

# INSPECTION REPORT

## **STONEYHOLME PRIMARY SCHOOL**

Burnley

LEA area: Lancashire

Unique reference number: 119257

Headteacher: Mr Colin Wills

Reporting inspector: Mrs Frances Forrester  
11590

Dates of inspection: 20 - 23 November 2000

Inspection number: 224480

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Community  
School category: Infant and junior school  
Age range of pupils: 4 – 11  
Gender of pupils: Mixed

School address: Oswald Street  
Burnley  
Lancashire

Postcode: BB12 0BN

Telephone number: 01282 437190

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Appropriate authority: The governing body

Name of chair of governors: Mr M R Malik

Date of previous inspection: 17 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Frances Forrester OIN 11590	Registered inspector	The Foundation Stage Information and communication technology English as an additional language Equal opportunities	What kind of school it is The school's results and pupils' achievements Pupils' attitudes, values and personal development How well the school is led and managed How well pupils are taught What the school should do to improve further
Wendy Sheehan OIN 19374	Lay inspector		How well the school cares for its pupils How well the school works in partnership with parents
Mary Farman OIN 22452	Team inspector	English Science	How good the curricular and other opportunities offered to pupils are
Jozepha O'Hare OIN 8316	Team inspector	Mathematics Design and technology Religious education	
Sheila Mawer OIN 18027	Team inspector	Geography History Special educational needs	
Jim Stirrup OIN 2200	Team inspector	Art and design Physical Education Music	
Mike Egerton OIN 8839	Team inspector	Support for maths and English	

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

### **INFORMATION ABOUT THE SCHOOL**

Stoneyholme Primary School is situated in a disadvantaged area and 49 per cent of pupils are entitled to free school meals. Many families live in overcrowded houses and have very low incomes. There are 408 pupils, which is a lower number on roll than in the first inspection in 1996. Of these, 110 are under six years of age. There are more boys than girls in some year groups. The school has a very high number of pupils who are learning English as an additional language, and only a very few speak English as their family language. When children first start school, many cannot communicate at all in English. The pupils are almost exclusively Muslim in faith and background. About half have families who originally come from Bangladesh and a third come originally from Pakistan. The main languages spoken are Bengali, Pushto, and Punjabi. Seventy-one pupils have special educational needs and three have educational statements. The school is much bigger than average and each year it admits pupils into two classes. Classes are organised into four units that cover two year groups. Pupils mostly work in year groups but the school also provides additional language support by withdrawing pupils from their class for extra tuition. During the summer, a section of the building was badly vandalised and set on fire. The reception classes are consequently temporarily housed in demountable classrooms. More recently, these classes have suffered from flooding.

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

This is a good school with a number of great strengths. The school successfully strives to give pupils every chance to reach their potential and to achieve good results. The excellent procedures for monitoring and evaluating the school's improvement are having a significant impact on its work. The school's strengths outweigh its weaknesses and it gives good value for money.

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

- There is excellent leadership and management by the headteacher, his deputy and key staff.
- The quality of teaching is good, and a high proportion is very good or excellent.
- The support for pupils who are learning English as an additional language is very good.
- Teachers have very good procedures for assessing pupils' progress.
- Pupils have very good attitudes, and they are very enthusiastic about their work.
- The school has very good procedures for monitoring and promoting good attendance.
- The quality and range of learning opportunities is very good.

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

- The level of bilingual support, especially for pupils who have large gaps in their education due to family visits overseas.
- The standards of pupils' computer skills are too low, especially the 11 year olds.
- The oldest pupils have only a limited understanding of the diverse world they live in and they have limited geographical knowledge.
- In a few weaker lessons, there are limited opportunities for pupils to be independent and show initiative. The management of pupils in these lessons is ineffective.
- Pupils' attendance.

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

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

Significant improvements have been made since 1996. The quality of teaching is very much better as are the procedures for assessing pupils' progress. Support for pupils who are learning English as an additional language is now very good. The school's provision for pupils with special educational needs is also improved and is now good. Standards of pupils' work have improved. Noticeably, reading, writing and investigative work in mathematics and science have been improved. Very good systems for monitoring attendance have been introduced since the last inspection.

## STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	D	E	E	E
mathematics	E	D	E	D
science	B	C	D	E

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

The national test results for seven year olds have steadily improved since the last inspection in 1996. However they remain below average in reading, writing and mathematics. Spelling is much better and slightly above average. The results for 11 year olds have slowly and steadily improved over recent years, but dipped in 2000 and were below average in English, mathematics and science. Test results are appropriately analysed each year to compare the results of girls and boys and those who speak other languages. There are more boys than girls, but no significant difference in their attainment. There is no difference in the attainment of pupils in different language groups. When the test results of eleven year olds are compared with other similar schools, they are below average except in reading, writing and science, which was lower last year because the group were less able than in previous years. Staff and pupil absences were also responsible for the lower results. Pupils are disadvantaged because English is not the mother tongue for most of them. Without additional bilingual support this often makes it hard for them to achieve good results. The school gives very good support to the pupils who are learning English as an additional language. As a result, even the youngest children in reception classes and pupils throughout the school make good progress in learning and using English. Inspection findings suggest that the present Year 6 are achieving standards which are in line with the expectations for this age group in English, mathematics, science, history, design and technology. Seven year olds have appropriate standards in information and communication technology and geography. However, in these two subjects, older pupils' standards are too low. By the time they are 11, pupils' computer skills and their geographical knowledge are insufficiently developed.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards school. Most are very enthusiastic about their work and, once they feel confident to speak in English, they eagerly and willingly contribute to class discussions.
Behaviour, in and out of classrooms	Pupils have good behaviour in and around school. In the best lessons their behaviour is excellent.
Personal development and relationships	Good personal development is paramount to the school's ethos. Relationships are very good and evident throughout the school.
Attendance	Although very good procedures are in place to promote good attendance, the figures are low because many pupils lose time due to extended visits overseas.

The school successfully promotes very good attitudes among its pupils and a strong sense of morality underpins the aims and objective of its work.



## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	Good

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

The quality of teaching is good. Over three quarters of all lessons were good, very good or excellent. Of 74 lessons seen during the inspection, there were only three that were unsatisfactory. This high proportion of good quality teaching represents a significant achievement for the school. The good quality teaching is underpinned by teachers' strong knowledge of most subjects, very detailed planning and good use of questioning. This powerful combination has had a substantial effect on pupils' learning and their academic progress. English and mathematics are well taught. In the very few unsatisfactory lessons, the class management was weak and the lessons lacked inspiration. The quality of teaching for the children who are under five is very good. Teachers know their children well, which promotes children's confidence when they first start school. Both reception classes have excellent bilingual support. The quality of the specialist language support for pupils who are learning English as an additional language is very good. Excellent procedures are in place to support the new arrivals that sometimes have gaps in their education after spending several years overseas without schooling. The teaching and learning for pupils with special educational needs is good. In most literacy and numeracy lessons, pupils with special educational needs receive some additional help within the classroom from support assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a high quality curriculum that is relevant to the needs of the pupils in the school. It gives them a broad learning base that enriches and builds on their previous experiences.
Provision for pupils with special educational needs	The school provides good support for pupils who have special educational needs.
Provision for pupils with English as an additional language	The school's very good support has some excellent features. Pupils who are learning English as an additional language make good progress, and most become confident speakers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision underpins the work of the school and promotes pupils' personal development. However, there are only limited opportunities to develop a broader understanding of the diverse world pupils live in.
How well the school cares for its pupils	The school successfully cares for its pupils, and it does all it can to ensure pupils' well being.

Great effort has gone into promoting links with parents and the community. Parents have a good opinion of the school. The school has an appropriate range of additional activities, including sport, which it offers to pupils. However, most are limited to the school's immediate community. The school does all it can to raise pupils' attainment and to allow pupils to achieve their best potential.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There are excellent leadership and management by the headteacher, deputy headteacher and key staff with subject responsibilities or other management roles. There is a very good capacity to improve.
How well the governors fulfil their responsibilities	The governors are good and they support the school well.
The school's evaluation of its performance	The school has excellent procedures for evaluating its own performance.
The strategic use of resources	Very good use is made of the school's resources.

The school's management is a great strength and the budget is managed efficiently. The school applies the principles of best value to its work, and it successfully strives to be cost effective. The school building is modern and adequate for the number of pupils on roll. The school has coped very well with the recent disruptions caused by fire and flooding. Members of staff have voluntarily given up much of their own time to make sure the children did not suffer. Resources are appropriate to support the school's work and there are an adequate number of teachers. However, there is insufficient bilingual assistance for a school that caters for so many pupils who have recently arrived in England.

## 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>• It is a good school with good standards.</li> <li>• The school works hard to build a good partnership with parents and the community.</li> <li>• Good behaviour is successfully promoted.</li> <li>• Pupils have good attitudes and they are taught to have the correct values.</li> <li>• The school provides homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance.</li> <li>• Shelter for parents to wait for their children.</li> <li>• Behaviour in the playground.</li> <li>• Classroom reading books are too easy.</li> </ul>

The team agree with the parents' positive comments. They do not, however, agree that behaviour is not good at playtime. Most pupils behave very well, even on a rainy day in the playground. The school promotes good values and it is successfully motivating pupils to have good attitudes towards each other. Parents are correct in that the levels of attendance are too low. The school is aware of this and it has even designed work packs for pupils to take with them when they travel overseas. Some pupils have large gaps in their education because they have been out of school for as long as three years. During rainy weather, the inspection team was aware that the playground is very exposed and parents had very little shelter. The standard of reading is good, and the inspectors believe that pupils have reading books at an appropriate level.

