within the local education authority.

HOW GOOD THE SCHOOL IS

This is a very effective school. The excellent leadership provided by the headteacher and senior managers has resulted in a school where all pupils are equal, have excellent attitudes to learning and to each other. The good teaching across the school results in standards of attainment being high, pupils achieving well and an increase in the number of pupils reaching the higher levels in the end of key stage tests. This high quality of teaching and learning also extends to those pupils with special educational needs who, as a result of the school arrangements and support make good progress. In a very short time a successful and well-organised Foundation Centre has been established. The school provides very good value for money.

What the school does well

- The school provides very good provision for children in the Foundation Stage.
- The head teacher provides excellent leadership. Due to this, staff are very well supported to carry out their professional responsibilities and work very effectively as a team.
- There is a high percentage of very good teaching which results in pupils attaining high standards and making good progress.
- The school has a very positive ethos to learning and because of this pupils behave very well, and have excellent attitudes to learning.
- There is a very good curriculum across the school to which all pupils have equal opportunity.
- Excellent links have been established with parents.

What could be improved

- The spaces available for teaching information and communication technology, music, and for using as a library are too small.
- The assessment and regular recording of pupils' attainment in all subjects are inconsistent.
- The range of different ways in which pupils who have lower literacy levels could record their learning is limited.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been very good improvement since the last inspection. All the key issues have been successfully achieved. The provision for the children in the Foundation Stage, which was a key issue in the last inspection, is now a strength of the school. There have been improvements in pupils' behaviour, and in the quality of teaching and learning. A great emphasis has been placed on reviewing and improving the whole curriculum and the school has introduced, in conjunction with setting by ability, the national initiatives for literacy and numeracy well. The roles of the senior management team have developed very well, and staff with management responsibilities carry these out with a high level of professionalism. They are all involved in monitoring and evaluating standards. The resources for English have been a focus for school improvement, and in the small amount of space available the school has endeavoured to provide a library, however, this remains insufficient to meet the needs and numbers of pupils in the school.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	C	C	B	well above average A above average B average C below average D well below average E
mathematics	B	C	C	A	
science	A	C	C	B	

The school's results in the tests at the end of Key Stage 2 in the year 2001 were average in English, mathematics and science when compared with other schools and these standards have been maintained from the previous year. There was a high percentage of pupils achieving the higher levels in all three subjects and overall pupils achieve very well. When compared with similar schools, the results are above average in English and science and well above average in mathematics. The test results for pupils at the end of Key Stage 1 are above the national average for science and writing, and average for reading. Given that children's attainment levels are below the national average when they enter the school, this demonstrates the good progress they make. However, the percentage of pupils attaining the expected level or above in mathematics is below the national average and represents the low attainment levels in this area of learning when children enter the school. In comparison with the results of similar schools, the results are well above the national average in reading, writing and science and average in mathematics. Work seen during the week of the inspection shows that the majority of pupils at the end of the key stages are presently attaining nationally expected levels in all subjects and are attaining above national expectations in physical education at both key stages, and in science and religious education at Key Stage 2. Children in the Foundation Stage are making good progress and the majority will achieve the national Early Learning Goals by the end of the year. The standards are especially high in the classes where the teaching is good or very good. The overall achievement of the majority of pupils is good, with many who are on the special educational needs register gaining average levels of attainment by the age of eleven.

Pupils who speak English as an additional language perform equally well and make good progress. Of particular note is the achievement of boys, the majority of whom attain the higher levels in the tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are excellent. The ethos of the school revolves around pupils wanting to learn and achieve their best.
Behaviour, in and out of classrooms	This is very good. Pupils are aware they represent the school and they are proud to be part of it. This has a very positive effect on their learning and their relationships with one another. However, a very small number of pupils become restless when they find it difficult to write what they have learnt.
Personal development and relationships	Relationships throughout the school are very good, and especially between boys and girls, and in groups where pupils are of different ages. The personal development of pupils is very good.
Attendance	This is satisfactory and compares well with the national average. However, most absences result from parents taking their children on family holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Good

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

The quality of teaching and learning is good overall. It is very good in the Foundation Stage, where teachers have a high level of experience in teaching very young children. Very effective teamwork has been established between all the staff in a very short time and results in children making good progress. The teaching and learning in Key Stage 1 is satisfactory overall but varies between teachers, and it is good in English, physical education and history. There are examples of very good and excellent teaching in this key stage. As a result, pupils make good progress and attain well at the end of the key stage. There were a few lessons on the week of the inspection where teaching in this key stage was satisfactory but the expectations for some pupils who have low levels of literacy and writing were too high and they were unable to complete all of the written work. Teaching is good overall at Key Stage 2 and on the week of the inspection there were many examples of very good and excellent teaching. Teaching is very good in English, and good in mathematics, science, art, history and physical education. Expectations of teachers are particularly high, lessons are very well organised, and introduced with clear objectives. However, in this key stage the quality of marking varies and not all pupils are given constructive comments on how to improve their work. Across the school literacy and numeracy are taught well, and teaching and learning especially benefits from the setting arrangements that have been put into place. This allows pupils of similar abilities to be taught together and helps the lower attaining pupils to reach nationally expected levels, and higher attaining pupils to reach the higher levels.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good overall. It is broad and balanced but there could be a greater emphasis on certain aspects of learning, such as instrumental work in music. The quality of the curriculum in the Foundation Stage is very good and there is a good balance between formal and experiential learning.
Provision for pupils with special educational needs	The school provides very well for this in the Foundation Stage as the curriculum is securely based on assessment. It is good in the rest of the school but there is a need to provide other ways than writing for some of these pupils to record their work.
Provision for pupils with English as an additional language	This is very good. This is a totally inclusive school where all pupils have the same opportunities. These pupils are given good support and make the best possible progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall this is very good. The opportunities for pupils' moral development are excellent, and results in pupils behaving very well and understanding how their actions might affect others. Opportunities for pupils' spiritual development are good, and those for cultural awareness are satisfactory, but pupils' awareness in relation to other cultures, especially European, need to be broadened.
How well the school cares for its pupils	This is a very caring school where the high priority given to the physical and emotional well being of pupils ensures an excellent environment for effective learning. Assessment is used well in English, mathematics and science to track pupils' progress, but it is not consistently used by all teachers to record attainment in the other subjects of the National Curriculum.

The school works very hard to develop good relationships with parents from the time children enter the nursery and as a result there are excellent links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership that centres on pupils achieving their very best in a happy caring learning environment, and where staff are eager to improve their professional skills. There is a very focussed direction for school improvement that is firmly based on school self-evaluation and the raising of standards. All staff with management responsibilities carry out their roles with dedication and enthusiasm, and there is a shared commitment for improvement.
How well the governors fulfil their responsibilities	The governors are very active in shaping the future of the school, have an excellent understanding of the strengths and weaknesses of the school, and fulfil all of their responsibilities very well.
The school's evaluation of its performance	This is a self-evaluating school and takes action on the information it gathers from its monitoring. As a result, the priorities for school development and improvement are excellent. They centre on raising standards, the quality of the teaching and learning and the well-being of all who work and learn in this community.
The strategic use of resources	The school uses all its funds and resources very well. The budget is linked very well to the school's priorities that have been effective in raising standards. The principles of best value are applied well.

	standards. The principles of best value are applied well.
--	---

The school is very well staffed. The recruitment of new staff has successfully matched the needs of the school in terms of curriculum, and the equal balance between male and female teachers in the school makes a positive contribution to the ethos for learning, especially for boys who reach high standards. Resources are satisfactory overall. The accommodation is very well maintained and all available space is used very effectively for teaching and learning. However, the school is very cramped and it lacks storage space, adequate areas for teaching information and communication technology and music. The area allocated for the library is in a busy thoroughfare, is too small and does not allow pupils to develop good library skills.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school is well led and managed. • That there is good teaching. • That the school expects children to work hard and achieve their best, and make good progress. • That pupils have good behaviour and that the school helps them to become mature and responsible. • That they are kept well informed about how their child is getting on. 	<ul style="list-style-type: none"> • That the school provides an interesting range of activities outside lessons.

The inspection team agrees with the positive comments concerning the school. There is a good range of extra curricular activities for older pupils in the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's performance in the end of key stage tests has improved over the last three years. This improvement in the standards has been due to the school's analysis of data, good teaching in Key Stage 2, the setting of targets for improved standards and the ethos for learning in the school. Pupils benefit from effective setting arrangements, booster classes and additional literacy and numeracy support in both key stages.

2. The school's performance in the tests at the end of Key Stage 1 in 2001 were above the national average for science and writing, average for reading, and below average for mathematics. In comparison with the results of similar schools, the results were well above the national average in reading, writing and science and average in mathematics. Given that children's attainment was below the national average when they entered the school, this demonstrates that they make good progress during Key Stage 1. However, the percentage of pupils who attained the expected level or above in mathematics was below the national average. This was due to the low levels of attainment that children had in this area of learning when they entered the school.

3. Pupils continue to make good progress as they move through Key Stage 2 and the school's results of the end of Key Stage 2 tests in the year 2001, when compared with other schools nationally were average in English, mathematics and science. These standards have been maintained from the previous year, and are an improvement over the last three years. In last year's tests, a high percentage of pupils achieved the higher levels in all three subjects, and the majority of pupils with special educational needs achieved the nationally expected level and therefore made good progress. When compared with similar schools, the results are above average in English and science and well above average in mathematics.

4. Children in the Foundation Stage are making good progress and the majority will achieve the national Early Learning Goals by the end of the year. The new Foundation Centre with its increased space and improved opportunities for both formal and experiential learning is having a positive impact on the progress children make. This is further enhanced by the good teamwork that is evident in the classes.

5. In English, pupils are attaining the nationally expected levels in speaking and listening, and reading and writing in both key stages. In Years 2 and 6 there are a high number of lower ability pupils and the results in national tests at the end of each key stage next year may not, therefore, be as high. However, there is a more even spread of ability levels in Years 1 and 5 and the overall standards in these year groups are in line with national expectations. Pupils with special educational needs and those who require extra support with English make equal progress to other children in English and literacy. However, there are a few pupils in Years 2 and 3 who have low-level literacy skills and need to use a variety of methods, other than writing, to record their learning in other subjects of the curriculum. This also applies to their ability to read instructions, and when faced with words they cannot understand, their behaviour deteriorates.

6. In mathematics, the majority of pupils attain the nationally expected levels and since children's attainment in mathematics on entry to the school is below the national average, the progress they make while in Key Stage 1 is good. Lower ability pupils in Years 2 and 3

also achieve well and due to the setting arrangements and the small groups they achieve well. As a result of the structure provided by the National Numeracy Strategy, the good quality of teaching and pupils' attitudes and behaviour, they make good progress in both key stages. This good progress applies to all pupils including those with special educational needs and pupils for whom English is an additional language.

7. In science, standards of attainment and the progress the pupils make are satisfactory. In Key Stage 1, the majority of pupils attain the nationally expected levels, except for a small minority in Year 2 who, although they can talk about their learning, cannot record what they have learnt. There are fewer pupils in Year 2 this year who will attain the higher levels and therefore standards at this present time are not as high as last year, but pupils will achieve their potential. By the end of Year 6 pupils have made good progress and the majority attain the nationally expected level or above, with an increased number of pupils attaining the higher levels each year. Once again, science is taught to groups of pupils with similar abilities and this enables all pupils to make good progress.

8. Standards of attainment are above national expectations at the end of both key stages in art and design, in physical education, and in religious education at the end of Key Stage 2. They are in line with national expectations in design and technology, information and communication technology, history, geography, music, and religious education at Key Stage 1. Pupils achieve satisfactorily, but the consistent use of assessment and recording in these subjects could provide a more accurate profile of pupils' achievements.

