

# INSPECTION REPORT

## **BRIERCLIFFE PRIMARY SCHOOL**

Burnley

LEA area: Lancashire

Unique reference number: 119168

Headteacher: Mr J Whitham

Reporting inspector: Mr C Smith  
25211

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> February 2002

Inspection number: 222739

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Delamere Road Briercliffe Burnley Lancashire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Halstead
Date of previous inspection:	March 2000

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25211	Colin Smith	Registered inspector	Mathematics Music Design and technology Equal opportunities	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Key issues for action
9952	Lillian Brock	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
21060	George Brown	Team inspector	The Foundation Stage Religious education Art and design	Leadership and management
23887	Peter Nettleship	Team inspector	English History Special educational needs English as an additional language	
30954	Brian Ashcroft	Team inspector	Science Information and communication technology Geography Physical education	Quality and range of opportunities for learning

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

### **INFORMATION ABOUT THE SCHOOL**

This large primary school serves the families who live in the village of Briercliffe on the outskirts of Burnley in Lancashire. Most pupils live in the rows of terraced housing near the school but more recent private housing developments are extending the village population. There are 312 pupils, 137 boys and 175 girls. Twenty-eight pupils are entitled to free school meals, which is slightly below the national average. Twenty-four pupils have special educational needs, which is below average. Of these, two pupils have statements. Movement of families into and out of the area is not excessive but there has been an unusually high number of staffing changes over the last two years. Almost all of the pupils are white and very few speak English as an additional language. Children's attainment on entry to school is broadly average for their age.

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

This is an improving school, which provides a sound education for its pupils. Pupils achieve well in English and mathematics, in the junior classes, to reach high standards by the time they reach the age of 11. However, standards are not as high in science or in the infant classes. Teaching is satisfactory overall but almost half is good. Pupils have very good attitudes to learning and behave well in and around the school. The headteacher, staff and governors provide sound leadership for the school. The school provides satisfactory value for money

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

- Pupils achieve well in the juniors to reach high standards in English and mathematics and above average standards in information and communication technology (ICT), religious education, art and design and dance by the age of 11.
- Teaching is very good in the Year 1/2 class and good in most of the junior classes.
- The headteacher, staff and governors have been successful in overcoming the serious weaknesses noted at the last inspection.
- Pupils behave well and have very good attitudes to learning.
- The effective provision made for pupils with special educational needs enables them to make good progress.
- The school benefits from good financial management and smooth administration.

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

- Standards in mathematics are not high enough by the time that pupils reach the age of seven.
- More able pupils do not fulfil their potential in science, geography and history.
- The school could do more to inform and involve parents, and to seek their views.
- Pupils are not sufficiently well prepared in important aspects of personal and health education.

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

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

The school has made good improvements to overcome the serious weaknesses identified at the time of the last inspection in March 2000. The headteacher, governors and staff have improved the quality of teaching and standards. Pupils are now achieving more from reception to Year 2, although there is scope to raise standards further. Pupils achieve well in the junior classes because the teaching is good. As a result, standards are rising faster than national trends and are high in English and mathematics. Standards in science, which was an area requiring improvement, are average but good training for teachers has greatly improved pupils' skills of scientific enquiry. The school has also been successful in raising standards in ICT to levels that are now above average. These improvements have followed a period of intense self-review out of which has emerged effective procedures to check on and improve teaching and learning. The school is now in a stronger position to move forward.



## 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	A	A	A	B	well above average A above average B Average C below average D well below average E
Mathematics	B	A	A	A	
Science	C	A	C	C	

Results achieved by 11-year-olds in English and mathematics over recent years have improved at a quicker rate than national trends. Junior pupils achieve well to reach high standards in English and mathematics by the age of 11. Standards in these subjects are higher than in schools with a similar intake of pupils. This has been achieved largely through effective teaching. The targets set have not been high enough in view of the actual results being about ten percent higher, but this has not prevented teachers from aiming high and preparing their pupils well for the national tests. Standards in science are average, but they are improving because pupils' skills of scientific enquiry are now developed effectively. However, there is scope for further improvements in science, and in history and geography in all classes by extending the learning of the more able pupils. Standards by the age of 11 are at the levels expected in all other subjects apart from ICT, religious education, art and design and dance in which they are higher than expected.

Children enter school with broadly average attainment but in response to good teaching of literacy and numeracy in the reception classes, they enter Year 1 with above average attainment in these areas. Children also achieve well in their personal and social development and acquire social skills and independence in learning that are well advanced for their age. In other areas of learning pupils achieve steadily to reach the levels expected of them.

Pupils' achievements have been adversely affected by the many changes of teachers in the infant classes. Although they achieve well in the Year 1/2 class, they do not make enough progress in the Year 1 class where the teaching is weaker. Most pupils achieve steadily in the Year 2 class but not enough is expected of the more able pupils, particularly in mathematics. As a result, standards in mathematics are not as high as they should be. Standards in reading and writing are above average but this represents only satisfactory progress in view of the good literacy and numeracy skills that children acquired in the reception classes. Standards in other subjects by the age of seven are at the levels expected, apart from art and design in which standards are higher.

Pupils with special educational needs are well catered for and they make good progress. Pupils with English as an additional language also make good progress because they are well supported.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils are keen to learn and apply themselves well.
Behaviour, in and out of classrooms	Good: Pupils behave very well around school and in almost all lessons. Pupils show respect and consideration for others.

Personal development and relationships	Good; relationships are very good and pupils work well together and take initiative.
Attendance	Well above average; pupils are punctual and enjoy coming to school.

In the Year 1 class pupils are not as well behaved and they do not concentrate on their work because the atmosphere is noisy and there are too many distractions.

## TEACHING AND LEARNING

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

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

Teaching is good in the Year 3/4, 4, 5/6 and Year 6 classes and very good in the Year 1/2 class. In these classes pupils learn quickly and respond well to the challenges they are given. Teaching of English and mathematics is good, particularly in junior classes, where the tasks provided are better matched to pupils' different learning needs. Teaching elsewhere is mainly satisfactory but the basic skills of reading, writing and number are taught well in most classes. Reception children make a good start in these important areas, but more could be provided to fuel their curiosity and develop their spoken language in other areas of learning. Almost all teachers manage their pupils well and ensure that there is an atmosphere of concentration and good application in their classes. However, this has not been achieved in the Year 1 class. Although the situation is temporary pupils are not able to learn as well as they should because there are too many distractions. In addition to good teaching of literacy and numeracy, junior teachers are particularly effective in their teaching of ICT, religious education, art and design and dance which is why above average standards are achieved in these subjects. However, the learning of more able pupils, throughout the school, is not sufficiently extended in science, history and geography largely because their needs are not specifically planned for. This is also true of mathematics in some infant classes where there has been a greater turnover of teachers. Pupils with special educational needs are taught well, often by classroom assistants. Pupils with English as an additional language are also successful in their learning because teachers work hard to ensure that they understand what they are expected to do.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; the school ensures that the basic skills are a priority but not at the expense of the other subjects. The school does not have a personal, social and health education programme to ensure that pupils are well prepared to look after themselves.
Provision for pupils with special educational needs	Good; additional literacy and numeracy activities are provided to enable these pupils to make good progress in reading, writing and numbers skills.
Provision for pupils with English as an additional language	Good; teachers are mindful of the need to check on their understanding of new vocabulary and provide effective support when they are working on their tasks.
Provision for pupils' personal, including spiritual, moral, social and cultural	Satisfactory; good in moral and very good in social aspects. Although satisfactory in other aspects, more could be done to raise pupils' spiritual awareness and their understanding of cultural diversity.



development	
How well the school cares for its pupils	Satisfactory: the school has effective procedures to ensure good behaviour and attendance. New systems of assessment are developing well, although the school has yet to introduce the setting of individual targets to show pupils what they need to do to improve.

The school is popular and maintains good relationships with parents. However, a sizeable minority of parents are looking for a closer relationship with the school and more information about their children's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; the headteacher and senior staff have led the school successfully through a difficult period. Whilst reacting well to the necessary changes, there has been some reluctance in the past to go out and meet the need for change with rigour and conviction.
How well the governors fulfil their responsibilities	Satisfactory; the governors now have greater impact and influence on the life of the school. They are particularly well informed on matters of forward planning but less so in relation to the curriculum.
The school's evaluation of its performance	Good; effective systems are now in place to check how good standards are and the effect of teaching on pupils' learning.
The strategic use of resources	Good; financial planning is of a high order and the school seeks best value by looking for ways to better itself by prudent spending.

After a period of change, the school is now well served by a committed and caring staff. Apart from the lack of a secure outdoor play area for reception children, the accommodation and resources are suitable to ensure that pupils have the full range of learning experiences.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school, they make good progress and behave well.</li> <li>Children are expected to work hard and helped to become mature and responsible.</li> <li>Parents see the teaching and the leadership of the school as effective and feel happy to approach the school to seek help.</li> </ul>	<ul style="list-style-type: none"> <li>Not all parents agree that they are kept well informed about their children's progress.</li> <li>Not all parents feel that the school works closely with them.</li> <li>A quarter of the respondents do not agree that the school provides an interesting range of activities outside lessons.</li> </ul>

The inspection team largely agrees with the parents' positive views. Leadership and management and the quality of teaching are at least sound with many good features and pupils are mature and well behaved. There are plenty of opportunities for pupils to take part in extra curricular sporting activities but parents are right about the limited range. Parents who have time to visit are made welcome and their opinions matter. However, the school does not reach out enough to all parents. For example, parents are not usually consulted to find out how they feel about the school and they are not informed about what their children are expected to learn. This does not encourage parents to play a full part in their children's learning. Targets are not written into the pupils' reports to help parents to know what their children need to do to improve.