9. Pupils who speak English as an additional language perform equally well and make good progress. Of particular note is the high achievement of boys, who regularly outperform the girls and attain higher levels. This is due to the positive ethos for learning that has been created in the school and the positive role models of the high percentage of male staff. All pupils are treated equally and the school does not give more attention to boys than girls.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school are excellent. They are encouraged by the school's very positive ethos to try their hardest to succeed to their full potential. Their attitudes to learning are very good and make a significant contribution to the progress made by all pupils. They enjoy coming to school and are clearly very comfortable and secure within a school that values and looks after them as individuals. Pupils concentrate well in response to challenging and stimulating lessons. These findings demonstrate improvement since the last inspection.

11. Pupils' behaviour both in and out of lessons is very good, for example, when moving through the school between lessons and to attend assemblies. Pupils exhibited excellent behaviour during the inspection, and were a credit to the school when seen during swimming lessons at a nearby leisure centre. Pupils are very aware that they represent the school at all times and demonstrate a collective pride at doing so well. Pupils with more challenging behaviours are rarely allowed to disrupt others and any minor incidents that do occur are quickly and sensitively brought under control. This has a very positive effect on these pupils' learning and personal development. However, during the period of the inspection it was noticed that a very small number of pupils became restless when written work was too difficult for them to fully understand tasks set. Pupils' behaviour has improved since the last inspection during which time there have been no fixed term exclusions.

12. The quality of relationships throughout the school is very good and all adults are excellent role models. There are very good relationships between boys and girls, pupils in the same class or set and where pupils of different ages are together, for example in school assemblies. All of this contributes to the caring atmosphere that prevails throughout the school. Pupils relate well to each other in school and playtimes are happy times with no evidence of oppressive behaviour. Relationships have improved since the last inspection.

13. The personal development of pupils is very good. Pupils have many opportunities to take on responsibilities and do so readily, for example, acting as monitors in the classroom getting work out and tidying up. In addition, senior pupils act as monitors at playtimes manning doors, have library duties and some have special responsibilities as heads of school or house teams. The recently formed School Council gives pupils in all year groups the opportunity to represent their peers when discussing what improvements the school could be making. The school is very effective in ensuring all pupils are given opportunities to take on duties that will help them develop as individuals. However, the school could create more opportunities for older pupils to act as role models and mentors for younger year groups. Pupils' personal development has improved since the last inspection.

14. Pupils' rate of attendance is satisfactory and in line with the national average. However, there is a significant amount of absence that results from parents taking their children on family holidays during term time. The overall level of attendance has improved since the last inspection.

15. This is an inclusive school with no significant differences in behaviour, personal development or relationships between different groups, such as those with special educational needs, and all pupils are polite and courteous in lessons, as they move around the school and when they play outside. They form very good relationships with each other, with staff and with visitors to the school. Pupils are keen to talk about all the good things in their school and, quite rightly, do so with pride.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching and learning is good overall. On the week of the inspection it was satisfactory or better in 99 per cent of lessons, good or better in 65 per cent, and very good or excellent in 25 per cent. This is an improvement from the last inspection when there were fewer examples of good or very good teaching. Teachers manage their pupils very well and have clear expectations for good behaviour. As a result, pupils remain on task, sustain interest in their work, display good attitudes and want to learn. The ethos of the school plays a significant part in the learning process.

17. There is very good teaching in the Foundation Stage where teachers have a high level of experience and expertise in teaching very young children. As a result, the curriculum is well planned with a wide range of activities that provide a good balance between formal education and experiential learning, and therefore children make good progress. Very effective teamwork has been established in a short time between the teachers and the nursery nurses, and because everyone knows and understands their role sessions run smoothly. Teachers use the expertise of learning support staff and nursery nurses very well in planning, teaching and assessing small groups of children, both in the nursery class and in the reception classes. This ensures that teachers have sufficient information concerning the children's achievements and can plan the curriculum so that children's learning is built on what they understand, know and can do.

18. The teaching and learning in Key Stage 1 is overall satisfactory and there were examples of very good and excellent teaching in this key stage. Teaching and learning are particularly good in physical education and history, and in these lessons pupils make good progress. However, across the key stage there are some variations in the quality of teaching between teachers, and this is connected to the individual teacher's experience and their expertise to teach a particular subject. Some teachers in this key stage are very experienced, while others are new to the profession. However, all teachers teach literacy and numeracy well, and the school's decision to set pupils by ability for these subjects, and to place them into small teaching groups is particularly beneficial to teachers, who are able to match the activities and learning objectives to particular groups of pupils' needs. As a result, pupils make good progress in these subjects and attain well in the end of key stage tests. This does not happen in other subjects of the curriculum, and as a result there is a wide range of ability within classes. For example in Year 2 there is a high number of pupils with special educational needs and low literacy skills, and although teaching and learning was satisfactory, there were occasions when some of these pupils found reading and carrying out the instructions too difficult. For example, although pupils were able to verbally describe which household items provided heat or light, and whether they used a battery or electricity, they could not sort the pictures into two groups using written headings. The expectations for some pupils who have low levels of literacy and writing skills are too high and there is a need for teachers to find alternative ways for some pupils to record their learning and transfer their literacy skills to other subjects.

19. Teaching and learning is good overall at Key Stage 2 and on the week of the inspection there were many examples of very good and excellent teaching. This is particularly so in literacy and numeracy and, as a result, pupils achieve well. Once again, the setting arrangements in these subjects play an important role in the quality of teaching and learning. On the week of the inspection there was very good teaching and learning in this key stage in English, and it was good overall in mathematics, science, art, history and physical education. Expectations of teachers are particularly high, lessons are very well organised, and introduced with clear objectives, of which pupils are very aware. The activities are imaginative and exciting, for example in an excellent history lesson where pupils made excellent progress in developing skills of historical enquiry and in organising and writing about their findings. The teacher gave the class plenty of time to use a range of resources to identify for themselves aspects of children's lives in Victorian times. The teacher then drew the lesson together so that pupils could share what they had learnt. After this preparation, pupils were able to write fluent accounts of how children lived. However, in this key stage the quality of marking varies and not all pupils are given constructive comments on how to improve their work.

20. The teaching and learning of pupils with special educational needs, and those who have English as an additional language is also good. All teachers give consideration to how these pupils might make best possible progress. This is achieved through the planning of different activities, which are matched to the different ability groups, but does not always extend to the planning of written work. Where pupils have the support of a learning support assistant, they make good progress especially where the support assistant is skilled in allowing the pupil to work independently but with carefully directed guidance. All learning support assistants are very well briefed and involved in the planning and, as a result, they are well informed about the learning outcome and the expectations.

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

21. The last inspection identified that the school provided a broad and balanced curriculum, which fully met the statutory requirements of the National Curriculum. Since that time, the school has reviewed and re-written its schemes of work, reflecting national curriculum guidelines and incorporating the developments in the revised National Curriculum. The curriculum in English and mathematics now takes account of both the National Literacy and National Numeracy strategies and teaching has been adapted in line with these recommendations.

22. Since the last inspection, the school has successfully addressed the issues of curriculum provision for the under fives and detailed long-term planning. Provision in the Early Years and Foundation Stage is very good, with an appropriate balance between formal and experiential aspects. The quality and range of learning opportunities in the rest of the school are also very good and this provision is now reflected in detailed long-term planning. Planning for religious education is good and it follows the Lancashire Agreed Syllabus. A very good programme of personal, social and health has been introduced. The breadth, balance and relevance of the school's curriculum are now good.

23. The curriculum balance is good. The school's time allocation for each subject ensures good coverage for the whole curriculum. Curriculum policy statements are in place for all subjects and these are supported by a two-yearly curriculum cycle, which ensures that the curriculum is broad and balanced, builds on previous learning, and a one to which all pupils have equal opportunity. Standard formats for long and medium-term planning have been devised and implemented, based clearly on what pupils are expected to learn.

24. The curriculum opportunities for pupils with special educational needs are good, and the majority make good progress with many reaching the nationally expected levels in the end of key stage tests. The additional literacy support and Springboard mathematics schemes have been successfully used to enhance curriculum provision for low attaining pupils', improving pupil skills in literacy and numeracy. The learning outcomes, for the majority of pupils with special educational needs and for those who have English as an additional language, are well identified in lesson planning. However, more consideration needs to be given in this planning to the ways in which pupils with extremely low-level literacy skills can record their learning.

25. The school provides a good range of extra-curricular activities, focussing on Key Stage 2 pupils, helping to support the wider personal development of the pupils. These activities include football, netball, rounders, cricket, cross-country, athletics and folk dancing. During the inspection week, over forty pupils covering the complete primary age range took part in a vibrant 'street dancing' session that was effectively led by a group from the community. Several teaching staff supported and participated in this extra-curricular activity, further enriching a good pupil-teacher partnership within this area. The school is planning to continue effectively developing this area with the introduction of a homework club.

26. Extra curricular activities are further enhanced by educational trips that are used well to bring the curriculum to life for the pupils. For example, a Year 5/6 group participated in a residential stay at an outdoor activity centre in September, which not only extended and enriched curricular provision but also 'bonded' pupils at the start of an academic year, and increased teacher awareness and understanding of all the pupils. Visitors to the school, who work directly with pupils, further enrich the curriculum and during the inspection, a local artist worked with a group of Year 5/6 pupils, using willow cane as the basic construction material, to make lanterns to be used in a community procession in December. Standards were good and pupil learning was extended through the use of this external provider. In addition, the school is a participant in the 'Football in the Community'

with Burnley Football Club, which is supporting the development of the physical education curriculum. Good links have been established with community providers, including the East Lancashire Business partnership, Burnley Borough Council and through various Government funding initiatives. The school actively participates in Burnley and national competitions, for example Artworks 2000, which helps affirm the school's place in the local community. The pupils regularly sing to the senior citizens in the local community at Christmas time.

27. The school has developed good links with other schools, both primary and secondary, and with outside agencies. The recently established 'Excellence Cluster' will further develop the area of collaborative work through the enrichment of curricular provision for more able pupils. Two pupils from the school have been identified as "talented" performers in football and athletics through this initiative. The establishment of a very good Foundation Centre in the school grounds, further enhances the overall curriculum provision and the ethos within the mainstream school and allow opportunities for teachers and learners to move between the two stages to consolidate and extend learning.

28. The provision for pupils' personal, social and health education has improved since the last inspection and is now very good. The introduction of whole class sessions of Circle Time is developing well and provides pupils with opportunities to explore emotions and aspects of citizenship within a supportive group. The school has a good sex education policy, which clearly states the key aims of the support given to pupils in Year 6 before they move to secondary education. Ex-pupils who returned to the school to talk with inspectors stated how valuable and appropriate, particularly within a quickly developing world, the sex education programme had been.

29. Overall, the opportunities the school provides for developing pupils' spiritual, moral, social and cultural development are very good. Provision for pupils' spiritual development is good and this is an improvement since the last inspection. Assemblies provide very good opportunities for pupils to reflect on issues, such as 'Learning for Life' and their own place in the wider world. Collective worship is included as an element of the assembly programme. A 'draft' policy for assembly and collective worship outlines the roles and expectations of staff taking assembly. During the inspection, two leaders from the Burnley Evangelical Schools Trust led an assembly, based around the theme of talents, related to a candle. The learning and very good sense of community created in this session, was a powerful contribution to the spiritual dimension of the school. Opportunities to develop pupils' spiritual awareness through good displays and through appreciating the beauty of the natural world through science and art, are also in evidence.

30. The excellent relationships seen throughout the school are a reflection of the high moral and very good social standards set by all staff. There is a strong ethos of respect, courtesy and consideration by all throughout the school. Pupils respect the few but clearly owned school rules, which through the work of the School Council they have helped to shape. They know what is expected of them and clearly understand right from wrong. The School Council provides pupils with the opportunity to develop personal responsibility and to play a full and active part in school life. Pupils assist in day-to-day activities around the school and older pupils perform prefect duties. Opportunities for moral and social awareness have both improved since the last inspection.

31. The school makes satisfactory provision for the development of pupils' cultural awareness, especially with regard for their own culture and heritage. Religious education

and assembly times effectively develop pupils' understanding of the major world faiths, and the programme of displays further enrich the process. However, there is a need to broaden pupils' awareness, through music, geography and food technology, of the customs and cultures of other countries, and life outside Britain, such as the European community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. This is a very caring school where the high priority given to the physical and emotional well being of pupils ensures an excellent environment for effective learning. The care and support for pupils' welfare have improved from the time of the last inspection, when it was satisfactory overall.

33. The school is very effective in providing very good quality provision for pupils' welfare, health and safety. There is a common approach across the school from all staff, including non-teaching staff, to creating an atmosphere of warmth, security and well being where pupils feel valued. Parents who responded to the inspection questionnaire were overwhelmingly of the view that their children liked school and that the school had very high expectation of all pupils.

34. There are very good procedures for child protection, and for promoting the health, safety and well being of pupils. All staff are aware of the school procedures in both areas and records are regularly updated. Regular checks are made to ensure that the buildings are in a safe condition and that the grounds are secure. The Governing Body or the headteacher quickly addresses any matters of concern with regards to health and safety.

35. In the Foundation Stage there are very good formal recording procedures for keeping track of children's personal development but the practice is less formal in the rest of the school. However, because there is a very strong caring and supportive ethos in the school, the monitoring of pupils' personal development is effective. All adults know the pupils very well. Teachers, support assistants and all others working in the school, including governors and parents, demonstrate a genuine concern for pupils' care, support and guidance. Pupils feel confident they are able to discuss any problems they have with any adult in the school. Staff, throughout the school, are excellent role models. Pupils are treated with respect and staff set very good examples of how to behave appropriately. Teachers make very good use of 'Circle Time' and use appropriate opportunities during other lessons to reinforce the school's caring ethos. Pupils with special educational needs are well supported by the learning support assistants who work from detailed pupil profiles and targets on individual education plans (IEPs). The school ensures that pupils are not withdrawn from lessons and pupils with special needs are taught in an inclusive environment. All statutory requirements concerning pupils with statements of special educational needs are appropriately met.

36. Procedures for monitoring and improving attendance are satisfactory. Registers are marked both morning and afternoon and comply with legal requirements. The school works hard to ensure pupils arrive punctually at school and this ensures there is a very effective start to the day with few disruptions. The school follows up unexplained absences, and the school contacts parents if pupils fail to arrive when expected. The importance of good attendance is emphasised in the home-school contract, and as a result there has been an improvement in attendance rates since the last inspection. However, there are significant numbers of pupils who are withdrawn from school for family holidays and this does have an adverse effect on the school's overall attendance rate.

37. Procedures for monitoring and improving pupils' behaviour are very good. There are four simple school rules that are understood by all pupils and these are applied consistently throughout the school. The behaviour policy emphasises positive reinforcement as the preferred means of improving behaviour. There are excellent procedures in place to manage any incidents of inappropriate behaviour that do occur, and this enables pupils to make very good progress in improving their behaviour. The school's effectiveness in promoting and encouraging positive behaviour helps produce a very happy and orderly community and contributes very significantly to pupils' progress.

38. The school has made good progress in the use of assessment since the last report and continues to comply with the statutory requirements for assessment. Support and guidance for pupils, both academically and personally, is good. The school has established good assessment procedures for measuring academic attainment. The monitoring of pupils' progress is satisfactory.

39. The school has a highly effective tracking system for measuring pupil progress through annual standardised tests. The information is analysed in depth by age, gender, and ethnic background and by aspects of the core subjects. Baseline attainment is established on pupil entry and progress measured at the end of the reception year. Results from annual tests are used to analyse added value for each pupil and for setting targets. This information is used to inform setting arrangements for English and mathematics. It helps identify pupils who are not progressing as well as expected. The co-ordinator is fully involved in the running and monitoring of the system.

40. Through the revision of curriculum planning the opportunities for assessing both the planning and on-going progress pupils make have improved. Team leaders and co-ordinators are involved in this but there is a lack of consistency across the school. In lessons there is good use of questioning to inform the teacher of pupil progress but this information is not consistently used to inform day-to-day planning. Teachers use their own devised class records to record progress in reading, writing and progress made against literacy and numeracy objectives. There is, however, no consistent approach throughout the school and it is not evident in short term planning whether pupils achieve daily or weekly lesson objectives. Targets are set annually for pupils but their regular review is not systematic. Although some teachers share targets with pupils this is not consistent through the school. The involvement of pupils in this process would further develop independent learning. The school now needs to build upon its good practise by the regular recording and assessment of work to provide an on going picture of how pupils are progressing in all subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has excellent links with parents and this contributes positively to the standards achieved by pupils. The school works very hard to develop good relationships with parents from the time children enter the nursery. The school has arranged many appropriate courses to assist parents in helping with their children's learning. Parents are very supportive of the school and are very happy with the progress their children make. There was a very high return of questionnaires from parents indicating they take a very active interest in their children's education. Nearly all parents responding to the questionnaire and attending the meeting prior to the inspection consider the school works closely with them keeping them very well informed and that all staff at the school are very helpful and approachable. Many parents made a point of mentioning they were impressed by the 'open door' policy at the school and they felt this is due to the headteacher who leads by example.

42. The school communicates very well with parents and provides many opportunities to keep them informed and able to support their children's learning at home. There is excellent support from parents at parents' evenings, and curriculum meetings on topics such as statutory attainment tasks, literacy and numeracy. There are many parents who give up their time to help in school, support school trips and are able to attend school to watch their children during class assemblies and other school productions. Some parents have progressed from helping in school to being successful in gaining formal qualifications that have enabled them to gain work placements in schools. Parents have the opportunity to attend many workshops and courses designed to help them support their children's learning. Many parents have also attended courses such as 'Coping with Infants', 'Computers for the Terrified' and 'Parents as Educators'.

43. The school has very good induction arrangements. Before children start school the nursery staff visit them at home, promoting a partnership with their families. The children and their parents are invited to visit the nursery and this provides a good introduction to school life for both the children and their parents. Parents are invited to sign-up to a home-school agreement as soon as their children start school committing the school and parents to support each other in areas such as behaviour, attendance, delivery of the curriculum and homework. The school works closely with parents of children who have special educational needs and parents are actively involved in progress reviews.

44. Documentation provided for parents by the school is of a high standard. The annual report of pupils' progress to parents clearly states what pupils are able to do as well as setting future targets for English and mathematics. A curriculum map is provided for parents at the start of the school year to enable them to be aware and assist in topics their children will be covering. The school prospectus is of a good standard, as are booklets produced on specific topics such as helping with homework or helping in school. Parents are kept informed of school events by way of the school newsletter, and this is supported by an additional monthly newsletter produced by the PFTA (Parents Teachers and Friends Association). The PTFA is very well supported and has been very successful in assisting the school by raising funds to buy many useful resources that help support the delivery of the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The quality of leadership and management has improved since the last inspection. The headteacher provides excellent leadership that centres on pupils achieving their very best in a happy and caring learning environment. All staff with management responsibilities carry out their roles with dedication and enthusiasm, and there is an excellent shared commitment to improvement. Staff all work very well as a team; the planning and co-ordination of the curriculum are very thorough and coherent. The aims are very comprehensive, are reflected in the daily life of the school, and there is an expectation that people will work hard, but with enjoyment. All people learning and working in the school are treated equally and fairly. Boys and girls get on well together, as do pupils of different abilities and backgrounds.

46. This is a self-evaluating school which takes very good action on the information it gathers from its monitoring. As a result, the priorities for school development and improvement are excellent. They centre on raising standards, the quality of the teaching and learning and the well-being of all who work and learn in this community. The school knows its strengths and weaknesses well, in terms of both the standards achieved by the pupils and the quality of education it provides. It then uses very good strategic planning

and financial management to target its resources on specific areas of school improvement. Examples of this include establishing high quality provision in the new Foundation Stage unit and increasing staffing levels to raise standards in basic skills such as writing. The headteacher and key staff, including subject co-ordinators, provide the governors with good quality information about the school's strengths and areas for improvement. The head teacher makes very effective use of this information in presenting governors with thoroughly costed options for spending.

47. The governors are very active in shaping the future of the school, have an excellent understanding of the strengths and weaknesses, and fulfil all of their responsibilities very well. Since the last inspection the headteacher and governors have made very good progress in addressing the issues identified for improvement. The Governing Body provides very good support for the self-review of the curriculum, through a programme of structured committee meetings and regular reviews with subject leaders. The structured documentation and planned self-review programme at all levels of management within the school, ensures that all the statutory requirements are covered.

48. The Governing Body makes appropriate and well-co-ordinated use of all delegated funds, specific grants and funds from various other sources, including the Parents' Teachers' and Friends' Association. The Finance and Staffing Committee meets regularly and the Chair of Governors ensures, wherever possible, that the committee contains at least one governor with a professional background in business or finance. At each meeting, members of the committee are presented with a table setting out allocations and expenditure in each budget heading to support their work in monitoring the budget. The headteacher provides a commentary on any significant issues, such as exceptional costs or projected underspend, but these records do not provide a succinct summary of the headteacher's commentary on budget monitoring.

49. The budget surplus has been reduced and is very close to the governor's target of reducing end-of-year carry-forward to 5-8 per cent. The fall in roll anticipated in 1997 did not take place; and instead, the budget planning has been adapted to cater for rising pupil numbers. Increased expenditure has been well focused on the identified need both to invest in resources and to enhance staffing. The governors plan well for the future; they are well aware that current expenditure exceeds predicted income and review spending annually to ensure that they take early action should reduction in expenditure be required. Their effective management of a similar situation in the past indicates that they have the capability to continue to manage their budget well in changing circumstances.

50. The school uses all its funds and resources very well. Surplus funds have been used very effectively to improve areas where provision was previously weak. These measures have contributed significantly to the improvement in standards in recent years. Surplus funds have also been used well to bring about a significant increase in the school's resources for information and communication technology. It has ensured that each classroom has at least two up-to-date computers, as well as a small computer bay for Key Stage 2 pupils. Further planned spending will bring the school to the national standard of eleven pupils per computer by the end of the school year. The governors recognise that further resources are desirable and that, in time, the school's information and communication technology equipment will become less effective and reliable. However, with the current focus on increasing the basic stock, governors have not yet drawn up a clear plan to meet these future needs.

51. The daily administration of the budget is good and the headteacher receives excellent clerical support, including the provision of accurate and up-to-date information.

The last audit carried out by the Local Education Authority in 1998 reported a good standard of administration. The school ensures that its practices in financial management meet all relevant guidance and regulations. Its procedures appear in a range of documents, adopted or adapted by the school, but there is no single policy or manual that brings them together. In order to improve accountability, and to ensure that an accurate record of procedures exists to support any changes in key personnel, the governors should draw up a comprehensive record of the school's agreed procedures.

52. The headteacher and governors pay due attention to value for money and carefully analyse standards of attainment and achievement against costs. The school also works hard to make good use of the principles of best value. For example, following a detailed study of the costs and benefits of its former arrangements for computer maintenance, the governors have decided, in collaboration with a neighbouring school, to employ a technician. This is designed not only to provide cost effective repairs and technical support, but also to release the subject co-ordinators from such tasks, enabling them to concentrate more fully on strategic work.