## **PART B: COMMENTARY**

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

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

1. Standards in the infant classes, over the last four years, have improved steadily at the national rate. In these classes, pupils' achievements have improved since the last inspection, particularly in reading and writing, despite the many staff changes. However, standards in mathematics have not risen quickly enough and there is still more to do.
2. Standards in English and mathematics have outstripped the national trend in the junior classes and have generally remained well above average for three years. The targets set by the school have, in the past, not always been challenging enough. However, this has not prevented junior teachers from pulling out all the stops. They have prepared pupils for their tests very well and provided booster classes for pupils whose attainment, with extra coaching, could move up to a higher level. These measures have proved so successful that approximately ten percent more pupils than forecast reached the levels expected in English and mathematics in 2001. The school has now introduced regular assessments to measure the improvement in pupils' basic skills at the end of each school year. The data is transferred to a computer program which sorts the information and produces predictions of future standards based on current performance. This information is invaluable in providing a picture of improvement and identifying where the weaknesses lie. This is leading to more accurate target setting. For example, the school now considers the proportion of pupils on course to reach the higher levels as well as the expected levels, at both Year 2 and Year 6.
3. When children start in the reception classes, their attainment is broadly average for their age, although comparatively few of the children have special educational needs. They respond well to the effective teaching of communication, language and literacy to reach standards that are higher than expected by the end of the reception year. They also achieve well in mathematics, for similar reasons, and again reach higher than expected standards. As a result, most children enter Year 1 with the skills and confidence to tackle simple reading, writing and number tasks. Children in the reception classes benefit from the positive learning atmosphere provided. As a result, they gain social skills and independence and reach above average standards in their personal, social and emotional development. In other areas of learning, the planned activities enable children to make steady progress to reach the levels expected. However, their progress could be better if they were encouraged to explore for themselves, from a wider range of general activities and then encouraged to talk about what they had learned. Children reach the levels expected in their physical development, but there is no secure outdoor area where children can improve their climbing and balancing skills.
4. Standards in English are above average by the age of seven and well above average when pupils reach the age of 11. Pupils achieve well in acquiring the skills to listen attentively and to speak with confidence and good articulation. By the time they reach Year 6, they converse, debate and exchange ideas to a good level for their age. Standards in reading are above average at the age of seven and well above average by the age of 11. These standards are confirmed in the results of the most recent national tests in 2001. Although opportunities are sometimes missed, in the infant classes, to draw pupils' attention to blending letters to make words, regular reading

practice at home and at school ensures that pupils learn to read fluently. Pupils achieve well in reading in the junior classes and by the time they are ready to move to secondary school, they read expressively and with good understanding. Standards in writing are above average at the age of seven but are not as high as the 2001 results showed. Two reasons for this are the changes of teachers and not as many of the pupils this year are reaching the higher levels. However, most pupils learn to write in sentences with reasonable spelling and punctuation. By the age of 11, standards of writing are well above average and most pupils write persuasively, carefully selecting words to influence the reader. Handwriting is good and pupils' work is very well presented. Pupils' literacy skills are improved by using them to assist learning in other subjects.

5. Standards in mathematics are average by the age of seven and have been slower to improve than either reading or writing. Standards this year mirror the 2001 results, with fewer pupils than might be expected reaching the higher levels. Most children enter Year 1 with above average attainment in numeracy. This has not been built on well enough over recent years. Whilst changes of teachers have played a part in this, the level of challenge is not as high as it should be for the more able pupils to fulfil their potential. Although most pupils by Year 2 handle numbers confidently to 100 and understand the processes of addition and subtraction well, comparatively few are working with numbers beyond 100. Pupils achieve very well in the junior classes. The good teaching moves their learning on rapidly. By Year 6 they have acquired good knowledge and understanding in all areas of mathematics and apply their skills impressively when asked to solve numerical problems in mathematics and in other subjects, such as science.
6. Standards in science are average at the age of seven, slightly lower than the teacher assessments last year showed. Standards are also average at the age of 11 but they could be higher. In response to the last inspection, a big effort has been made to improve pupils' skills of scientific enquiry. Pupils now achieve well in this aspect of science and are able to plan and carry out their own fair tests much more effectively than in the past. However, pupils' work in their books shows that in the knowledge and understanding areas of science, all pupils are given the same level of work, irrespective of their different learning needs. This holds back the learning of the more able pupils and prevents them from reaching the higher levels of which they are capable.
7. Standards in ICT are above average, which represents a significant improvement on the last inspection. The provision of the new computer suite and the good training for teachers in its use, enable pupils to achieve well. In addition, pupils' ICT skills are developed well in many other subjects.
8. Standards in religious education have also improved since the last inspection and are now higher than expected by the age of 11. Good teaching in the junior classes is a major factor in enabling pupils to achieve well in their understanding of how both Christianity and other religions play an important part in people's lives.
9. Pupils achieve well in art and design and in dance to reach above average standards. In all other subjects, pupils achieve steadily to reach the standards expected at the age of seven and 11.
10. Pupils with special educational needs are well supported, particularly in their learning of basic skills. The school's assessment procedures are very effective in identifying which pupils need help. No time is wasted in organising additional literacy and

numeracy classes. These measures result in pupils making good progress and many of them reaching the levels expected in English and mathematics by the age of 11.

11. Pupils with English as an additional language are well catered for. Their language needs are well known to their teachers. Barriers to their learning are quickly removed by explaining unfamiliar words and supporting their spelling. As a result, these pupils achieve well and usually work comfortably with the higher attaining groups.
12. There is no significant difference in the attainment of boys and girls but pupils with higher ability do not make the progress of which they are capable in some subjects. In science, history and geography teachers tend to provide work at much the same level for all pupils. Although the tasks are challenging for most pupils, the learning of those with higher ability is not extended enough.

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

13. Since the previous inspection, pupils have maintained their very good attitudes to learning and their good behaviour. Relationships in the school are very good. Whilst some aspects of personal development are very good, there are gaps in pupils' skills and knowledge. There is a happy atmosphere in the school and this has a positive effect on pupils' attitudes to school and their learning. Nearly all parents who responded to the questionnaire feel that pupils' behaviour is good and that the school helps their children to become mature and responsible.
14. Children in the reception classes are well settled into the routines of the school and most are well behaved. They are happy to come into the classroom and are keen to take part in the activities provided for them. They are confident and are learning to get on with others. They are developing independence and are able to carry out tasks on their own as seen when a group of children made individual observations after comparing the solidity of vegetables before and after they are cooked.
15. Pupils have very good attitudes to school and most are enthusiastic about their work and school life. They are cheerful and confident in the classroom and around the school. Pupils concentrate well in lessons, maintain interest and listen well to their teachers. The majority of pupils work hard and show good levels of personal motivation to improve their work. This makes a significant contribution to their success and to the progress they make. In some lessons, pupils are very animated about what they are doing because they are enthusiastic about the learning. For example, in a Year 6 lesson, pupils had prepared well for a debate on animal rights as seen in their mature and sensible responses. There are a few occasions when some pupils, in particular those in Year 1, become restless, noisy or behave inappropriately in lessons. This occurs when they do not listen to the teacher's instructions and then they do not know what to do. As a result, they seek attention from their teacher and the frequent interruptions hinder their progress.
16. Overall, pupils' behaviour is good and is fostered through the school's consistent expectations and its emphasis on positive praise. Most pupils behave well in lessons. Around the school, pupils are clear about the expected standards of behaviour and move sensibly around the building. They are friendly and polite and make visitors to the school feel welcome by greeting them. In assemblies and in the dining hall, they behave well and are courteous towards others. In the playground, their play is happy and lively and no incidents of bullying or unpleasant behaviour were observed during the inspection. There have been no exclusions.

17. Whilst pupils make good progress in most aspects of personal development there are gaps. Discussions with older pupils revealed that they had little knowledge of drug abuse and physical changes as they grow up. They confirmed that their personal and social education lessons were mainly about discussing friendships, bullying and hobbies. Independent learning in many lessons is good. Pupils are able to work on their own or in groups without the direct supervision of the teacher. Pupils demonstrate good personal and social skills in the way they interact with each other. Older pupils feel a sense of responsibility for the care of younger pupils, for example ensuring that they consume their packed lunches and that they are suitably dressed for playtime. A reception child said a Year 6 pupil was his 'zip monitor'!
18. Attendance is very good and well above the national average. This is an improvement since the previous inspection. There is no unauthorised absence although the school has noted an increase in numbers of families who have holidays during term time. Most pupils arrive at school on time which results in a prompt start to lessons. Parents confirm that their children like school and most attend willingly.

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

19. Taking account of the lessons seen and pupils' work in their books, the quality of teaching is satisfactory. Approximately half of the teaching in the lessons seen was good. Although, the teaching in five percent of the lessons was unsatisfactory, this represents a considerable improvement since the last inspection in 2000 when almost a third of the teaching was unsatisfactory. Improvements in teaching were noted by Her Majesty's Inspectors last year when they reviewed the progress made in overcoming previous serious weaknesses.
20. Teaching varies in different parts of the school. In general, the well established, experienced teachers are very effective and in their lessons pupils learn at a good rate. However, over recent years there have been many staff changes, particularly in the reception classes and in Years 1 and 2. The current Year 2 pupils, for example, have had seven different teachers in their passage through school. Most of these classes are taught by newly qualified and supply teachers who are adjusting to the needs of the pupils. Most, but not all, of the teaching is satisfactory or better in these classes.
21. Teaching in the Foundation Stage (reception classes) is satisfactory, although the teaching in almost half of the lessons was good. In these classes, the basic skills of literacy and numeracy are taught well. As a result, by the end of the reception year, children achieve above average standards in reading, writing and number work. Children's reading skills are taught particularly well. Imaginative use of puppet characters in the reading of stories such as 'The Little Red Hen' engages children's interests, improves their word building and word recognition skills and greatly enhances their spoken language. Similarly in mathematics, teachers plan carefully for the children's different learning needs to ensure that they are all challenged. New vocabulary, such as, 'How many more are there in this set?' is introduced systematically to enable children understand new ideas. Teaching in other areas of learning is satisfactory. Specifically prepared activities, such as working with clay and boiling vegetables to observe the changes are stimulating and successful in widening children's knowledge and understanding. However, more could be done to encourage children to learn for themselves by providing a wider range of materials to explore and different media to experiment with. When children do engage in free choice activities, opportunities are missed to intervene and question them about their learning.