53. The school has a generous number of teachers and support staff. Staffing is very well balanced between young teachers and more experienced staff. There is a very good gender balance so that all pupils meet appropriate role models. The deputy head teacher is currently seconded to a local school and there have been some staff illness. However, the effect of these changes have been minimised by very good arrangements set in place by the headteacher and governors. Staff are appropriately qualified and show a very good range of subject expertise to support the curriculum. Where the needs of the school change, professional development opportunities are provided so that staff acquire appropriate new skills. For example, a new team leader is undertaking extended management training, whilst a newly identified co-ordinator attended a course to support subject specific leaders. Consequently, co-ordinators are enthusiastic and support staff effectively. In short, the match between staff and the curriculum is very good.

54. Induction procedures for newly qualified teachers and newly appointed staff are good. Effective mentoring is in place for staff and students. The teacher who undertakes this role is experienced, effective and enthusiastic. Support offered by the mentor to trainee teachers is of sufficient quality that students who have experienced difficulty elsewhere meet with success in this school.

55. The school building has been much extended since it was first built as an infant school. Consequently, although the accommodation is satisfactory to support the learning needs of the pupils, this is largely due to the excellent strategic management of the headteacher and governors and the determination of the teaching staff to overcome the difficulties of working in small classrooms which were originally designed for open plan teaching. Where soft partitions divide classrooms, noise levels from adjoining lessons can distract pupils despite their willingness to behave well and work hard. The library occupies a corner adjacent to a main corridor in the school and is very small. A small room, which is used to teach pupils with special educational needs, also doubles as a base for music lessons. As a result, opportunities for additional music tuition are restricted. The information and communication technology suite is too small to teach a whole class and therefore its use is restricted. Throughout the school, there are attractive displays linked to pupils' work that serve to stimulate interest and celebrate their achievements. Although the building could be improved to enhance pupils' learning, it is clean and tidy and used to good effect.

56. Learning resources are of satisfactory quality and are sufficient overall. The school has focused improvement on developing a wide range of resources to support literacy and

numeracy teaching, for example the school's main reading scheme has been renewed. Although, in recent years, some foundation subjects have had small budgets, the quality and range of resources for these subjects supports an appropriate range of learning opportunities. Library book stock has been substantially enhanced although there are still some out-of-date books. In Key Stage 1 and the Foundation Stage, useful class libraries have been created in each classroom. In Key Stage 2, a new library area has been created and more than 2000 library books have been purchased since the last inspection. This library is very well managed by a volunteer parent, who makes sure that the lack of shelf space is compensated for by frequently rotating the book stock. The school recognises that the library area is too small and has investigated relocation, but at present no suitable space exists within the current building. As a result very few centrally held books support some subjects, such as music.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The headteacher, staff and Governing Body should:

58. Explore ways of improving the accommodation so that information and communication technology and music may be more effectively taught, and so that pupils have access to adequate library facilities.

(Paragraphs: 55,56,76,119,125)

1. Improve the assessment procedures across the school so that all teachers when assessing pupils in foundation subjects use the procedures consistently.

(Paragraphs: 40,74,84,97,102,105,112,114,124,131)

2. Extend the range of ways in which pupils who have lower literacy levels can record their knowledge, understanding and learning.

(Paragraphs: 18.20,24,67)

In addition the Governing Body as part of whole school development should include in school development planning the following minor areas for improvement:

- Increasing the opportunities to develop pupils' awareness of other cultures, especially European.
- Reducing the frequency of extended holidays being taken during term time.
- The consistency and the quality of the marking across the school.

(Paragraphs: 14, 19, 31, 36, 90)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	15	29	27	1	0	0
Percentage	6	20	38	35	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Each lesson is represented by 1.3 percent.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	377
Number of full-time pupils known to be eligible for free school meals		123

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		95

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.45
National comparative data	5.2

Unauthorised absence

	%
School data	0.05
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	21	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	26
	Girls	20	21	20
	Total	47	50	46
Percentage of pupils at NC level 2 or above	School	89 (88)	94 (90)	87 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	26	30
	Girls	19	20	21
	Total	49	46	51
Percentage of pupils at NC level 2 or above	School	92 (90)	87 (94)	96 (96)
	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	33	29	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	27	29
	Girls	21	24	27
	Total	46	51	56
Percentage of pupils at NC level 4 or above	School	74 (76)	82 (76)	91 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	25	26
	Girls	23	25	25
	Total	45	50	51
Percentage of pupils at NC level 4 or above	School	74 (76)	82 (76)	84 (88)
	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	
Black – African heritage	
Black – other	1
Indian	
Pakistani	15
Bangladeshi	
Chinese	
White	311
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.7
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	133

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2001
	£
Total income	688540
Total expenditure	659074
Expenditure per pupil	1846
Balance brought forward from previous year	70864
Balance carried forward to next year	100330

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.6

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	408
Number of questionnaires returned	292

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	0
My child is making good progress in school.	62	36	1	0	1
Behaviour in the school is good.	54	43	1	0	2
My child gets the right amount of work to do at home.	45	47	4	2	2
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	49	48	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	28	1	0	2
The school expects my child to work hard and achieve his or her best.	70	29	0	0	1
The school works closely with parents.	56	41	2	0	1
The school is well led and managed.	79	19	1	0	1
The school is helping my child become mature and responsible.	61	37	1	0	1
The school provides an interesting range of activities outside lessons.	46	38	10	1	5

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

59. The newly formed Foundation Centre now provides Early Years education for children in its nursery and for children in the reception year of their education. Prior to this academic year, children attended the nursery but its provision was separate from the school. The majority of the children, at the time of inspection, had attended the nursery prior to transferring into the reception classes. Initial baseline assessments of their abilities, including aspects of their personal and social development, are undertaken during the first term in the reception classes and results show that children come into the Foundation Stage with overall attainment levels below average for their age. These results have not varied significantly over the last three years and inspection findings confirm this. However, all children make good progress while in the Foundation Stage and the majority achieve the national Early Learning Goals (ELGs) by the end of their reception year. This is an improvement from the last inspection when it was found that the curriculum arrangements did not meet the needs of some children, and the activities did not allow them to reach the nationally expected levels by the time they were five. Teaching and learning is now very good, as are the new organisational arrangements of the learning activities and the good quality teamwork that exists between teachers and nursery nurses.

Personal, social and emotional development

60. In the short time the children have been in the Foundation Centre those in the reception classes have developed good personal and social skills, and have made good progress. Those who attend part-time in the nursery have only been in for a short time and are beginning to understand and take part in the routines of the day. For example, they know when they have to come together for whole group sessions, and when it is time for break and for going home. In more formal settings, such as small group work with adults, some are not yet confident to give ideas or initiate conversation with adults.

61. Children in the reception classes are keen to learn, are enthusiastic about the activities, and are eager to complete their work. They listen very carefully to the instructions they are given, and during whole group introductions to session they are eager to answer questions. They have learnt the routines of the school very well, for example, they move from whole group session to independent choice with the minimum of fuss and support. They play together well in small groups or independently and have formed very good relationships with one another and with adults. There were many examples of children being confident enough to talk to inspectors and complete drawings for them. When they are expected to work unsupervised they do so without any silliness, for example when in the construction area or in the 'home' corner. They are developing independence by making choices and selecting activities, and the majority are able to see to their own personal needs, such as putting coats on to go outside. Most of all, children are courteous and polite to each other. The teaching of these attitudes and these skills is very good.

Communication, language and literacy

62. Although the majority of children are currently attaining below the nationally expected levels in this area of learning at this early point in the school year but the majority will attain the Early Learning Goals by the end of their time in the Foundation Stage. In the reception classes children are attaining expected levels in communication and are making

good progress in literacy. Most children in the nursery class are beginning to talk about themselves, ask questions and listen to instructions. They look at books with interest and the most able children talk about what they see in the pictures. Children in the reception classes communicate well. The majority speak using full sentences, describe what they have been doing, and talk about their imaginary play situations. They listen carefully to teachers and support assistants and are able to communicate their wishes and their fears. They know that books have titles, and that it has been written by an author. They know that the words on the page are made up of letters and that the pictures will give them clues about what is happening. The highest attaining children recognise some letters and can find their name on a card. They enjoy making marks and basic writing experiences, using a range of marking implements, with the highest attaining children attempting to write their name. Teaching in this area of learning is very good, but there could be more instances of where the written word connected with items being discussed or examined could be displayed so that it would support the children's acquisition of literacy skills. For example, in a session where children looked and tasted different fruits there were no names of the fruits written for children to see. All adults have very good relationships with the children, and they encourage conversation, give clear explanations and listen to the children's responses. As a result children quickly gain confidence and make good progress.

Mathematical development

63. Children's level of attainment in mathematics is in line with national expectations and they will attain the Early Learning Goals. In the short time they have been in school they have made good progress from baseline assessment results. In the nursery class children are developing an understanding of number through the use of counting games, singing number songs and rhymes. Children in the reception classes count to five and recognise when there are three objects. Higher attaining children are able to complete simple addition, such as adding one more to a given number. They recognise the written numbers and can name different shapes, such as circles, square and triangles. A few children of below average ability are still at an early stage of colouring similar shapes in one colour, or using a computer program to match similar shapes. Teaching in this area of learning is good, with all teachers having high expectations of attainment and of behaviour. Numeracy sessions are fun and are linked well to other areas of learning such as personal and social development. All adults use every opportunity to reinforce the concept of number.

Knowledge and understanding of the world

64. Children's progress in developing a knowledge and understanding of the world is satisfactory. Through the good organisation and carefully chosen activities, children have access to a range of experiences that enables them to gain a wider understanding of the world around them. Adults lead some of these activities while others are arranged so that children can choose to engage in them. However, the school has been very aware that there is a need to observe and record children's progress while working on these 'free choice' activities. An adult, who makes informal assessments and records which children are engaged in a particular area, monitors each activity. This provides staff with a weekly review of children and of the curriculum. This informs planning for the next week and for individual children. Children in the reception classes and some in the early year's class know the names of, and can recognise, different fruits, while some children know the names of unusual fruit, such as watermelon and star fruit. All children are able to describe the different tastes and say whether they like it or not. Children's awareness of the wider world is very dependent on their experiences, and for some this is restricted. For example, some children can name the parts of a computer but do not know that a train stops in a

station. With this in mind, the activities are organised to compensate for this and during the inspection children were busy in the 'travel agent' area – taking bookings and making holiday arrangements. Children use information and communication technology to support their learning, such as for mathematics. They use a keyboard and a mouse to select and bring about an effect. In the construction area, children have opportunities to design and make structures that are connected with their story in literacy, such as the bridge from the story of 'Billy Goats Gruff'. Staff carefully challenge children to think about what they have built and whether it could be improved, and to work effectively as a team. The teaching of this area of the foundation curriculum is very good, and effective use is made of nursery nurses, who plan and oversee some of the activities.

Physical development

65. Children's progress in physical development is satisfactory overall and the majority will attain the Early Learning Goals. In 'free choice', children develop their physical skills through using a wide range of small construction equipment. They develop their fine skills, such as pencil grip and control by tracing pictures and overwriting. There are good opportunities for children to develop physical skills outdoors in a very well resourced outdoor play area and through the use of the hall in the main school for physical education activities. Children develop a sense of balance by walking along raised planks, and demonstrate in playground activities an appropriate awareness of their own and others' space. They respond to the outdoor activities, such as throwing beanbags accurately into a hoop with enthusiasm and concentration. Overall teaching is good, with an emphasis on appropriate behaviour, taking turns and sharing.