22. There are weaknesses in teaching in Years 1 and 2 and teaching here varies more than in any other part of the school. In the mixed Year 1/2 class, the teaching is very good. The relationship between the teacher and the pupils is excellent and pupils are highly motivated. The teacher knows the pupils very well and takes this into account when explaining new learning. She expects them to give of their best, which is evident in the comments she makes, such as, 'All think about this – don't expect others to do this for you.' An interesting and highly successful technique is the way she makes deliberate mistakes. Pupils watch intently for any missing full stops or capital letters. This makes them very aware of the correct spelling, punctuation and accuracy in number. In the Year 1 class, pupils' learning is seriously impaired because of weak discipline. Although the teacher is providing temporary cover, pupils are not learning as well as they should be and their attainment is falling behind. In the Year 2 class, teaching is satisfactory. The activities provided keep the pupils interested and the teacher explains each new learning step clearly. However, opportunities are missed to question pupils to find out how well they understand and move them more quickly. Lessons are suitably structured to allow time for pupils to discuss and practise newly acquired skills. However, they sometimes spend too long engaged in one activity, such as listening, which goes beyond their concentration span. At this point their interest and concentration falters.
23. Teaching in the junior classes is good. There are plenty of examples of very good teaching and one lesson was excellent. Basic skills, such as quick and accurate calculation and reading with good understanding, are taught well and many worthwhile opportunities to apply and refine these skills are provided. Lessons get off to a brisk start. The purpose of the lesson is always crystal clear and imaginative approaches are used to stir pupils' curiosity. In Year 5, for example, the teacher introduced the idea of moving figures and showed pupils how futuristic effects could be achieved. This resulted in some highly original artwork. Most of the junior teachers have expertise in several subjects. This enables them to lead pupils step by step through complex ideas to build solidly on their understanding. For example, the Year 6 teacher referred to 'walking' and 'running' beats to enable pupils to understand the value of different notes when recording their musical compositions. Questioning is used extremely well to make pupils think and to probe their grasp of new ideas. In a Year 4 lesson, for example, the teacher constantly asked 'why' and 'what if' questions to make pupils consider all factors in designing packaging. The tasks set in most subjects are challenging and engaging. For example in Year 5 and 6 mathematics lessons, pupils were expected to use their extensive knowledge and their sharp numeracy skills to solve tricky problems in identifying angles. These were very successful lessons that resulted in effective learning, not least because the work was carefully graded to match pupils' different learning needs.
24. Pupils with special educational needs are taught well. Accurate assessment of their learning needs enables teachers to know what to concentrate on. This is shared with classroom assistants who then work on the basic skills very effectively. Over time, pupils with special educational needs make good progress and many of them reach the standards expected by the age of 11.
25. Pupils with English as an additional language are fully integrated into classroom activities. In the classes they are allocated to, teachers are mindful not to assume that they are already familiar with the vocabulary needed and frequently check that they understand. These pupils learn English quickly and achieve well.
26. There are very few weaknesses in teaching in the junior classes although teaching in the infant classes could be better. One weakness that creeps into teaching across

the school is the lack of provision for more able pupils in science, history and geography. When teachers plan their lessons they do not specify what the more able pupils are expected to learn in these subjects, as they do in English and mathematics. As result, all pupils are given the same work to do which does not move the learning of the more able pupils on quickly enough. The homework provided makes a significant contribution to pupils' learning in some classes. However, the homework policy is not clear on how much work pupils are expected to do at home and this leads to inconsistencies between classes. The use of assessment to measure how well pupils are learning is not always used to plan work for pupils' different learning needs and the work provided can be too easy or too difficult in subjects such as history and geography. Although the marking of pupils' work has improved considerably and is now good, individual targets are not set to show pupils and their parents what pupils need to do to improve.

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

27. The curriculum provided by the school is satisfactory. All subjects and areas of learning are planned for but there is no planned programme to ensure that pupils' personal, social and health education is catered for. The picture is similar to the last inspection
28. The provision for children in the reception classes in the Foundation Stage of learning is firmly rooted in the early learning goals designed for children of this age. There is a strong emphasis on the learning of basis skills. The lack of a secure outside play area limits the opportunities children have to develop their physical skills, although this is compensated for to some extent by timetabled lessons in the school hall.
29. The school has implemented successfully the National Strategies for Literacy and Numeracy. The provision for writing is good throughout the school because pupils have many rich opportunities to write for different purposes. The provision to develop their speaking and listening skills is also good, particularly in the junior classes where pupils are often engaged in debates. However, the strategies implemented to teach reading are weaker because pupils do not have enough opportunities to improve their word building and word recognition skills in all of the infant classes. The provision for numeracy is satisfactory. It is good in the juniors where all strands of mathematics are taught and where the work planned is closely matched to pupils' different learning needs. However, the work provided does not always match pupils' different learning in some of the infant classes.
30. Planning for the teaching and learning of science is satisfactory and improving now that pupils are taught the skills of scientific enquiry. However, there are not enough opportunities for more able pupils to extend their knowledge and understanding. This is why fewer pupils reach the higher levels in science than in mathematics and English by the age of 11. The provision for ICT has improved substantially and is now good. The new computer suite enables pupils to be taught specific skills efficiently. As a result, standards are rising quickly. The provision for music is satisfactory. The shared planning helps the teachers know what to teach. However, not enough support is given to the non-specialist teachers.
31. The provision for pupils with special educational needs is good. The school cares well for the needs of the children. They identify those needing support and this is provided for in extra groups arranged to develop their basic skills, especially in literacy. This enables many of them to reach the levels expected.

32. Pupils with English as an additional language are well provided for. Their language needs are well understood by teachers who involve them in discussions and explanations to check their understanding.
33. Equality of access and opportunity is satisfactory. Both boys and girls join in all the activities such as the residential week and the outdoor activities week. However, the provision for the more able pupils is not always adequate in some subjects, such as history and geography, mathematics in the infant classes and science in the juniors.
34. The school offers satisfactory opportunities for pupils to learn through its programme of extra curricular activities. These are particularly strong in sports. However, little is provided in other areas, such as music, or for pupils in the infant classes, as parents indicate. The school makes good use of the local community resources to contribute to pupils' learning. Pupils enjoy joining with other local schools for sports competitions. The annual open afternoon is a popular event within the local community. Satisfactory relationships are maintained with partner institutions. There are effective transfer arrangements in place with the local secondary schools. Although pupils attend many different secondary schools, staff liaise well and this ensures that pupils have a good understanding of what to expect when they begin year seven.
35. Although pupils' personal, social and health education is suitably provided for in many respects, there are weaknesses. For example, the school does not have a drugs awareness policy or a planned programme of personal and health education to help pupils to understand why changes to their bodies occur as they are growing up. This means that they are not adequately prepared for the dangers and challenges they may encounter later.
36. As noted at the time of the previous inspection the provision for spiritual and cultural development is satisfactory. The provision for moral development is still good and for social development is now very good.
37. Provision for pupils' spiritual development is satisfactory. Occasions are planned for pupils to consider the wonders of the world around them in assemblies but too little time is allowed, particularly in class assemblies, to reflect upon any issues raised. There are a few occasions in lessons when pupils show delight and wonder in sharing what they know. For example in a Year 2 art lesson, pupils were enthralled by the shades and details of the flowers they observed through magnifying glasses and as a result, their joy at the wonder of nature was clear to see. When teachers capture the moment, pupils are more than ready to show their appreciation of wonder. Older pupils' poems about snow, for example, reveal their feelings as well as descriptive powers. However, such opportunities are not taken in all classes.
38. Provision for pupils' moral development is good. A strong moral thread runs through religious education lessons, for example resisting temptation, having a conscience and knowing the difference between right and wrong. Teachers have high expectations of behaviour as seen in the classroom rules. The school operates a system of awarding team points for effort, behaviour and for simply improving. These are presented weekly in a celebratory assembly, which acts as an incentive for pupils to work hard and behave well.
39. Provision for pupils' social development is very good. Teachers expect pupils to listen well and put their hands up to contribute. The school provides many opportunities in



lessons for pupils to work independently and to collaborate effectively in joint projects. Pupils respect the feelings, values and beliefs of others because teachers insist that they listen carefully when others are speaking and respect their contribution. Older pupils are given responsibility and act as good role models for younger pupils. The school provides visits out of school and a range of sporting extra curricular activities, which enhance pupils' social development.

40. Provision for cultural development is satisfactory. Pupils learn about their own culture through good opportunities to participate in outdoor pursuits in the Lake District and visits into the local and wider community. For example, a governor is a local historian and he helps them to understand the history and geography of the local community. Art and music make an important contribution to pupils' cultural development. For example, in a Year 5 art lesson, pupils were given valuable insights into the style of a Futurist artist. A range of faiths are studied in religious education, for example some Islamic prayers written by pupils are on display in the school but there are not enough opportunities for pupils to consider the rich cultural heritage of Burnley and its surroundings.

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

41. The school has maintained the very good procedures for ensuring pupils' welfare, health and safety reported at the time of the previous inspection. Parents appreciate the care provided by the school, they consider that teachers are approachable and are sensitive to the concerns about their children's progress or the need for additional support.
42. The school meets the statutory requirements for providing a safe place for pupils and adults to work in. It has clear procedures supported by a health and safety policy to ensure that any possible hazards are identified, reported and dealt with quickly. The procedures for dealing with children who are unwell, who hurt themselves or who require medical support are very good. There is a generous number of staff trained in first aid who give caring and sympathetic support. Midday staff care well for pupils at lunchtime and in the playground. The playground rules are prominently displayed and the school provides specific areas for ball games or other pursuits.
43. All staff have a good awareness of pupils who may be experiencing difficulties or whose welfare is giving cause for concern. Having two designated teachers whose training is fully up to date strengthens the procedures for child protection. There are clear guidelines for staff and the school follows the local authority's recommendation well to make use of the services of the different agencies. There are good systems for monitoring pupils' attendance and for following up absences and these are proving successful as seen in the improved attendance figure.
44. There are very good procedures for the promotion of pupils' behaviour and for dealing with unsatisfactory behaviour. These work very effectively in all classes but one. Good use is made of the system of rewards for effort, good behaviour and attitudes to work and improvement. There are regular opportunities to share in pupils' achievements and successes in school assemblies, which raise their self-esteem and encourage them to do better. Staff know pupils well and give them good guidance and support when they need to make improvements. Pupils are clear that the headteacher and staff will deal very quickly with any worries or concerns they may have about unkind behaviour or bullying.