Creative development

66. Children's progress in this area of learning is good, and in some aspects, such as music, children are already attaining the Early Learning Goals. All children, both in the nursery class and in the reception classes join in with songs, singing songs, such as 'Nicky, Nacky, Knocky Noo', from memory. They respond to the instructions given by the adults, and have learnt to carry out specific movements to the songs, such as pointing to parts of their bodies. They also respond to the tempo of the music, can sing louder or softer and with enthusiasm. A great emphasis is placed on children experiencing working with different material and tools, and they take great delight in writing and making patterns in shaving foam, making pictures from icing sugar, and making collages from junk materials. Teaching in these lessons was very good overall, especially in the sessions that focussed on music. The creative activities are well-organised and supervised well so that all children make good progress and are guided to make the most of the resources that are provided. The role that the nursery nurses play in helping children achieve is considerable, and has a positive impact on standards.

ENGLISH

67. There has been good improvement overall to the standards in English since the last inspection when attainment levels at the end of both key stages were in line with national expectations. The school's results have been maintained each year over the last four and have kept abreast with national improvement of standards. Given that the pupils enter the school with below average levels of literacy and language and by the end of Key Stage 1 the majority reach nationally expected levels, shows that they make good progress. By the end of Key Stage 2, pupils make very good progress and almost one third of pupils reach the higher levels. Results have improved due to the school's analysis of data, good

teaching in Key Stage 2, the setting of targets for improved standards and the ethos for learning in the school.

68. When compared with schools nationally the percentage of pupils at the end of Key Stage 1 attaining the nationally expected level or above were broadly in line in reading and above in writing. The percentage of pupils reaching the higher levels in reading and writing were below the national average. This is due to the low levels of literacy that the pupils enter with. In comparison with similar schools the results in reading and writing were well above average, and for the higher levels are broadly in line. At the end of Key Stage 2 the percentage of pupils reaching the nationally expected level or above was in line with the national average and when compared with similar schools the results were above average. The percentage of pupils reaching the higher levels at this key stage when compared with similar schools was well above average. At the end of both key stages girls out performed boys at the nationally expected level, but at the higher levels boys out performed girls.

69. During the week of the inspection, which took place early in the academic year, evidence of pupils' work, displays and lesson observations show that standards in speaking and listening, and reading and writing in both key stages are comparable to those nationally. Evidence suggests that there is an increased number of lower ability pupils at the end of both key stages as well as a number of more able pupils. Results in national tests at the end of each key stage may not, therefore, be maintained this year. Standards in Years 1 and 5 are, however, in line with national expectations. Pupils with special educational needs and those who require extra support with English make equal progress to other pupils except where pupils require a variety of methods of recording work to make effective progress. This was particularly evident with the lower ability pupils in Year 2. Pupils benefit from effective setting arrangements, booster classes and additional literacy support in both key stages.

70. In both key stages, pupils listen attentively and speak confidently. They are regularly provided with a variety of opportunities to develop their speaking and listening skills through interactive teaching and discussions. Pupils enjoy debating issues in circle time, as was evident when pupils in a Year 5/6 class discussed whether the school should have a school uniform. Pupils in Key Stage 1 use role-play areas to act out stories and every day events and are provided with puppets to develop their speaking and listening skills. All classes make contributions to productions and assemblies throughout the year.

71. At both key stages pupils read using shared texts and on a one-to-one basis. At Key Stage 2 pupils supplement their reading with library books. In Key Stage 1, phonic skills are developed systematically and by the end of the key stage pupils are able to use a range of reading strategies, describe the plot in their books and use comprehension skills. Some lower attaining pupils in Year 2 are struggling to read words out of context. In Key Stage 2 pupils read a range of fiction, non-fiction and poetry books and have favourite authors. By the end of Year 6, the majority of pupils are able to use the Dewey system to choose books from the library. The more able discuss key features, themes and characters in their books. Pupils at both key stages are keen to discuss their books and read with enthusiasm, as when pupils read their opening paragraphs of their stories in a lower set Year 5/6 lesson. Reading records are informative and record books read both at home and school with comments from teachers, parents and occasionally pupils.

72. At both key stages, pupils experience a range of writing styles and write for different purposes and audiences. These include fiction, non-fiction, poetry, reporting and autobiography. In Key Stage 1, pupils in a Year 2 class were able to write instructions for making a cup of tea. Pupils in a Year 5/6 class have produced work on personification and written in the style of a variety of authors such as Rudyard Kipling and Ted Hughes. Pupils are able to use a variety of forms of punctuation and grammar from a focus on full stops

and capital letters in Key Stage 1 to complex sentences, clauses and paragraphs in Key Stage 2. Presentation is satisfactory with pupils in Year 2 beginning to use cursive script and the more able pupils in Year 6 developing a fluent, independent cursive style. Less able pupils in Year 6, however, are struggling to apply cursive script to their writing and in Year 2 form letters correctly.

73. The school has effectively used one literacy lesson per week for pupils in Key Stage 2 to focus on extended writing. Year 2 pupils focus on extended writing for an extra literacy session one afternoon per week and all year groups create opportunities for extended writing in other curriculum areas. This provision has helped to raise standards in writing since the last inspection. The school has made effective links between the teaching of literacy and other subjects. This was seen during a history lesson when pupils in a year 5/6 class used mind maps to plan an extended piece of writing about a day in the life of a chimney sweep or miner. Information and communication technology is used for word processing and this is used effectively for display work. Computer programs are used for pupils to consolidate their skills in phonics and grammar.

74. The quality of teaching and learning at Key Stage 1 and for the school overall is good. At Key Stage 2 teaching is very good. Half of the lessons in Key Stage 1 were good and in Key Stage 2 almost half of the lessons were very good. None of the lessons seen were unsatisfactory. Teachers manage their pupils very well and have clear expectations for good behaviour. As a result, pupils remain on task and sustain interest in their work. The ethos of the school plays a significant factor in this learning process. The sharing of learning objectives with pupils at the start of lessons makes clear the focus for learning and this method of teaching is particularly effective when it is used in the plenary to reflect upon the learning that has taken place. The teacher in a Year 5/6 class used this technique to allow the pupils to judge whether they had written in the style of Rudyard Kipling when they read their work to the class at the end of the lesson. In this lesson the pupils were continually challenged by the teacher to extend their learning and to use a range of extensive vocabulary.

75. Teachers are secure in their knowledge of basic skills. Teaching is most effective when the teacher, using interactive techniques with the class, such as an overhead projector, demonstrates different writing strategies. In a Year 3/4 class the teacher demonstrated changing a play script to a story, making effective use of the overhead projector. In a Year 2 lesson, the teacher modelled how to write alternative lines to a poem. In the lessons that were the least successful, teacher expectations were not sufficiently high and the more able pupils were not challenged. In a Year 2 class, discussions were not successfully managed nor the pupils' contributions valued when they were asked to substitute words in a poem. The teachers' examples were very basic (colours, size) when describing an animal rather than making use of an extensive range of vocabulary to extend the pupils' learning.

76. There were very few instances when assessment was used during lessons to inform planning of subsequent work. Teachers check phonic, reading and writing knowledge over a period of time but there was no evidence of teachers recording pupil's progress against learning objectives at the end of the lesson or week. Opportunities to involve pupils in self-assessment and target setting would further develop pupils as independent learners. Marking and feedback are not used consistently through the school to inform pupils what they have done well and what they need to do to improve. Homework is set at both key stages; mostly spelling and reading at Key Stage 1 and this is extended to include preparation and research at Key Stage 2.

77. Leadership and management of the subject are good. Planning is detailed with cross-curricular links and matches the National Literacy Strategy. Standards of teaching and pupils' work are monitored and staff development is planned to match need. Staff have recently been involved in training on shared writing, and are involved in the trailing of writing. The co-ordinator contributes to the school improvement plan and writing has been successfully developed after identification as an area for improvement.

78. Resources in English are good. Some classes have small white boards for the less able to use to practise specific writing skills. Writing corners in Key Stage 1 allow pupils to informally practise newly acquired skills. Library provision is satisfactory. The school has purchased extra books throughout the school since the last inspection, but the lack of adequate accommodation for the library impinges on teaching and learning particularly the teaching of library skills. Whole classes cannot be taught in the area and the school relies on parent helpers to teach these skills to small groups of pupils.

79. Improvement since the last inspection has been very good. The school is now well placed to develop on going assessment and pupil involvement in target setting. A variety of teaching strategies are contributing to pupils' learning. The development of a variety of recording strategies for less able pupils would further enhance this provision.

MATHEMATICS

80. Since the last inspection, standards of pupils' work have risen, and their attitudes to mathematics are now consistently positive. Long term planning for the subject has improved and is now based on the National Numeracy Strategy framework. The headteacher and team leaders monitor teaching and learning, whilst the mathematics co-ordinator monitors teachers' planning on a regular basis.

81. Overall standards of work are in line with those achieved nationally. In 2001, at the end of Key Stage 2, pupils' attainment was in line with national expectations, but was well above standards achieved in similar schools. Attainment of the most able pupils was above national expectations. In recent years, standards at the end of Key Stage 1 have been variable. In both 2000 and 2001, standards have shown improvement and were just below national averages. Standards are in line with those achieved by similar schools. Since attainment on entry is well below national averages, progress made by pupils in Key Stage 1 is good. As a result of the structure provided by the National Numeracy Strategy, the good quality of teaching and the attitudes and behaviour of pupils, they make good progress in both key stages. This good progress applies to all pupils including those with special educational needs and those who have English as an additional language.

82. In Key Stage 1 pupils achieve well. Year 1 pupils can find one more or one less than a number up to 20 and are confident in doubling one-digit numbers. In Year 2, they use a variety of methods to work out two-digit subtraction sums. They understand how to use a number line up to twenty to compare the size of numbers and can answer questions with confidence about how much bigger one number is than another. Year 2 pupils in a lower set can arrange numbers up to 100 in the correct order and can find pairs of numbers which add to 20.

83. By the end of Year 6, pupils are competent with a range of methods of calculations both mentally and in written form. They can explain their own methods for tackling a problem to the rest of the class and can make sensible predictions about mathematical outcomes. More able Year 6 pupils are able to identify mentally pairs of decimals that add up to 1. They can plot co-ordinates using positive and negative numbers and can describe

four-sided shapes using appropriate mathematical vocabulary such as 'trapezium' or 'quadrilateral'. Lower ability pupils in Years 3 and 4 achieve well. They understand multiplication as repeated addition and can recall facts rapidly from simple multiplication tables. The setting of pupils by ability in Key Stage 2 ensures that pupils of all abilities achieve well.

84. The overall quality of teaching and learning is good in both key stages, with some very good features. No unsatisfactory teaching was seen during the inspection. The National Numeracy Strategy is being implemented successfully so that lessons are well structured and time is used effectively to promote pupils' learning. Lessons most often begin with quick fire mental/oral questions so that pupils' attention is engaged and they are well motivated to learn. Teachers' planning identifies appropriate learning objectives, which are shared with pupils so that pupils know what they are to learn. Tasks chosen are well matched to pupils' different abilities so that all pupils, including those with special educational needs, find their work accessible and work hard. Teachers have good relationships with their pupils. Teachers manage their pupils effectively so that they behave well throughout lessons. Most teachers use information and communication technology in their mathematics lessons so that pupils gain experience of tackling simple mathematical problems.

85. When good and very good teaching occurs, lessons start at a brisk pace with well-targeted questions so that all pupils are actively involved in calculating mentally and in counting activities. As a consequence, pupils' attitudes and motivation in lessons are good. In one Year 1 lesson, where the teacher challenged pupils to find one more, one less or ten more than different numbers, pupils thought hard, concentrated well and gained new knowledge rapidly and securely. In most lessons, teachers deploy a range of resources that are used to good effect to support interactions with their class so that pupils have plenty of opportunities to explain their thinking. Teaching assistants are effectively deployed to support pupils with special educational needs so they achieve well in lessons.