45. The school has satisfactory procedures for monitoring and supporting pupils' personal development. There are some opportunities for older pupils to evaluate how well they are doing and identify where they need to make improvement. The activities planned for pupils with special educational needs and for the pupils with English as an additional language are well matched to their needs. Some aspects of pupils' personal and social development are monitored suitably. For example, teachers observe pupils' social behaviour and responses in lessons and take action to support pupils when help is needed. However teachers are not aware of what pupils know or how they feel about issues such as drugs and growing up because there is no planned programme of personal, social and health education.
46. The procedures for assessing and monitoring the pupils' academic progress are satisfactory overall. In English and mathematics, the information gathered from annual assessments of pupils' learning is used effectively to identify areas for improvement. This information is shared with teachers to help them to focus on areas that pupils find difficult. In addition, teachers are made aware of any pupils whose progress is slower than might be expected and groups of pupils are then targeted for extra support. Teachers also assess pupils at the end of a unit of work or at the end of term. Junior teachers and some of the infant teachers use the assessment information well to match the work provided to pupils' different learning needs. However, not all of the infant teachers have such a good grasp of assessment and the tasks provided are not always closely matched to pupils' learning needs, particularly those with higher ability.
47. In science there is good analysis of test results. This identifies areas for development, such as scientific vocabulary, but the outcomes of assessments are not used to plan activities designed to improve the learning of the more able pupils. Pupils are suitably assessed in ICT at the end of each unit of work to check how well they are learning. In all other subjects, pupils' learning is assessed informally, sufficient to enable the next teacher and parents to be informed of their progress. Assessment data is collated electronically, which offers valuable information on pupils' achievements at the press of a button. These measures are streamlining assessments and helping teachers to compare the progress made by one group of pupils with another. All that is needed now is to use the information available to agree targets with pupils so that they have specific goals to aim for.
48. In the Foundation Stage, teachers use standard assessments well to ascertain and then measure children's progress when they enter the reception class and again when they leave. These assessments reveal that they make good progress in literacy and in numeracy. However, insufficient use is made of day-to-day assessment to set the next steps in other areas of learning. This slows children's learning down in areas such as their creative development.
49. Pupils with special educational needs are assessed regularly to identify what they know and how well they are learning. The information is used well to draw up individual education plans. These are valuable to teachers and the support staff who help them because they know what to concentrate on. However, there is scope to improve the sharpness of the targets set so that the pupils themselves have a clearer picture of what they need to do to improve.
50. There are very few pupils with English as an additional language and assessments of their learning shows that they make good progress.

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

51. Although parents view the school as a good school which their children like attending, the three areas for improvement noted at the time of the previous inspection are still outstanding. These are the information they receive on children's progress, the work they do at home and the range of extra curricular activities. Of the parents who returned the questionnaire, seventeen per cent do not feel that the school works closely with them.
52. The previous inspection noted that the reports gave information on what pupils needed to do to improve but this is not a consistent feature of the current reports. There are no targets for improvement, which would help pupils and parents to focus on areas for development. The general information about events in the school through newsletters and letters home is satisfactory and the prospectus is written in accessible language. This ensures that parents know what is happening in school. However, the school does not send out information about what their children are expected to learn each term and parents have to rely on what their children tell them.
53. Members of the Parent Teacher Association work very effectively with the school. They are very successful in raising funds and organising social events. For example, this dedicated group has helped to purchase resources for the ICT suite. The school involves parents well before their children begin school. Teachers make home visits to meet the children and reassure parents. This makes for a calm and untroubled start in the reception classes. Most parents feel that the headteacher and staff are very approachable and when they share their concerns with them, most problems are sorted out quickly. Just over half of the parents who returned the questionnaire either did not know or did not consider that there was an interesting range of out of school activities on offer. Evidence for the inspection indicates that there are plenty of sporting opportunities but little else.
54. Parental involvement in children's learning at school and at home is satisfactory. Most parents listen to their children read and help with homework but few parents help in school. The school does not have regular procedures to find out how parents feel about the school, although most parents signed the Home/School Agreement. The school has held useful workshops for parents, for example on how to help children with reading and literacy.

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

55. The headteacher and key staff provide sound leadership and management for the school. This is an improvement on the last inspection when weaknesses in monitoring and evaluating the work of the school led to serious weaknesses in standards, teaching and learning. The school is now well managed and administered on a day-to-day basis and this ensures that the school operates smoothly and staff and pupils know what they are expected to do.
56. Faced with maintaining standards and improving the areas highlighted during the previous inspection, the headteacher has initiated improvements in several areas. These include the monitoring of the school's past and present performance and ensuring that standards in science and ICT are raised and sustained. He has also ensured that pupils with special educational needs are well catered for. Whilst reacting well to the changes that have become necessary, there has been some reluctance in the past on the part of the headteacher and key staff to go out and meet the need for change with rigour and conviction. The headteacher's vision for sustained high standards, including improved outcomes for more able pupils, is now

shared by staff and governors and welcomed by parents. As part of this process, the school is rightly reviewing its aims to ensure that they reflect accurately current practice as well as future aspirations.

57. The headteacher is well supported by an experienced deputy and senior management team. They carry out their responsibilities well. They observe lessons, feedback information to teachers, and check pupils' work and assessment results to identify patterns and weaknesses. For example, they have identified the need to improve pupils' use of technical language. They now know much about the school and are effective in raising standards. The monitoring of teaching and learning is now much stronger and has to be sustained if standards of teaching and learning are to be raised still further.
58. The impact of subject leaders is satisfactory overall. Those responsible for English, mathematics, science, religious education and ICT have had a major influence on teaching and learning because these areas have been priorities. However, in some of the other subjects, leaders have only recently been appointed and have not yet had regular opportunities to evaluate exactly where their subjects are and what priorities are needed to improve them. The headteacher had drafted out a monitoring schedule showing exactly when each subject leader will be released to gather information. The school has undergone several staff changes in recent times, particularly in the infant years. This has led to frequent changes in the leadership of different subjects and created a lack of consistency in standards of monitoring and subject development.
59. The governing body meets its statutory requirements and has improved its overall impact and influence on the life of the school. Its various committees are well structured and governors now fulfil their duties to a sound standard. They are particularly well informed on matters of finance and strategic planning but less so about the curriculum. However, there is a shared commitment to ensure the school goes forward based on its past experiences and governors are energetically behind the headteacher, staff and pupils in this respect. The governors have provided good levels of support while the school addressed its previous key issues and their role as critical friend is evident.
60. Financial management and budgetary control are good. The headteacher and governors review the needs of the school carefully. The views of staff, the local education authority and, to a lesser extent parents, are taken into account when priorities are drawn up and spending decisions are made. The headteacher provides governors with a range of spending options, all of which are costed out. This promotes healthy discussion and helps to secure the best value for money. The school development plan is well constructed and contains targets for improvements and how these will be measured. In this way, the school aims to be cost effective. The provision of the computer suite at a quarter of the cost of the initial quote is evidence of the school's success in this area. The budget surplus of 12 per cent is a false picture because payment for items already purchased has yet to be debited from school accounts. The surplus is currently seven per cent and this is earmarked to cover the costs of a rolling programme of maintenance and to support the higher than average supply teacher costs, at a time of staffing instability. The specific grants that the school receives are all used effectively for their designated purposes. All the recommendations of the latest audit report have been implemented. Administration through the school is very good and streamlined by the effective use of ICT. The school clerk operates efficient systems and day-to-day management runs smoothly.

61. The match of teachers and learning support assistants to the demands of the curriculum is satisfactory. Teachers in the junior classes are experienced and show good expertise. There is less experience in the infant classes. Throughout the school there are a number of teachers on temporary contracts who are still adjusting to the needs of the school. One stabilising presence is that of the learning support assistants. They serve both the staff, and those pupils most in need of help, with commitment and dedication. The induction of staff new to the school is satisfactory. Performance management is in place and targets are set for the teachers. Regular opportunities are given to all the staff, including support assistants, to attend courses. The information acquired is fed back into school improvement. The school accommodation is adequate. The additional areas in the school are used well. The school's priority to refurbish and replenish the library with new books is appropriate. Outdoor space is attractive and generally promotes good learning but there is no secure play area for the reception classes. Learning resources are adequate to provide the full curriculum.

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

62. The headteacher, governors and should now:

- a) Raise standards in mathematics by the age of seven by:

- improving the management of pupils in the Year 1 class to create a more conducive learning atmosphere;
- using the outcomes of assessing pupils' learning to set a higher levels of challenge for the more able pupils;
- ensuring that these improvements are closely monitored.

(Paragraphs 1, 5, 22, 29, 81, 82, 83 and 87)

- b) Improve the learning of the more able pupils in science, geography and history by:

- using assessments made of their learning more effectively to plan more challenging activities;
- providing better opportunities for them to use reference materials find out more for themselves;
- monitoring the outcomes of these changes to ensure that their achievement increases.

(Paragraphs 12, 26, 30, 89, 106, 107 and 108)

- c) Improve the home school partnership by:
- informing parents about what their children are expected to learn so that they can help;
  - implement a means of discovering how parents feel about the school and any pending changes;
  - including targets on children's written reports so that children and their parents know what they need to do to improve their learning.
- (Paragraphs 51, 52, 53 and 54)

- d) Provide a programme of personal, social and health education to better prepare pupils for the future by:
- identifying the skills and knowledge young people need and placing these in a sequence so that their understanding grows;
  - devising a means of monitoring and evaluating pupils' personal progress
- (Paragraphs 17, 35 and 45)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	26	24	2	1	0
Percentage	2	17	39	37	3	2	0

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

### 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)		312
Number of full-time pupils known to be eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		24

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	18

### Attendance

#### Authorised absence

	%
School data	4.3

#### Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	25	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	23	24	24
	Total	35	37	36
Percentage of pupils At NC level 2 or above	School	90 (100)	95 (100)	92 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	24	24	24
	Total	36	36	37
Percentage of pupils at NC level 2 or above	School	92 (100)	92 (100)	95 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	23	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	22
	Girls	22	19	22
	Total	42	40	44
Percentage of pupils at NC level 4 or above	School	91 (87)	87 (81)	96 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	21	21
	Girls	23	21	23
	Total	42	42	44
Percentage of pupils at NC level 4 or above	School	91 (87)	91 (83)	96 (91)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	308
Any other minority ethnic group	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	26
Average class size	28

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

Total number of education support staff	6
Total aggregate hours worked per week	140

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

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

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

### **Financial information**

Financial year	2001
	£
Total income	568,542
Total expenditure	566,574
Expenditure per pupil	1,810
Balance brought forward from previous year	64,709
Balance carried forward to next year	70,388

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

### **Questionnaire return rate**

Number of questionnaires sent out	312
Number of questionnaires returned	131

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	5	1	0
My child is making good progress in school.	52	43	4	1	1
Behaviour in the school is good.	47	49	4	0	1
My child gets the right amount of work to do at home.	32	51	13	2	2
The teaching is good.	50	46	2	2	0
I am kept well informed about how my child is getting on.	30	47	19	2	2
I would feel comfortable about approaching the school with questions or a problem.	56	36	6	0	2
The school expects my child to work hard and achieve his or her best.	61	36	2	1	0
The school works closely with parents.	32	46	13	4	5
The school is well led and managed.	42	50	5	0	1
The school is helping my child become mature and responsible.	45	50	4	0	1
The school provides an interesting range of activities outside lessons.	15	39	22	6	18

## **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**

63. The teaching and the provision for children in the Foundation Stage (reception classes) have improved since the previous inspection and are now satisfactory. There are particular strengths in the provision made for the development of children's early language and mathematical skills as well as for their personal and social development. Children achieve well in these areas of their learning. Learning opportunities have been improved and extended. However, in areas such as creative and physical development, adults do not question the children enough about their learning. Good use is made of classroom assistants who bring their own experience, enthusiasms and working expertise to help enrich children's learning. The accommodation is satisfactory and is used appropriately by staff, although more imaginative use could be made of the valuable shared space adjacent to both reception classrooms; books for example, are not well displayed and used in this area. The school is right to try to improve its supply of large toys for outside play.
64. Most children enter the Foundation Stage having had some experience of pre-school provision, usually in a local nursery or playgroup. Children's attainment on entry to school is broadly average and reflects a wide range of ability. The induction of new children is very good with staff involved in home visits and several opportunities being given for children to make visits to the school prior to starting school.
65. The Foundation Stage is soundly led by an experienced teacher who has produced a useful policy giving fellow professionals and parents a good guide as to the practice to be followed. There have been some recent changes of personnel in the reception classes but there remains a strong sense of teamwork among the adults involved, typified by good quality, corporate planning and many shared ideas and activities. Children benefit from the quality of the activities provided. The quality of teaching and learning is sound overall, although there are strengths in the teaching of language, mathematics and personal development. This attention to the teaching and learning of basic skills underpins the sound, and often good, progress made by many children, including the few with special educational needs. The assessment of children's learning is satisfactory.

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

66. This aspect of children's learning permeates most of the activities undertaken in both reception classes. It is well planned for and effectively taught and most children make rapid strides in their personal development. Significant numbers of children are attaining standards higher than expected for their age by the end of their reception year. Expectations are high in respect of relationships and behaviour and even very young children are quick to adjust to classroom routines. They behave very well and show good awareness of the needs and presence of others. They take turns sensibly and know, for example, when their teacher needs to spend time with other children. Trusting relationships with adults are built up from the earliest of days and almost all children show good levels of respect for each other and for school equipment. Teachers give plenty of opportunities for children to work together in pairs or in small groups and this engenders a feeling of friendship and support for each other. Working in the 'play café' children are regularly heard to say, 'Now its your turn.' The teachers lay good emphasis on children working towards independence and try to give all

children a sense of well being and confidence to try things for themselves. Sometimes they merely sit in a circle and take turns holding a teddy bear in order to say why they believe they are special. They co-operate well and friction is relatively rare. Whilst playing in the imaginary 'jungle corner,' children are soon lost in a make believe world in which they extend their speaking skills and make others laugh or 'frightened.' When given a choice of activities or approaches, most children choose sensibly and plan in their mind what they are going to do next. It is relatively uncommon to see many children move unproductively between bays or activities. They also clear up well and know the school's code of conduct about doing your best. Children develop good attitudes towards learning.

### **Communication, language and literacy**

67. The provision for this area of learning is good, mainly as a result of effective teaching that recognises the wealth of possibilities for developing the language levels of young children. Teachers provide a wide range of activities that extend children's spoken and early written language effectively. Many children achieve well and reach above average standards in language by the end of the reception year. Much of the best work is done during the morning literacy session. During this time, even four year-olds show good levels of attentiveness and are ready for a structured approach to reading and writing. Standards of speaking and listening are good. Most children speak with good expression and articulation for their age. They also listen well to each other and to their teachers, as illustrated by the way they carry out instructions. Very good emphasis is placed on the development of early reading skills. Teachers provide a wide range of reading material to increase children's word recognition and to build up their strategies to tackle unfamiliar words. Many children are already placed on the school's reading scheme and show delight in changing books and reading to adults. Many children show above average skills when sequencing in pictures and words in familiar stories such as 'The enormous turnip.' The teaching and provision for early writing skills are good and children make good progress. Children who have learning difficulties are encouraged to trace letters and over or under write the teachers' script a little more than others, but this increases their confidence and their attainment. Teachers provide a range of surfaces and writing implements, including chalking on the blackboard and working on computer screens, as a means of children practising letters and sounds. There is a relatively brisk jump between good word recognition and children being aware of whole words or blends made by letter combination. Most children make good attempts when writing their names and show an increasing awareness of initial sounds.

### **Mathematical development**

68. The teaching and the provision for children's mathematical development are good and children achieve well. Most children exceed the standards expected for their age. Significant numbers of children enter reception being able to count accurately to ten and beyond but most do not realise what, for example, a set of 12 objects looks like in relation to the number it represents. Teachers are quick to build on children's early knowledge and make friezes and models depicting little frogs that count or jump in tens or units. Teachers make effective use of display to support children's learning. For example, the number patterns displayed are often a focal point for discussions. Their exercise books and completed worksheets show good understanding of addition and subtraction and when questioned, many reveal a good grasp of important mathematical language such as 'longer than' or 'taller than'. A few able children are both accurate and quick when doubling numbers up to 20. Almost all children recognise and name accurately basic two-dimensional shapes such as square,

oblong and triangle and several can talk about basic properties such as number of sides and corners. Despite the digital age, many know that when the minute hand of a clock points to 6 it is half-past the hour. In several observed lessons, children achieved well with their early work on pictograms, creating and interpreting graph work that depicted favourite colours and even types of pizza.

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

69. The quality of teaching and learning in this area of development is sound and children achieve steadily. Most children reach the standards expected for their age. Many of the topics introduced have a science content and this improves their knowledge and understanding of the world. Although more could be readily available for children to touch and explore at first hand, provision is satisfactory and many activities raise good levels of interest and enjoyment. Some of the activities extend children's learning in other areas particularly language and creative development. This was seen with the current topic on fruit and vegetables. In one lesson, children increased their knowledge of vegetables by careful observation and then went on to make good efforts with vegetable prints using bright coloured paints. Children also learn successfully how vegetables change in boiling water. Teachers extend children's understanding of time by looking back at events in their lives. Interesting topics, such as 'Barney Bear in Scotland', successfully widens their understanding of different places. They develop sound technology skills through the careful introduction by teachers of constructional equipment and by regular opportunities for them to make items, such as model farms. Children are given suitable opportunities to use the classroom computer to play number and word games. Children with particular reading or number difficulties are supported well in this way.

### **Physical development**

70. The provision for this area of learning is satisfactory, although some weaknesses exist. The quality of teaching and learning is satisfactory and children achieve the standards expected for their age. Although there is ample provision made for the development of children's manipulative skills, the provision made for their wider physical development and exercise is insufficient. There is no secure outside area where children can become involved in physical play. As a result, their need for regular exercise and physical activity is not adequately catered for. Under the circumstances reception staff do their best to overcome the difficulty. Using the school hall, teachers provide a suitable range of activities to enable children to improve their climbing and balancing skills. Most children are able to run, change direction and use space appropriate to their age and experience. The general levels of co-ordination are at the stage anticipated for reception children. Most know the impact of exercise on their bodies. Children also take turns to use 'big toys' in the hall although this is somewhat limited by available space and a shortage of such equipment. This limits the development of skills such as learning to ride a bicycle. During classroom activities, teachers provide sound opportunities for children to cut out, paint and use crayons, together with brick building and sand and water play. These activities are effective in developing children's hand-eye co-ordination and manipulative skills.

### **Creative development**

71. Children achieve the levels expected for their age in this area of learning and the teaching and provision are satisfactory. Although activities encourage good levels of exploration and a wide range of media is available, including clay, there is less

instruction on techniques than there ought to be as children become more mature and capable. Children's work with paint is broadly at the standard anticipated for their age but some children are capable of more, given the right opportunities to explore different media for themselves, combined with better intervention and instruction from staff. All children have access on a rota basis to sand and to a lesser extent water but their play in these areas is frequently not supervised and there are missed opportunities to develop knowledge and oral language. Most children enjoy their time with imaginative play in the shared café or in the corner of a classroom done-up as a 'jungle'. Children are given good opportunities to use clay and other malleable materials as well as to print with vegetables and paint using ready mixed colours. Some of the work depicting creatures under the sea and their efforts creating bright mosaic fish were particularly commendable. The reception classrooms are bright and attractive partly due to children's own paintings of things that matter to them most, such as their families and pets. This stimulates their curiosity and sense of achievement.

## ENGLISH

72. Standards in Year 2 are above average, and in Year 6 they are well above average. Standards achieved by Year 6 pupils are higher than those found at the time of the last inspection. Pupils achieve steadily in the infants and well in the juniors. By the end of both the infant and junior stages, the vast majority of pupils reach levels expected for their age. Comparatively more pupils reach the higher levels by the age of eleven than they do by seven. The main strengths in English are the high levels of written work and the good quality of teaching in most junior classes and the support given to those pupils needing extra help. The subject is well led. The results of annual tests are examined carefully to isolate which areas are most in need of improvement. For instance, the school has raised levels in writing through such analysis and is now targeting reading for future development. There is scope to improve the management of pupils in one of the infant classes, also to develop infant pupils' skills in reading difficult words and in setting targets for all pupils so that they know how to improve their work.
73. Standards of speaking and listening are above average at the age of seven and are well above average at the age of 11. In the classes where teachers have benefited from full training in the National Literacy Strategy, very good quality discussions are held. Pupils are asked a range of interesting and challenging questions, often targeted to individual pupils. Pupils listen enthusiastically to the views of others and respond well by questioning and developing the points raised. For example, pupils in Year 6 prepared a debate on the contentious question of including performing animals in circuses. The argument was well developed by considering the polarised views of circus owners and animal rights supporters. The opposing camps generated much passion, as well as reasoned discussion. In most classes, pupils listen well and this greatly assists their learning. Another good feature of lessons, particularly in the upper junior classes, is the help that pupils offer to each other. When a piece of written work is completed, pupils customarily exchange books with a partner, to check for mistakes or to suggest possible improvements that could be made. This kind of open dialogue helps pupils to raise their standards as well as fostering a genuine spirit of co-operation.
74. Standards in reading are above average in the infants and well above average by the time pupils reach the age of 11. Infant pupils are taught a range of effective strategies to read unfamiliar words. White boards are well used by pupils to write lists of words and sentences that help them to improve their reading, as well as their spelling and

writing skills. However, when teachers use the big books with the whole class, not enough opportunities are provided for pupils to sound out letters or break words down into manageable parts to help them to work out what the words say. Many parents contribute much to the reading progress made by their children. By the time they leave the school, most pupils read with fluency and expression. They choose their own books and develop definite preferences of their favourite authors and genres. More able pupils read complex stories with confidence and enthusiasm. However, study skills, such as locating and using information, are not sufficiently extended to improve pupils' learning in subjects such as history and geography.