86. The leadership and management of the subject are good. Statutory requirements are met with a curriculum that offers a good balance of learning opportunities including problem-solving activities. The experienced subject co-ordinator has successfully led training to develop teachers' understanding of the implications of the National Numeracy Strategy for their teaching and planning. He monitors teachers' planning on a regular basis and identifies weaknesses in pupils' performance from analyses of national test papers. Assessment data from pupils' performance in annual tests is being used constructively to plan for further emphasis on the development of pupils' numeracy skills. Individual target setting is being developed so that pupils in Key Stage 2 have their mathematical achievements recorded in their exercise books. Assessment of individual pupil's progress is undertaken through the analysis of mathematics test results and is used to identify weaknesses and to target support to raise achievement. Although pupils' work is marked regularly, it is not yet assessed or moderated against National Curriculum levels of attainment. Opportunities to inform pupils further about how they could improve their work are therefore missed.

87. The school has a good range of high quality learning resources to support each aspect of the curriculum. However, the subject co-ordinator is aware of the need to develop the use of computers still further to develop pupils' skills in mathematical modelling, problem solving and data handling, for instance through independent use of spreadsheets. Many classrooms are small but, because teachers very effectively manage them, learning opportunities are not significantly limited by accommodation. However, where classrooms

were built to offer open plan accommodation, noise levels from adjacent classrooms can lead to loss of concentration by some pupils.

SCIENCE

88. Pupil's attainment at the end of both key stages has improved since the last inspection. In the 2001 tests the school's performance was above the national average at Key Stage 1 and in line with the national average at Key Stage 2. However, when these results are compared with similar schools, the school was well above the national average at Key Stage 1 and above the national average at Key Stage 2. The percentage of pupils reaching the higher levels at both key stages also compares favourably and at both key stages the percentage is in line with the national average and above the national average when compared with similar schools. Pupils achieve well in science due to the high quality teaching which includes high expectations, some setting arrangements in Key Stage 2, and the on-going assessment which allows teachers to monitor the progress pupils are making. Careful alterations to the curriculum are made as a result of the analysis of test papers, which is helping teachers to raise pupils' standards in science still further.

89. Standards in the subject have been very well monitored and analysed and as a result improvements made, such as the introduction of setting in Key Stage 2, which are having a positive impact on standards. The inspection findings indicate that the attainment levels of the present groups of pupils in Years 2 and 6 are different from last year. There is a higher number of pupils who are of lower ability in Years 2 and 6 and next year's results may not be as high, although many in the classes will achieve the nationally expected levels. However, the majority of pupils in the current Years 1 and 5 are working at nationally expected levels. Teachers and the learning support staff support the pupils with special educational needs effectively. They work alongside the other pupils in the class and they make good progress in developing their scientific skills in relation to their abilities, but some pupils, mainly in Key Stage 1, who have extremely low literacy skills have difficulty in reading instructions and writing down their learning. There is a need to examine different ways in which pupils could show their learning and understanding. Pupils who have English as an additional language make good progress because teachers and support staff make sure that they understand what is required of them.

90. By the end of Year 2, pupils' ability to carry out investigations is satisfactory. The majority of pupils make predictions and observations about changes taking place. They know that when carrying out tests, conditions must be the same and that information can be shown by using graphs and charts, as well as writing simple passages describing what they did. Most pupils have a good understanding of the needs of living things. They understand the differences between living and non-living things, and classify them according to their characteristics. Pupils know that they should eat certain food to remain healthy, and use vocabulary such as, 'carbohydrate', 'protein' and 'vitamins'. They label the major parts of plants and animals, and understand the different stages of growth in humans. Most pupils know that materials change if they are heated or cooled. In physical processes, pupils make good progress. They understand 'forces' in terms of pushing and pulling, and explain how shadows are produced.

91. By the end of Year 6, pupils have developed their skills in observing, recording and explaining their observations. They have made good progress and have gained confidence. They make predictions, understand and set up fair tests, test their ideas and record their results using different methods. For example, they use graphs, tables and written descriptions. They are able to write descriptions of what they have done, and use scientific vocabulary well. They work very well in groups to solve problems and are able to draw

conclusions from their investigations. However, there is little evidence of pupils using information and communication technology to monitor changes in their experiments, although they are able to use it to research different topics and produce charts. By the end of Key Stage 2, pupils have made good progress in their understanding of materials, changes and chemical reactions. They investigate evaporation, condensation, solutions, solubility, and make predications about the amounts needed for saturation.

92. Teaching and learning is good overall. It is satisfactory in Key Stage 1 where it varies between teachers due to their experience and expertise. It is good overall at Key Stage 2, but there were examples of very good teaching in this key stage on the week of the inspection. Teachers have a good understanding of the requirements of the National Curriculum, are able to explain concepts well and skilfully question pupils so that they draw conclusions. In all classes, the teachers promote good observational skills and practical activities. For example, in a Year 3/4 lesson on shadows, there is a lot of emphasis 'discovering' and 'observing'. Pupils are able to construct fair tests, make predictions and carry out tests working well in groups and sharing responsibilities. There is the constant use of scientific language by all teachers and, as a result, pupils use the correct terminology when describing their findings. Planning is precise with different types of practical activities for different abilities of pupils so that they all make progress and understand the concepts that are being taught. However, this planning is not always applied to the follow-up written work and pupils, especially in Year 2, become restless and behaviour deteriorates when they cannot complete the work. The pupils' science books are well marked, especially in some classes at Key Stage 2, where it is evaluative and allows the pupils to improve on previous learning, but it is not consistent across the school.

93. The science curriculum is very well planned and ensures that the pupils have many opportunities to plan, predict, observe and consider what has happened during their investigations. All areas of science are given appropriate coverage and following a monitoring exercise the school has recently reviewed the curriculum in science and made some alterations to areas in which the pupils are not doing as well. The two co-ordinators work well together, monitoring standards and providing very good support for colleagues. Pupils' work is examined and there are very good portfolios of work and well kept co-ordinator files. Assessment is thorough and the end of unit assessment work is used well to guide the teachers' planning and to track pupils' progress over time. There is a good range of resources in the school.

ART AND DESIGN

94. Only three lessons were observed, but evidence of work, displays throughout the school and discussions with teachers indicate that standards in art and design are above expectations throughout the school. This shows an overall improvement since the last inspection. All pupils, including those with special educational needs, make good progress and achieve well. Observations were limited because art and design was not the focus of work for this half term.

95. Wall and classroom displays demonstrate a high level of skill in knowledge and understanding of art and design, in both key stages. Pupils value highly the work on display. The carefully presented displays, particularly of the Artworks 2000 project, state clearly the process skills being used by pupils in the chosen media. The millennium garden hanging and the foyer display wall hanging, which was based on the designs of Anthony Frost, inspired in pupils the vibrant use of colour. The narrowness of the corridors could not detract from the quality of the artwork.

96. By the end of Year 6, pupils can explore ideas, using a range of media and resources to develop their work. Good use of the digital camera, to expand visual representation, was seen in the work sample. A very good display of art was used to express feelings through dreams. Pupils were able to communicate their ideas and meanings through a powerful combination of line and tone. Pupils also show that they can use information and communication technology creatively. Wall hangings of a courtyard project, based around good observational drawings included word-processed pieces as well as graphical representations. Pupils use a variety of media to good effect including pastels, pencils and textiles, within both key stages.

97. The development of the subject has been identified within the school development plan through updating the art and design policy and developing a subject portfolio. Both key stages have blocked half-termly periods of art, within the overall curriculum. Clear subject leadership has ensured that there has been good progress made since the last inspection. Portfolios for both key stages now track coverage across the school. Teacher resource folders for both key stages, relating to the national guidelines are practical, accessible and of a high quality. They use 'real' examples to stimulate teacher art and design preparation. Resources and materials are adequate, and are further enhanced by use of external agencies like the Mid-Pennine Trust. During the inspection, a local artist visited the school to work with a group of Year 5/6 pupils on a lantern project. The lanterns were made from local willow cane. The three-dimensional models allowed the pupils to explore new media and engage with a high level of language in a collaborative project. This example, the displays and work samples, embraced the good cross-curricular potential of the subject.

98. Due to timetabling arrangements, and the visit of the local artist, too few lessons were observed to judge the overall quality of teaching. However, the quality of pupils' work and the progress they make throughout the school, evidenced in the wall and classroom displays, coupled with discussions with the subject leaders, indicate that it is likely to be good. In the arts project lessons observed, activities were well planned and at appropriate yet challenging levels. Pupils' behaviour and attitudes were good. Art is being used to support cultural activities and projects within the school, an example being mosques and colours/patterns.

99. The art and design curriculum has been revised, in the light of the recent alterations to the National Curriculum in both key stages and in relation to the national guidelines. The curriculum is skills based and it seeks to ensure that pupils are enabled to explore a full range of media and to be given the opportunity to express themselves freely. Developments have been monitored by the subject leader through visiting classrooms, discussions with teachers, reviewing displays and in the school art books. The subject will now be reported annually to parents, against the new national curriculum levels. Assessment is an area that has been identified for improvement, through identification in teachers' plans and through planned discussions with pupils and in sampling their work. The subject leader is experienced and is clearly focused on improving both standards and provision in art and design. She provides good leadership and has a strong, yet realistic sense of her facilitator and leadership roles. On occasion she has supported colleagues in the teaching of art, through acting as a role model. A good use has been made of the Local Authority adviser to support subject development.

DESIGN AND TECHNOLOGY

100. The school has made satisfactory progress in addressing the minor issues in this subject identified during the previous inspection. The most significant improvement has

been in the development of design, particularly at Key Stage 2. The pupils now use designated exercise books to record the development of their overall designs. These include some evaluation of their work by the pupils and their teachers. The introduction of the national guidelines as a central resource for long-term planning has helped to secure improvements in continuity and progression. A portfolio of work exemplifying expectations in each year group now supports assessment at both key stages, though these would benefit from more detailed annotation and levelling. Resources have been purchased for information and communication technology and their use has been scheduled in the scheme of work. There are now some good examples of links with other subjects, particularly geography, history and science.

101. Standards at both key stages are in line with national expectations. Pupils with special educational needs and English as an additional language achieve similar standards to those of other pupils. At Key Stage 1, they experiment with designs to print on fabric using repeat patterns, create simple winding devices, and make and decorate puppets and vehicles. They have sound skills in a variety of materials, including textiles, paper, card and plastic, and make satisfactory use of some construction kits. At this early stage of the year, there was no available evidence of pupils working in other aspects of the subject or using a full range of skills, for example using paper patterns to cut fabric, recording reasons for choices in design or construction, or making evaluations of their work.

102. At Key Stage 2, pupils make alarms, electrical games, purses, packaging, shelters, moving toys, musical instruments and simple foods. They also consider sensitive areas such as the interaction between environment and feelings or the development of a play area, sometimes linking positively with future discussions in the School Council. In Years 3 and 4, they make good progress in planning their designs, through good use of the design exercise books in which their ideas are recorded. By the end of the key stage, pupils collect information from a range of sources (including those on the internet) and use it to form ideas for designs on a given artefact, such as a percussion instrument. They investigate and understand the basic features of some advanced materials, for example, Gore-Tex, and have a good understanding of the design cycle. They can experiment systematically with materials, for example paint finishes on different surfaces or with presentational details such as the font, size and colour of print, supported where appropriate by information and communication technology. They work effectively with wood, simple food, card, plastics and a variety of electrical components and are able both to follow and to write sequences of instructions. They make sound use of simple hand tools and equipment. Pupils' designs show good analysis of the product from their own perspective, both in its making and in its usefulness and appearance. However, pupils, including the more able, do not yet fully evaluate products from the viewpoint of the intended end-user.