75. Writing standards are above average at the age of seven and well above average at the age of 11. A major factor in the improvement in the junior classes is the use of drafting books in which pupils are able to plan and refine their ideas. This encourages them to strive for improvement and high quality, both in the content and the presentation of their final work. They write with fluency and accuracy, enabling them to express their ideas well in print. This is the result of regular sentence level work on white boards in the literacy lessons. By the end of the infants, most pupils have a good understanding of sentences. For example, one pupil described a caption as, 'A few words that goes with a picture'. They understand the difference between writing for information and other forms of narrative writing. Work is well organised and spellings are accurate or understandable. Much emphasis is given in Years 3 and 4 to handwriting. Pupils develop neat, joined-up styles and quickly grow in confidence to work in fibre-tipped pen. By the end of the junior stage, pupils write with an audience very much in mind; 'There, before her eyes, was a cricket player, but no ordinary cricket player, oh no. This was a ghost cricket player and it let out a blood-curdling yell!' They also select words for maximum effect, such as when describing an imaginary monster as having 'eyes as weird and as wonderful as the everlasting universe'. Poetry writing is well promoted throughout the school. Pupils enjoy their work and attitudes overall are very good in the junior classes. However, there is scope to raise pupils' interest and self-esteem in the infant classes by displaying example of good writing more openly.
76. Throughout the school, pupils who find learning difficult, particularly those with special educational needs, achieve well. This is largely due to the good programmes of work that are designed to bring pupils up to the levels expected for their age. Learning support assistants work skilfully, in regular, small group sessions, to help pupils to acquire the basic skills.
77. Very few pupils have English as an additional language. Teachers and support assistants are aware of the need to ensure that they understand new words and instructions. Once they begin their tasks, teachers check on their work to ensure that they are on the right track. These factors enable them to make good progress.
78. The quality of teaching in the infant classes is satisfactory overall but ranges from unsatisfactory to very good. In Year 1 pupils are not well managed. They have to work in a noisy atmosphere and this adversely affects their learning. Teaching is mainly good in the junior classes. The best teaching is seen in the Years 1/2, 4, 5/6 and 6 classes. Here, teachers' high expectations are reflected in pupils' very good behaviour and in their positive attitudes to learning. Good assessment, both within lessons and in the marking of books, encourages pupils and helps them to extend their levels of understanding and improve their skills. However, some teachers are not yet sufficiently proficient in knowing exactly at what levels their pupils are working, nor of what that they need to do to reach the next level. The quality of the teaching is being raised by lesson observations made by the head teacher and the subject leader. For



example, planning sheets have been modified and improved and their effectiveness measured well to ensure consistency between the classes. Pupils' work is also monitored to promote better progress from class to class. Joint planning, sometimes between experienced and less experienced staff, is also helping to raise the quality of teaching.

79. Clear learning objectives are now set for each lesson. However, these are not always discussed at the beginning and the again at the end of the session. Consequently, pupils do not always have a clear idea of what it is they are learning, nor of how this new learning fits into past and future lessons. Skills developed in the literacy hour are developed well in many other lessons, particularly writing skills. However, work in the literacy hour is not sufficiently linked to work being undertaken in other subjects. For example, opportunities are missed to link literacy work with studies being undertaken in history or geography. Consequently, it does not have as much relevance to the pupils as it could. The use of computers to develop work in the literacy hour was a feature of most of the lessons seen. Such regular usage gives pupils opportunities to extend basic skills of literacy, such as in sentence construction, spelling and re-drafting, as well as developing their skills of ICT. Resources, such as overhead projectors and whiteboards, are well used and promote better learning.

## **MATHEMATICS**

80. Standards are high by the time that pupils reach the age of 11. Many pupils are working at levels more commonly associated with pupils one or two years older. Standards in all aspects of the subjects have remained high over recent years and are continuing to improve at a good rate.
81. Standards are average by the time that pupils reach the age of seven. However, standards are not high enough in view of the above average numeracy skills that children acquire in the reception class. Apart from the national tests of 2000, standards in mathematics have not been as high as they have been in either reading or writing. This is mainly because the teaching of mathematics in the past has not been as strong but also the many changes of staff have interrupted pupils' learning. Standards are improving but not quickly enough for pupils to catch up and fulfil their potential.
82. The subject leader provides sound leadership. She analyses the assessments of pupils' learning each year and shares her careful analysis of stronger and weaker areas with teachers. As a result, teachers are aware of the differences in rates of learning between the infant and the junior classes. The subject leader works in the juniors, and is very effective in ensuring that standards remain high. However, the work of the infant classes is more of a shared responsibility between the subject leader and the leader of the infant classes. Whilst this blurred responsibility exists, it is unlikely that the decisive action needed to raise standards will be provided.
83. The rate of progress that pupils make in the infant classes is too slow and is very variable depending on the class they are in. Pupils achieve very well in the Year 1/2 mixed age class because the challenge is high and the teaching is very good. In this class, they learn to calculate mentally using numbers to 50. They think quickly and give accurate answers. Pupils underachieve in the Year 1 class because the teacher does not ensure that they pay attention. They often chatter when the teacher is trying to explain. As a result, they do not know what to do when they are set individual tasks. Most pupils achieve steadily in the Year 2 class but the more able ones are not challenged sufficiently and, as a result, very few are working at the higher levels of

which they are capable. This is why, when tests are undertaken, fewer pupils than might be expected reach the higher levels.

84. Pupils achieve very well in the junior classes, particularly from Year 4 to Year 6. In these classes, the challenge is high. Most pupils from Year 4 onwards are working at higher than average levels. Teaching is often very good in the junior classes but in addition, pupils benefit from extra work, such as learning to tackle written problems in readiness for the tests that they will face later. New skills are taught systematically and then practised and perfected at regular intervals. However, the most significant factor in raising and maintaining high standards is the way in which pupils are frequently asked to apply their knowledge and understanding to solve mathematical problems. For example, in Year 5 and 6, pupils combined their good knowledge of shape with their sharp calculation skills to find all the missing angles in a set of overlapping lines. By the age of eleven, almost all pupils add, subtract, divide and multiply numbers involving two place decimals, quickly and accurately and convert easily between decimals, fractions and percentages. Their good geometrical understanding enables them to work out areas and perimeters of irregular shapes and they collect and interpret data impressively to produce line graphs and pie charts.
85. Pupils with special educational needs are supported well in lessons and this helps them to make good progress. Teachers ensure that the work they are given is adapted to meet their specific learning needs. Classroom assistants often help them to understand the questions, discuss their ideas and check their answers. This helps them to grow in confidence, improve their understanding and, in many cases, reach the levels expected by the time they reach the age of 11.
86. The very few pupils with English as an additional language also make good progress. Teachers ensure that they understand mathematical terms and make a point of questioning them to encourage them to use these terms correctly. As result, they learn quickly and work comfortably with the higher achieving groups.
87. Overall, teaching in Year 1 and 2 is not good enough. The weakness in teaching in the Year 1 class adversely affects pupils' learning. In this class, pupils are poorly managed and they cannot learn because of the distractions in a noisy classroom atmosphere. In Year 2, although satisfactory, the pace of the lesson is sometimes too slow and not enough opportunities are taken extend pupils' mental mathematics skills. In the past there has been a tendency not to expect enough of the learning of the more able pupils and, although this is improving, there is scope to raise the level of challenge further. Teaching in the Year 1/2 mixed age is of high quality with all the right ingredients to move pupils' learning on rapidly. Pupils respond very well to being asked to explain how they 'worked it out.' This helps them to understand that there are different ways to solve problems. For example, they understand how to find the difference between two numbers by counting on from the smaller to the larger and by taking one number away from the other. Games, such as 'doubles bingo', bring fun into learning and, at the same time, increase pupils' concentration and speed of calculation. In all infant classes, teachers plan their lessons carefully and provide work that suits the learning needs of the average pupils and those who find learning difficult. Work is also planned for the more able pupils but it does not always extend their learning enough. Classroom assistants work effectively with small groups of pupils. These pupils benefit from the extra attention and the good opportunities they have to talk about their work.
88. The high standard of teaching in most of the junior classes accounts for the well above average standards achieved. Lessons are purposeful, the pace of learning is

quick and the level of challenge is high. Teachers fire questions in all directions, which keeps pupils on their toes and ready to answer. Very effective methods are used to help pupils to grasp complex ideas. In a Year 3/4 lesson, for example, the teacher provided a very good demonstration to show what happens to a decimal when multiplied by ten and then 100. Pupils then experimented with the method using white boards that could be wiped clean after use. These methods work well because pupils are encouraged to 'have a go' and learn from their mistakes. Most junior teachers inject a sense of urgency into their lessons, always looking for opportunities to move pupils on to the next stage. In the Year 5/6 class the teaching is sometimes excellent. The teacher and support assistant very skilfully ensure that every one of the six different ability groups is working at the optimum level. The information gained from assessing pupils' learning and marking their work is used very effectively in planning the next steps. However, the school has not yet introduced the setting individual targets to enable pupils to see exactly what they need to do to improve.

## SCIENCE

89. Pupils achieve steadily in the infant classes to reach average standards by the age of seven, although a good proportion of pupils reaches higher levels. At the age of 11, standards are average, but comparatively few pupils reach the higher levels. Some of the more able pupils do not achieve their potential because they are given the same level of work as other pupils and their learning is not extended sufficiently. Pupils throughout the school are now given more opportunities for planning and developing their own investigations. They use planning sheets very well to make predictions, analyse the evidence and draw conclusions. Teachers understand the importance of encouraging pupils to predict, observe and record their findings and by the age of eleven they are competent in devising fair tests and obtaining results. This enables pupils to understand the new learning and improve their skills. They achieve well in the practical aspects of science and much better than at the time of the last inspection. The subject leader has only been in post for a comparatively short time. However, she has considerable expertise and ideas to develop the subject that should help to maintain high standards. Assessment results are analysed and any weaknesses are quickly pin pointed. For example, a determined effort has been made to improve pupils' scientific vocabulary.
90. Pupils with special educational needs make good progress in developing their scientific skills in relation to their abilities. This is because they benefit from well-targeted support. For example, in a Year 5/6 lesson, the classroom assistant asked searching questions to draw out and extend their ideas. This helped them to devise a fair test and understand the process of dissolving.
91. Pupils with English as an additional language also make good progress because teachers and support staff are careful to ensure that these pupils understand the language used.
92. Pupils' skills of experimenting and investigating science develop well throughout the school. Pupils enjoy the practical work and develop good attitudes towards their learning. They handle equipment carefully and work together well during investigations. In the infant classes, they are encouraged to predict, observe and record their findings. For example, in a Year 2 class, pupils were encouraged to decide and then find out which materials would make the best waterproof umbrella. As pupils progress through the juniors, they are taught to think scientifically and encouraged to give reasons for their predictions. Their understanding of what it means to carry out a fair test, develops effectively. By the age of eleven they plan and

carry out their own scientific experiments and control the factors that ensure that the test is a fair one. Pupils use their numeracy skills well to measure and collect data and draw effectively on their writing skills to record their findings. Pupils make good use of ICT to record and analyse their results in the form of charts and graphs.

93. Pupils achieve steadily throughout the school in their knowledge and understanding. In the infants they know that to be healthy they need to eat lots of fruits and vegetables and that sugar is bad for their teeth. They understand from their work on materials that some changes can be reversed and others cannot. In the juniors pupils study all areas of science. The work on electricity in Years 3 and 4 is of a high standard.
94. The quality of teaching is good in the juniors and satisfactory in the infants, although a particularly good lesson was observed in the Year 1/2 class, where the pupils were investigating waterproof materials. The teacher questioned the pupils well and this helped to consolidate their learning. Teachers manage the pupils well and, as a result, they are attentive and have good attitudes to their learning. Teachers have a secure understanding of scientific methods. Teachers explain new ideas clearly and often use demonstrations to good effect. In Year 4, for example, the teacher very effectively demonstrated the use of a data harvester. By plunging the sensor probe into hot water and then cold water, pupils were able to see the changing temperatures on the computer screen. Teachers know their pupils well and form good relationships with them. This motivates them to work hard in the lessons. They provide interesting resources for the pupils to work with which stimulates their imagination and brings the learning to life.

## **ART AND DESIGN**

95. Standards are at the levels expected at seven and above average at the age of 11. Standards have been improved since the last inspection. Pupils achieve well in the junior years and satisfactorily in the infant classes. The subject leader teaches an upper junior class and is having a marked influence on the standards achieved. There are no marked differences in the standards achieved by girls and boys and pupils with special educational needs are supported well and make good progress. Pupils with English as an additional language are given extra help to understand any new vocabulary to ensure that their learning is not held back.
96. A strength of the art work seen in all classes is the standards reached in observational drawing. This begins in the Year 1 classes where teachers are successful in stimulating pupils to look closely at real objects, such as vegetables, and sketch what they see. This results in them achieving well in creating effects such as dark outlines and shaded sections. Similar work based on the close observation of carnations and lilies, produced pleasing results using pencil and pastel sketches. The good results reflected the teachers' own knowledge and the efforts made by the pupils themselves.
97. By Year 6, pupils' work is sophisticated and reflects the good use of knowledge gained from previous lessons. For example, many pupils capture successfully the movements of an athlete by using sketch techniques based on oval figure drawing. The final efforts of the pupils, some eventually in pastel, are of high quality and draw praise from both the teacher and fellow pupils. Teachers have good subject knowledge and this is reflected in the way they select activities and draw pupils' attention to the important features. As a result, pupils in Year 5 were able to create their own movement picture in the style of Litchenstein or Severine. The final results of able pupils in particular, far exceed the standards expected for their age. In Year 6,

the pupils' sketchbooks reflect their understanding of lines and symmetry as they study and draw Greek architecture as part of a history project.

98. The quality of teaching and learning is good in the junior classes and sound elsewhere. Teachers give pupils time to complete their work and this is usually reflected in the finished standards. In Years 3 and 4, pupils had completed a project on Aboriginal art and had produced some highly detailed work of their own following similar styles. In the infant years, less importance is given to teaching art techniques and the subject is often used as a support to illustrate other areas of the curriculum. This in itself produces some effective artwork. However, some pupils get insufficient practice in working on a larger scale, for example on friezes. In the most effective lessons good use is made of the teachers' own expertise and enthusiasms. This increases pupils' interest in learning and their enjoyment of the subject. ICT is used to explore design and colour but there is scope to extend this.

## **DESIGN AND TECHNOLOGY**

99. Standards are at the levels expected for pupils aged seven and 11. This was the picture at the time of the last inspection. The quality of work produced by pupils from Year 1 to 4 is often good, although it is not significantly extended beyond Year 4. Pupils complete only one design and technology project each term, which is less than in some schools. However, the projects are studied in depth and all provide good opportunities for pupils to design, make and evaluate their work. Subject leadership is satisfactory. The subject leader provides a good example of how the subject should be taught but her responsibilities have changed. The leadership is temporary. As a result, monitoring standards of teaching and learning are not receiving enough attention. Very few opportunities for Year 5 and 6 pupils to incorporate control into their work serves as an example of a weakness that has been missed.
100. Pupils achieve steadily in Years 1 and 2 but they produce work of a good standard in the Year 1/2 class. An effective start is made in Year 1 where pupils learn to design by drawing pictures and adding labels. The puppets made by pupils in Year 1 and 2 reflect the original designs closely. Pupils are taught specific skills, such as cutting and sewing, beforehand. This ensures that they are well equipped when they begin their practical tasks and explains why the puppets and wheeled vehicles they have made are of good quality. Pupils with English as an additional language make good progress because the techniques and skills they need are carefully explained.
101. Pupils achieve well in Year 3 and 4. Their design skills increase at a good rate because they are expected to measure accurately, sketch the intended product from different perspectives, select the materials needed and provide instructions for making the product. Pupils' previous experiences in evaluating their finished work and noting how to make improvements shines through. For example, one pupil wrote, 'I would not use sequins again because they come off too easily.' The careful planning and a readiness to improve their work, as they go along, results in good standards in these classes. Many of the purses made last term are more attractive and functional than commercially made ones.
102. Teaching is satisfactory but there are examples of good teaching in the Year 1/2 class and in the Year 3 and 4 classes. Teachers are successful in helping pupils to plan ahead. Products such as cornflake packets and flashlights are disassembled to find out how they are made or how they work. Pupils are taught well to use graphics programs on computers to sketch out their ideas and make adjustments to the shape or colour. In Year 5, pupils are encouraged to apply the knowledge gained in other

subjects to enhance their work. For example, pupils' good understanding of electric circuits is used to illuminate their Father Christmas decorations. However, there is little evidence to indicate that these skills are extended significantly in Year 6. Designs are no more advanced and the use of ICT in controlling models has only been tentatively introduced. Pupils with special educational needs are taught well and make good progress. Teachers and support staff ensure that they understand instructions and check on their work at regular intervals.

## **GEOGRAPHY**

103. Standards are at the levels expected at the ages of seven and 11 and have been maintained since the last inspection.
104. Infant pupils achieve steadily. They are aware that the world reaches beyond their locality. For example, they know about other places such as Blackpool and London and understand clearly how these are different or similar to Burnley. They name the countries of the United Kingdom correctly, make reasonable attempts to locate places on a map and talk knowledgeably about the climate in different countries. Junior pupils make steady progress in their learning and are beginning to understand the links between human activity and its effects on the surroundings. For example, they learn how people can both damage and improve a town, and what impact this can have. They contrast countries such as England and India confidently and locate places using compass directions accurately.
105. Overall, teaching is satisfactory. In the junior classes it is better and often good. One lesson in Year 1 was unsatisfactory. This was because of weak discipline that made any form of discussion impossible. Consequently, pupils' learning stood still. In the good and very good lessons in the juniors, teachers bring the subject alive by presenting it in interesting ways. For example, in the Year 5/6 class, the teacher demonstrated how the flow of a river could transport sand, pebbles or boulders along. She used a piece of guttering and other resources. All the pupils were very interested and there were cheers when the teacher lifted the guttering higher and poured more water down it, thus ensuring that all the debris was washed away! After explaining new ideas, teachers use questions well to test pupils' understanding. ICT is used well to handle, classify and present geographical evidence. Teachers and classroom assistants make determined efforts to support pupils with special educational needs. This ensures that they make good progress. However, the progress of the more able pupils is held back because their needs are not assessed sufficiently. As a result, they are given similar worksheets to the rest of the class, which does little to extend their learning. Although sound leadership is provided, the monitoring of pupils' learning is not sharp enough to identify these weaknesses.

## **HISTORY**

106. Standards in history are satisfactory at the ages of seven and 11. A strong feature of work in the subject is the high quality presentation in the books of pupils of all abilities. In discussions and in lessons observed, they showed an interest and enjoyment in learning about past times. However, few pupils, in either the infants or juniors, are reaching above average standards. The main reason for this is that the skills needed to find out about history and make sense of changes over time are not sufficiently extended to meet the needs of the more able pupils. Standards have been maintained since the last full inspection, although guidance for teachers is better and there are now procedures to assess how well pupils are learning at the end of each unit of work.