103. Three lessons were observed during the week of the inspection and teaching was satisfactory overall but ranged from unsatisfactory to very good. However, from the information gathered from displays, work samples, exercise books and discussions with pupils, the quality of teaching at both key stages is satisfactory overall. In the least effective teaching, pupils were insufficiently involved in their learning and were not required to undertake enough practical activity. By contrast, where teaching was strongest, the learning was explicitly linked to the previous lesson, good subject knowledge and pupil management supported rapid learning, teaching methods were skilfully chosen and sequenced, all pupils were engaged and successful and there was clear teaching of key vocabulary and skills. The use of design books, the structured planning and support of basic evaluation and the deliberate teaching of pre-requisite skills for each project were strong features of most effective teaching. Marking was generally encouraging and, in the

best examples, gave pupils clear guidance on how to improve. However, this type of advice was not offered sufficiently frequently to have a significant impact on standards. Pupils generally showed positive attitudes to the subject and to each other. They worked conscientiously and recorded honestly on their evaluation sheets where they felt that elements of their work, such as finish or decoration, fell short of their own expectations.

104. The recently appointed co-ordinator provides sound and improving leadership. The curriculum is broad and balanced and, over time, offers appropriate opportunities in all aspects of the subject. It is underpinned by a succinct but useful policy statement along with an overview of the long-term curriculum plan for both key stages. Delivery of the curriculum has been carefully and effectively scheduled to promote continuity and progression and to avoid clashing demands on resources. This is monitored by the co-ordinator, while the school management team, in line with school policy, monitors the quality of teaching. Assessment is supported by the subject portfolio, but is not yet regular and systematic. Where appropriate, the use of time in lessons is made more efficient by pairing the subject with art. There are appropriate resources, which are accessible to all staff, for each aspect of the subject. Further purchases are planned in the coming year to enhance the subject, and the development plan identifies appropriate areas for improvement, such as the use of information and communication technology.

GEOGRAPHY

105. No geography lessons were seen during the inspection due to timetabling of the subject. Judgements are based, therefore, on an analysis of pupils' work, wall displays, the co-ordinator's file and discussions with teachers and pupils. Standards of attainment in geography have been maintained since the last inspection and are in line with national expectations at the end of both key stages. Work seen in the school's portfolio for geography includes examples from high attaining pupils, which is above average. For example, Year 4 pupils' work on the eclipse of 2000 was of high quality. All pupils throughout the school, including those with special educational needs, achieve satisfactorily in their learning of geographical skills and knowledge of local environmental issues.

106. Overall standards of work seen on the inspection were satisfactory. In Key Stage 1, pupils' work is characterised by the systematic development of geographical skills and of knowledge and understanding of the subject. In Year 1, pupils are able to demonstrate their early mapping skills through pencil drawings of the journey taken from home to school. In Year 2, the standards of pupils' work is satisfactory when, for example, they draw maps of 'Our locality'. By the time they have reached Years 3 and 4, most pupils know that different countries have different climates, whilst the lowest achieving pupils are able to match climatic regions with likely weather and land features such as swamps, icicles or sand storms. In Years 5 and 6, pupils are able to describe and compare physical features of coastlines.

107. The pupils' work seen on the inspection, showed that they have a keen interest and enthusiasm for the subject. For example, pupils took pride in the presentation of their written work on a project investigating noise levels around the school using information and communication technology. They were able to explain fully what they had done and clearly enjoyed discussing it with a visitor. Marking of pupils' work is regular and includes positive comments, but does not identify what to do next. The assessment and moderation of pupils' work against National Curriculum levels of attainment would provide a range of criteria for offering advice to pupils how to improve their written work.

108. Statutory requirements for geography are fully met. A new policy for geography has been written and includes a clear commitment to ensure equal access for pupils with special educational needs. Long term planning for geography has been reviewed to take account of the new National Curriculum orders. There are good cross-curricular links with other subjects. Year 1 pupils are given the opportunity to make brightly coloured paintings of their houses. The subject is currently taught on a two-year topic cycle, which is being evaluated so that it can be refined in the light of the teachers' experience of the first year of the programme. The range of learning opportunities provided in the subject is broad and balanced. Visits to local sites are well used to enrich the geography curriculum as when pupils in Year 6 study the River Calder and produce detailed reports of their visit. Practical experience of using geographical skills was provided through pupils' involvement in a local environmental projects where they worked collaboratively to make a large scale map of the local environment which was used by local residents to express their views about sites for improvements in the locality.

109. The subject is well managed by an enthusiastic and experienced co-ordinator who monitors teachers' planning on a regular basis and who ensures that updated resources are available to support the teaching and learning of geography.

HISTORY

110. Since the last inspection, teaching has improved and for the lessons observed, it was good overall. Pupils' attitudes to the subject are now positive. They work well together and show interest. New schemes of work have been produced and the policy for history has been updated. The school has recently supported the purchase of more resources for history so there are now sufficient to support a full range of learning opportunities.

111. Standards have been maintained since the last inspection so that pupils' attainment is in line with expectations at the end of both key stages. Across the school, pupils' develop a sound knowledge and understanding of lifestyles and artefacts from different periods of history. By the end of Year 2 pupils have developed a good sense of chronology through their work comparing objects in use today with those used for the same purposes in the past, such as swimming costumes. Pupils can write about ancient and modern teddy bears, and can give accounts of how they have changed over time. Pupils achieve well. By the end of Year 6, pupils can use a range of historical sources, pictures, photographs and diaries to explore social issues such as the life of a poor Victorian child, undertaking historical enquiry with a degree of independence.

112. The quality of teaching and learning across both key stages is good. Where teaching is most effective, teachers ensure that pupils start the lesson with the background knowledge they need by reviewing what has been taught previously and by sharing with pupils what is to be learnt in the lesson. They ensure that pupils are clear about what they are to do and the resources used provide opportunities to focus on what is being taught. For example, teachers use photographs and other materials from the period being studied to develop pupils' ability to use first-hand evidence. This was particularly effective in a Year 1 lesson on the Victorian era when the teacher used photographs of four generations of her own family to increase pupils' understanding of how people live today and in the past. The high quality of teaching led to enthusiastic responses from pupils who were keen to learn, eager to answer questions and worked with commitment at the tasks they were set. One important feature of all lessons observed was the provision of learning activities which were adapted to meet the needs of different abilities so all pupils including those with special educational needs achieve well.

113. Lessons are well planned, work is pitched appropriately so that all pupils are included and time is used effectively to promote pupils' learning. Teachers' expectations are consistently high so that pupils are challenged to think hard about historical ideas. In one exemplary lesson, Year 5 and 6 pupils made excellent progress in developing skills of historical enquiry and in organising and writing about their findings. The teacher gave the class plenty of time to use a range of resources to identify for themselves aspects of children's lives in Victorian times. The teacher then drew the lesson together so that pupils could share what they had learnt. After this skilled preparation, pupils were able to write fluent accounts of how children lived. Learning objectives were shared with pupils at the start of each lesson so that they knew what they were to learn. Relationships between the teacher and pupils, and between pupils themselves, were warm but purposeful so that pupils behaved well and worked hard. Resources were well used so that pupils were enthusiastic and successful in their learning.

114. The subject is well managed by a recently identified co-ordinator who has attended a training course for history co-ordinators. She has revised the school's policy for history. Long-term planning for history is based on national guidelines that are refined to match the school's own needs. Cross-curricular links are well developed, for instance, in one history lesson where a 'mind map' technique and supported note taking were used to good effect to consolidate extended writing and to record historical findings. The curriculum is supported by effective use of resources such as video material and is enriched by visits to local sites and by topic specific artefacts from local museums, for example, Victorian swimming costumes that were worn by pupils. The co-ordinator monitors teachers' planning regularly and is leading staff in a review of the scheme of work so that long-term planning takes full account of feedback from the previous year's experiences. Although pupils' work is marked regularly, it is not yet assessed or moderated against National Curriculum levels of attainment. Opportunities to offer pupils feedback about how to improve their work are therefore missed.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. The school has made good progress in addressing the issues identified during the previous inspection, in most cases meeting or exceeding the recommendations. The most significant improvement has been in the development of long-term planning and the significant rise in the numbers of up-to-date computers available for the pupils. This ensures that all pupils have some access to appropriate equipment, with machines now linked by a network providing access to the Internet. Using the national guidelines as a scheme of work, the school now has systematic long-term plans that aim to raise standards to at least meet national expectations. These are used to produce basic medium-term plans for each half-term.

116. The co-ordinator has worked to promote assessment by introducing a useful overview of expectations for pupils in terms of skills and knowledge for each main phase of the school. Assessment is further supported by an annotated portfolio of pupils' work, but is not yet undertaken systematically and rigorously in all classes. Assessment has been identified by the co-ordinator for further improvement as staff become more familiar with each element of information and communication technology through their own training in each major strand of the subject. With its efforts focused on improving the general provision of basic hardware, the school has not yet planned for the purchase of more advanced equipment, such as interactive whiteboard, data projector, scanner or lap-top computers for teachers. Nor have governors yet scheduled and budgeted for a programme of replacement/renewal. This was identified during the previous inspection and will, again, become more urgent as earlier purchases gradually become ineffective or unreliable.

117. Standards at both key stages are in line with national expectations and pupils with special educational needs and English as an additional language show similar standards to those of other pupils. In both key stages, most pupils make ready, fluent and independent use of familiar programmes to support other subjects, especially in literacy and numeracy. At Key Stage 1, pupils can use a mouse to select and move items on screen. They edit the size, font and colour of text, incorporate simple pictures, show secure knowledge and skill in using basic keys, draw lines to connect words, enter simple data and both create and interpret simple pictograms, and draw imaginatively using a small range of software. They also use other technology, for example recording ideas on audiotape.

118. By the end of Year 6, pupils use and create branching databases, searching by more than one field; the most able pupils represent data in a wide range of ways and identify implausible and inaccurate data. Most pupils can employ a graphics programme to

represent, for example, new designs for their classroom and use a variety of simulations. They can carefully select text and graphics to suit the purpose of the work, for example a newspaper front-page, importing and manipulating images. They create colourful, imaginative and, often, witty drawings using a range of techniques and they use the Internet to research in a range of subjects. A small number of more able pupils are able to add information to a school web site, being created under a project funded by Excellence in Cities.

119. During the week of the inspection only three lessons were observed when skills or knowledge in information and communication technology were taught specifically. Here, teaching and learning were always satisfactory. In addition, almost all staff were seen making effective use of computers in their lessons, including the design and production of teaching materials and activities. From these lesson observations, and from information gathered in displays, work samples and discussions with pupils, the quality of teaching at both key stages is satisfactory overall. Where teaching is strongest, teachers have good subject knowledge and skills, confidently manipulating a range of software. Clear and well-presented classroom displays provide information about the computer, mouse and keyboard which progresses through the year groups, supporting a continual improvement in pupils' independent computer skills. Other observed features of stronger teaching include the rigorous and systematic teaching of appropriate vocabulary, and very clear and direct teaching of specific technical skills. In a few cases, pupils with special needs were particularly well supported by information and communication technology, allowing them to use alternative methods of recording that allow them to work more quickly and confidently.

120. The leading co-ordinator, based in Key Stage 2, is supported by a partner co-ordinator in Key Stage 1. Together they provide good leadership, supporting less confident staff, organising and providing training, shaping an effective curriculum, ensuring technical support and preparing a succinct but helpful policy that includes a specific reference to Internet safety. To bring about a steady growth in the skills of both staff and pupils, they have wisely focused the bulk of the school's work on a core of software applications that are used over several years, thus building skills in a familiar context. Through the provision of a range of supporting software, the school has expanded the use of information and communication technology across the curriculum and computer use is a regular feature of lessons in the school. While this ensures the frequent use of information and communication technology to support other subjects, the school has already identified the need to develop a system by which it tracks or plans the use of information and communication technology across the curriculum.

121. The curriculum is broad and balanced and, over time, offers appropriate opportunities in all aspects of the subject. This is monitored by the co-ordinator, while the school management team, in line with school policy, monitors the quality of teaching. There are adequate resources for each strand of the subject, and further purchases are planned to enhance resourcing in the coming year. An effective subject development plan identifies key areas for improvement, such as staff training or the use of information and communication technology across the curriculum. In Years 5/6, a mini-suite of five computers enables small groups to be taught together, which in turn improves pupils' progress. The lack of similar space in other year groups hinders the school's attempts to employ new and imaginative organisational methods that could help it to make even more efficient use of its resources.

MUSIC

122. The school has made sound progress in addressing the two minor issues identified during the previous inspection. The introduction of a new long-term planning, supported by the national guidelines, has introduced some improvement in the opportunities for Key Stage 2 pupils to compose music. This has been further reinforced by the purchase of a commercial scheme that supports lesson planning. The new planning materials have also helped to give more focus to lessons, though the identification of clear learning objectives. This, in turn, has helped the school address the problem caused in the past by pupils in less well-focused lessons losing concentration on their learning.

123. Standards at both key stages are in line with national expectations and pupils with special educational needs and English as an additional language show similar standards to those of other pupils. In Key Stage 1, pupils sing enthusiastically and accurately, varying the volume generally without losing quality or tone. They clap in time to the songs and perform appropriate hand and body movements to reflect the meaning and mood. They learn new songs quickly and readily. From observations in Year 1, pupils at Key Stage 1 are on course to achieve national expectations by the end of the key stage. In these lessons, pupils learnt rapidly to respond to musical instructions and the more able learnt also to give such instructions to their classes. They varied both the pace and the volume of their singing.

124. By the end of Year 6, pupils sing accurately and sensitively, sometimes in parts. Some pupils confidently sing complex songs, sometimes as a two-part or four-part canon. They respond to the intended mood of a song in the tone and volume of their voices. They are familiar with the sounds and names of a range of tuned and untuned percussion instruments and some can give sensible and well-informed reasons for selecting or rejecting each one when trying to achieve a particular tonal effect. Their instrumental playing includes melody, drone and ostinati, played with some accuracy and sensitivity. Here, the pupils are prepared to experiment with beaters and with different techniques for using them in order to gain the desired effect. They are familiar with the main families of instruments in a symphony orchestra. Pupils can also compose short pieces, for example creating a tune for a poem about a dragon, in which the repetitive form of the verses is mirrored in the repetitive melody using the pentatonic scale. They can compose simple percussion accompaniments for their tunes and can explain the development of their ideas.

125. The quality of teaching and learning in both key stages is satisfactory overall, and on the week of the inspection it ranged from satisfactory to very good. Where teaching was strongest, good subject knowledge, very high expectations and a clear lesson plan supported rapid learning. Here teachers used their very good relationships with children and their clear focus in learning objectives to set challenging tasks. They built on existing learning without undue repetition and balanced carefully the technical and expressive demands of the music. The pupils' understanding of the structure and impact of music is further enriched by links with other subjects, for example the study of *A Midsummer Night's Dream* by Year 6. Teachers were sufficiently confident to demonstrate singing or accompaniment to their classes, as well as using professionally recorded music to support their teaching. As a result, these pupils had to work hard to progress, but did so willingly, respecting the need to work with, rather than competing against, pupils performing complementary parts. Less confident groups or individuals were supported and guided appropriately. The great majority of pupils in the most effective lessons responded very positively to coaching on matters such as posture, breathing and voice tone and clearly took pride in their performance.

126. The subject co-ordinator provides sound leadership, drawing up and implementing the subject development plan, within the wider school development plan. There is a

succinct school policy for music and pupils of all ages receive a broad and balanced music education. The school's long-term planning has been strengthened by a temporary adaptation of the national guidelines particularly for older pupils. In addition, published materials have been provided to support lesson planning for all age-groups. The co-ordinator monitors the breadth and balance within long and medium-term planning, while the school management team, in line with school policy, monitors the quality of teaching. At present, assessment is largely based on teachers' evaluations of the effectiveness of lessons set out in their medium-term plans. The school should now consider ways of improving assessment, both to strengthen end-of-year judgements and to enable teachers to adapt their lessons to reflect the current strengths and weaknesses in what pupils know, understand and can do.

127. Children's musical experience is enhanced through assemblies that include a carefully selected range of suitable hymns. There is music for pupils to listen to as they enter and leave the hall. This contributes both to the assembly itself and to pupils' appreciation of the power and impact of music, though, at present, extracts are overwhelmingly drawn from the European and North American traditions. The resources for music are adequate for most aspects of the subject, though library book stock is in need of further development. Pupils have ready access to a range of good quality percussion instruments in their lessons, but these, like the music in assembly, would benefit from the addition of examples from other lands. Older children may undertake brass lessons or join the choir, both of which give the opportunity to perform in a well-received visit to a local old people's home. The limited space within the building hinders the school's ability to develop further musical experience beyond the classroom. However, lively musical productions by the school, the use of music in modern and traditional dance and occasional visits from musicians such as a local secondary school's brass band, enrich the musical experience enjoyed by all pupils.

PHYSICAL EDUCATION

128. Overall, pupils' attainment in physical education is above expectations in both key stages. Pupils make good progress throughout the school. This is an improvement on the last inspection at Key Stage 1. Key Stage 2 maintains the standards identified in the last report. Curriculum planning in Key Stage 1 has now been strengthened, with an appropriate balance in the provision of games, dance and gymnastics. The overall curriculum for physical education is satisfactory and meets the needs of all pupils.

129. In Year 5/6 pupils worked to a good standard in gymnastics. They showed good elements of planning, performing and evaluating and were able to work both individually and within groups. Pupils of all abilities moved well around the hall, making good use of the available space. Pupils used appropriate gymnastic words, to describe movements, for example, 'aesthetics' and 'counter balancing'. They were able to perform sequences with control and fluency. In dancing, Year 1 pupils interpreted music and expressed feelings with imagination. They were able to change the rhythm, speed and level of their movements. There was good use of language in this observed activity. A Year 3/4 group observed swimming, were attaining appropriate national levels for their age. Pupils' attitudes to the subject were very good across the whole school and throughout the observations undertaken.

130. The quality of teaching and learning is good overall and ranged from good to very good. Teachers have a good knowledge of the subject, ensured that pupils understood what they were going to learn, and through demonstration helped them to learn new skills. The pace of lessons was brisk, and pupils identified the effects exercise had on fitness and

on health. In the lessons in which teaching was very good the learning objectives and the achievements of pupils were reviewed at the end of the session, and teachers reinforced and identified the key words associated with the activity, so that the lesson supported pupils' literacy skills.

131. Development of the subject has been identified within the school development plan with an appropriate emphasis on the introduction of the Lancashire County Council scheme of work and the national guidelines, and the monitoring of planning and learning. This has been well supported by a 'physical education' week in the summer term 2001, which allowed the co-ordinator time to assess the quality of teaching and share ideas for improvement. The subject is given appropriate time allocations in both key stages and the cross-curricular links have also been identified. The co-ordinator provides good effective leadership. He is enthusiastic, reflective and proactive, and has led whole school in-service training in order to develop teachers' understanding of the curriculum.

132. There are good opportunities for pupils to become involved in extra-curricular activities. These activities revolve around the co-ordinators' strong leadership, and are supported by an enthusiastic team of teachers and external providers. The range of activities includes football, rounders, cricket, netball, cross-country, street dancing, folk dancing and athletics. Key Stage 2 pupils are mainly engaged with extra-curricular activities. External coaches have also been involved with the school, leading activities like rugby and tennis and providing pathways to membership of out-of-school clubs. The school has identified talented performers in football and athletics, and is actively pursuing additional opportunities for them to experience and achieve in. Pupils take part in a range of tournaments and matches against other schools. There are strong links with Burnley Football Club through the 'Football in the Community' project.

133. The curriculum is broad and meets the requirements of the revised National Curriculum. Assessment is an area identified for development, looking at the recently introduced National Curriculum level descriptors, as the possible central strands for moving forward. Whilst the school has a hall, with good flooring for dance and gymnastics work, the gymnastic apparatus for extending pupils' achievements upper Key Stage 2 is limited and needs development. Resources to support the subject are adequate and monitored by the subject leader. Outside play areas, although slippery during wet weather, are flat and expansive. An adjacent playing field, allows other activities to take place, when it is not waterlogged. Its municipal status means that it is open to the general public and therefore needs to be monitored before use.

RELIGIOUS EDUCATION

134. During the last inspection attainment in religious education at both key stages was found to be in line with the locally agreed syllabus. The school continues to maintain these standards, and by the end of Year 6 many pupils attain above the nationally expected level, and progress is good. Statutory requirements are met.

135. By the end of Year 2, pupils understand religious festivals, such as harvest. They are able to discuss feelings and apply that knowledge to their own lives. For example, a Year 1 class were able to discuss and link feelings highlighted in a class story about a little girl's baby brother being born to events when they had experienced similar feelings. By the end of Year 6, they know about a range of other religions as well as Christianity. They make accurate reference to religious terms such as the torah, Sikh dress and parts of the mosque. The less able are able to illustrate and record facts about different religions and the more able can apply their knowledge to every day life. In a Year 5/6 class the pupils

were able to discuss and record responsibilities relating to themselves and others and show how these apply to car drivers and those who decide to smoke. Work is at its best in Key Stage 1 when pupils illustrate their thoughts using pictures, and in Key Stage 2, when they explain their thoughts and give examples of how certain ideas or events impact on their lives.

136. Evidence from pupils' books, lesson observations, and displays, show that the quality of teaching and learning are satisfactory in both key stages. In the small number of lessons observed during the inspection, over half of the lessons were good and none were unsatisfactory. The two lessons observed in Key Stage 1 were good, although a Key Stage 2 teacher taught one of these. Teaching is at its best when pupils are provided with opportunities for discussion and learning methods match their needs. When this takes place, pupils with special educational needs and those who require additional support in English learn at the same rate as the other pupils. Effective teaching in Year 1 was evident when the teacher used a variety of resources and methods to enable the children to learn about different forms of communication including prayer. The children enjoyed the game of 'Chinese whispers' and were eager to learn. In a Year 5/6 class the teacher used good discussion and questioning techniques to further the pupils' knowledge of people's qualities – be they famous or ordinary individuals. Teaching is not as effective when teachers' direct learning by helping the pupils complete their work sheets because they have not fully understood the concepts.

137. Good cross-curricular links are made to literacy and numeracy through discussion, such as when pupils in a year 1 class talked about feelings from a story they had read. Mathematical calculations were used to calculate dates in a Year 5/6 lesson about Martin Luther King. During the inspection, there was little evidence of the use of information and communication technology to support religious education.

138. Leadership and management of the subject by the newly appointed co-ordinator are good. The subject is taught in accordance with the newly revised locally agreed syllabus. A new medium-term plan has been put in place with help from the county's advisory service. The co-ordinator displays knowledgeable expertise and enthusiasm for her subject. She prepares lesson guidance to match termly teaching plans for each teacher. The co-ordinator contributes to the school development plan and demonstrates a clear sense of direction and purpose. A good range of resources, many of which are newly purchased, supports the new scheme. The co-ordinator is not yet involved in monitoring teaching and learning but has established a portfolio that relates pupil's work to planning. To build upon the strengths in the subject, a consistent monitoring and assessment programme now needs to be established.