107. Pupils achieve steadily in the infant classes. Good use is made of museum loans to give pupils experiences of seeing and handling historical evidence, such as washing and ironing utensils from the early twentieth century. These have stimulated discussions, sketches and written descriptions. Pupils have good recall of names, such as dolly tubs and mangles, as well as their purposes. One pupil was so enthusiastic about the work that she brought some pastry utensils as well as a spoon, inscribed with a number, belonging to a soldier in the First World War! Ancient Egypt is studied in Years 3 and 4. Good questions such as, 'What do we know, and what would we like to find out about buildings in Ancient Egypt,' make pupils think and give reasons for their ideas. However, all pupils are set similar challenges and those who find learning more difficult often cope by copying words from worksheets. The best progress is made in the Year 4 class. Here, pupils find out about everyday life through interpreting tomb paintings, such as hunting scenes. They vividly describe weapons and hunting animals, as well as their prey. There is evidence of pupils using textbooks for research. Such investigational skills are not sufficiently extended in later years. Challenges set for the oldest pupils in Year 6 are not markedly different from those set for the youngest workers in Year 5. The more able pupils do produce work in much greater quantity and depth. They show a much fuller grasp of personalities and events in past periods. However, they make few evaluations of different sources of evidence and have only a limited awareness of the causes and consequences of events in periods that they have studied.
108. The quality of teaching is satisfactory. Good use is made of videos to bring the past to life. However, only occasional opportunities are taken to make visits to sites of historic interest. When these do occur, such as the walks around the village with a local historian, pupils speak with greater interest and recall of what they have learnt. For example, they describe how buildings have had different functions in the past. They also recall a famous villager, Dr Muir, whose memorial tells of his achievements in the area of sanitation and water purification. There are some CD-ROMs but these are not sufficiently used for research. Many books in the library are in need of replacement. A new subject leader was recently appointed. She provides sound leadership, is keen to find out more about standards in the subject and to begin to rectify areas of identified weakness.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. Standards are above the level expected at the ages of seven and 11. Pupils achieve well throughout the school. This is a significant improvement since the time of the previous inspections, when the provision for ICT was judged to be unsatisfactory resulting in standards being below the levels expected. There are many reasons for this improvement. Since that time there have been major changes that have had a strong impact on the pupils' achievements. The installation of a new computer suite has much improved the quality of provision. All pupils now receive ICT lessons each week. The curriculum is better organised to ensure that new skills are taught systematically. The subject leader is effective. She uses her expertise well to provide a good level of support for her colleagues. Training has been very effective and has led to the widespread use of ICT to enhance learning in almost all other subjects.
110. In the infants and juniors, the pupils are well motivated, behave sensibly and responsibly and show enjoyment in their progress when they are using the computers. Infant children soon learn to open and close programs for themselves. They make good progress in handling the computer mouse, to use the keyboard and to use the different functions on the screen. Their skills develop at a good rate as they

move into the juniors. They understand and use the language of ICT as they talk about what they are learning. For example, they use terms such as 'field', 'drag', 'edit', 'font' and 'rotate' with confidence and understanding. By Year 6, pupils have developed a wide range of skills and many are competent, independent users. They confidently search the Internet, locate and print off information for other subjects such as geography. In mathematics and science, they collect and input data and present the information effectively using a variety of graphs and charts. Pupils use spreadsheets confidently. For example, Year 5 pupils enter data to make calculations for purchasing ingredients for a party.

111. The quality of teaching is good. Pupils are well organised, sufficiently challenged and motivated by the tasks the teachers give them. Teachers build well on what pupils have learnt previously. This helps them learn new skills effectively. Teachers manage their lessons well. As a result, pupils listen attentively to instructions and act upon them enthusiastically. Good listening enabled Year 3/4 pupils to use 'pen up' and 'pen down' commands correctly to move the arrow around the screen and helped them to understand simple programming. Support assistants play an important part in helping pupils with special educational needs to understand the work and to make good progress. Teachers are quick to identify any difficulties pupils have in understanding new work and use their good knowledge of ICT to overcome the problems

## MUSIC

112. Standards are at the levels expected at the ages of seven and 11, as they were at the time of the last inspection. Pupils' singing is good because they sing with feeling and enjoyment, which reflects the subject leader's enthusiastic approach to teaching. Pupils also achieve well in learning to play the recorder in Years 3 and 4. They benefit from good teaching by a specialist musician and all pupils learn to read music and play simple melodies on their recorders. Good opportunities are provided for talented pupils to learn to become proficient in playing the violin. Singing and instrumental music play an important part in school performances. End of year events are treasured by the school and greatly appreciated by parents. The leadership of the subject is sound. The subject leader sets a good example by teaching the subject well. However systems to check the quality of teaching and learning in other classes are only just being implemented.
113. Pupils achieve steadily in Years 1 and 2. They learn successfully to identify changes in pitch and alter their voices to sing high and low notes. A gradual, but effective, start is made in composing. For example, pupils understand how to arrange and repeat patterns of notes on a xylophone, to produce a simple tune. By tape recording and replaying their attempts, pupils acquire good habits of listening critically to music with a view to improving it.
114. Pupils achieve well in Year 3 and 4 in learning to play recorders and in acquiring an understanding of the language of music. Through effective teaching, they develop a good understanding of the value of notes in terms of both pitch and time. This enables them to read simple musical scores well enough to play a variety of different tunes. In Year 6, pupils' knowledge of singing, playing and their understanding of notation are brought together well. For example, they choose different instruments, experiment with patterns of sounds and write down their ideas using simple notation. Many of their compositions show originality and creativity, but ICT is not used to develop these skills further. Pupils with special educational needs are often paired with more able pupils. This ensures that they are well supported, helped to achieve good results and able to make good progress.



115. Teaching is satisfactory. Pupils learn well and derive much satisfaction from the work they produce when teachers with good knowledge of the subject teach them. However, not all teachers are confident. By planning lessons together, teachers learn from each other and this helps. However, the written guidance for teachers is insufficient to enable them to know how to produce a good lesson. This sometimes results in specific skills and knowledge, such as how to play percussion instruments correctly, being missed. The good teaching of the subject leader and the visiting specialist has much in common. Both are enthusiastic and make the subject come alive. Their lessons are packed with different activities to develop pupils' skills in listening, extend their understanding of notation and improve their knowledge of performing. For example, teachers make comments such as, 'What is happening to the melody, is it rising or falling. Is it quick or is it slow. What pattern can you hear?' Such questioning probes pupils' understanding well and enables them to understand the link between the way music is written down how it is played.

## **PHYSICAL EDUCATION**

116. It was not possible to make judgements on aspects of physical education such as gymnastics and games because very few lessons were seen. However, pupils achieve well in dance to reach above average standards as they did at the time of the last inspection. Pupils benefit from swimming lessons in Year 3 and almost all of them are able to swim the national standard of 25 metres.
117. Pupils achieve steadily in the infants. They enjoy the warm up activities, are mindful of safety and show imagination in their work. For example, when pretending to be circus clowns, pupils captured the actions and facial expressions effectively.
118. Pupils achieve well in dance in the juniors. They work hard and enjoy their lessons. They respond well to the music that is played and produce movements of high quality. Good progress can be seen in the lessons. For example in a Year 6 lesson, pupils practised and refined their dance movements, incorporating different styles, such as the dancing of 'Madonna', to produce a polished performance. The lesson enabled them to develop good control and use of space in response to the music. Pupils understand the effects that exercise has on their bodies and understand the importance of warming up before beginning the main part of the lesson. Pupils with special educational needs take an active part in the lessons and make good progress.
119. Teaching is satisfactory in the infants and good in Years 5 and 6. Teachers manage the pupils well and they respond by taking part enthusiastically and behaving well in the lessons. Good opportunities are provided for pupils to evaluate their performance and that of others. This helps them to understand important features, such as balance and control, and enables them to know how to improve their skills. Lessons are well planned with varied activities that keep pupils busy and interested. Teachers present themselves as good role models when they are teaching the subject. They are suitably dressed and pay attention to safe working practices.
120. There is a good range of out of school sporting activities, which supports and extends the learning of both boys and girls. There is no subject leader at the moment, but the deputy headteacher is managing the subject soundly until a permanent appointment is made.

## **RELIGIOUS EDUCATION**

121. Standards in religious education are broadly at the level expected for pupils at the end of Year 2 but are higher than the standards expected by the end of Year 6. Sound management, provided by the subject leader, has been instrumental in raising standards since the last inspection. Pupils achieve well in the junior years and teaching is good in the Year 1/2 class where pupils also make good progress. In the one observed lesson in the infant classes, the needs of pupils with learning difficulties were well met. Similarly, pupils with English as an additional language benefited from careful attention to their learning needs.
122. In Years 1 and 2, pupils achieve steadily. They gain a fundamental knowledge and understanding of topics as wide ranging as The Christian Church at worship, the new life at Easter and the main elements of Buddhism. Pupils in the Year 1/2 class make an effective study of prayer. They achieve well because the teacher stimulates good quality discussions and pupils are encouraged to link cause and effect. Their books also show a wide range of topics mainly recorded in their own notes and pictures including special days, religious celebrations and the power of Jesus as shown in his death and passion. Standards among infant pupils are generally satisfactory and reflect sound efforts by teachers and pupils.
123. Standards are higher in the junior years, partly due to the mature approach of the pupils and partly as the result of well planned teaching that is both enthusiastic and knowledgeable. Considerable emphasis is placed on debate, which increases pupils' awareness and understanding of the topics studied. Pupils make in-depth studies of the Easter story and use previous knowledge well to ascertain new facts. Teachers ensure topics such as Sikhism, sacrifice and reconciliation are treated in considerable depth with often a single lesson at the end of the day, followed by another at the beginning of the next. Pupils are therefore given time to reflect on what they are learning and this encourages some aspects of their own spiritual growth.
124. Important elements of learning occur in Years 4, 5 and 6 in particular. In Year 4 pupils make studies of human emotions and understand that these can be reflected in facial expressions and 'body language'. They carefully analyse art depicting the passion of Jesus and reach good standards in their recordings of feelings, moods and emotions. In Year 5/6, pupils combine their knowledge of religious topics with the use of research by comparing and contrasting St Matthew's version of the Easter story with those of the other gospel writers. This is a difficult task and its success reflected pupils who work together well and match their teacher's own enthusiasm and interest. A further strength of the work undertaken in the junior years, is the range of topics that are covered in good depth. This includes Islam, Life's journeys and living the Faith. Those studies relating to the traditions and festivals of several faiths encourage a positive school approach towards multicultural awareness.
125. The quality of teaching and learning is satisfactory in the infant classes and good in junior classes. Teachers plan lessons well ensuring they are well rooted in the agreed syllabus and strike the right chord in pupil's learning and experiences. The very good teacher and pupil relationships help form a healthy platform for debate. Teachers have high expectations of their pupils, particularly in the junior years, and this seems to increase the amount of work undertaken in class and the standards achieved by the pupils. Teachers also lay good emphasis on pupils recording their finished work using wherever possible their own notes. The use of worksheets is not overdone.
126. The subject has been recently refreshed and strengthened by the introduction of the latest version of the Agreed Syllabus and the subject leader has done well to integrate the new attainment targets into the current themes for each year. Resources are

satisfactory and used well by teachers and pupils although the use of information and communication technology could be usefully extended to improve its status in the subject as a whole.