## **PART B: COMMENTARY**

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

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

- 1 The school is steadily improving its standards, against the odds. At Key Stage 1, the national test results have been steadily rising since the last inspection in 1996. The school's results at Key Stage 1 in 2000 were below average in reading, writing and mathematics, but slightly above in spelling. At Key Stage 2, although standards have slowly but steadily improved over recent years, they dipped in 2000 because there were more pupils in the group who had gaps in their education. As a result, standards were below average in English, mathematics and science. The school monitors the National Curriculum test results each year and it analyses the results of girls and boys and pupils who speak different languages. There are more boys in the school than girls, but no significant differences in their attainment. There was also no difference in the achievement of pupils in different language groups. The school has agreed sufficiently challenging targets for its overall improvement. It is working hard to achieve them. However, the predicted results for the end of Year 6 may be affected by new pupils unexpectedly arriving from overseas with very little or no English. This factor impedes the school's progress towards successfully achieving its targets.
- 2 In the last inspection, pupils attained low standards in English, mathematics, science and information and communication technology. The standards of the seven year olds' work were satisfactory or better in three quarters of the lessons in physical education, design and technology, history, geography music and religious education. In the older classes, the standards were below average in English, mathematics, science, information and communication technology and religious education. Standards were judged to be better and in line with the national expectations for this age group, in physical education, design and technology, history, geography, art and design and music. The school has improved its standards. The standard of English, mathematics and science are no longer as low. Art and design is now good and religious education has also been improved and is now in line with the requirements of the locally agreed syllabus. There are, however, weaknesses in the standards of older pupils' work in geography and information and communication technology.
- 3 These results compare well with other similar schools. Pupils are often disadvantaged because English is not their mother tongue and, without additional bilingual support, this often affects their attainment. Extended visits to family overseas sometimes lead to several months or even years being missed. The school gives very good support to the many pupils who are learning English as an additional language and, as a result, pupils usually make good progress in using English. However, where there is little bilingual support, some pupils have difficulty understanding their work. The Key Stage 2 results have been appropriately analysed by the school, and it was discovered that the Year 6 group last year was weaker than in previous years. Staff and pupil absence also made it difficult to raise the levels of attainment.
- 4 The school predicts improved results this academic year, and this is backed up by inspection evidence. The very effective implementation of the National Literacy and Numeracy Strategies is making a positive contribution to raising standards. The standards of spelling have been significantly improved as a direct result of the literacy hour. In most lessons, the standards of work seen and pupils' skills, knowledge and understanding are appropriate for the time of year and their particular age group.
- 5 Many children in the reception classes are at an early stage of English and some children have only recently arrived in England and speak no English at all. These children need bilingual support from the start to help them to understand and make good progress. Children respond well to the provision in the two reception classes and most of them make very good progress in all the nationally recommended areas of learning. By the time they move to Year 1, they attain most of the skills expected of children of this age. They make rapid progress in developing an

understanding of the English language due to the very good bilingual support that is available to them.

- 6 By the age of 11, the present Year 6 achieve standards which are in line with the expectations for this age group in English, mathematics, science, history, design and technology, physical education and religious education. Standards of art and design are good throughout the school. The seven year olds have appropriate standards in information and communication technology and geography. However, in these two subjects the standard is still too low for the older pupils. By the time they are 11, they do not have the computer skills or geographical knowledge that is expected of this age group.
- 7 Most pupils with special educational needs make good progress in meeting their targets in language acquisition, mathematical skills, improved behaviour and enhanced social and personal development. The attainment of those pupils who have more serious learning difficulties is usually below average and, for pupils with educational statements of provision, it is well below average. The number of pupils on the register for special educational needs has been reduced since the previous inspection. This reduction is an indication of the improved quality of provision for special educational needs.

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

- 8 Pupils have maintained the very positive attitudes that were evident in the last inspection. All but a very few arrive on time and ready for work. Pupils are eager to attend school, and most absence is to take extended leave to visit families overseas.
- 9 Most children settle quickly and happily into the reception classes and they make very good progress in developing their personal and social skills. Once they have settled in, most confidently select games to play in their classroom. They share and take turns happily, for instance when they play in the class laundry or home corner. The children concentrate well on their work and they try hard to finish on time. They eagerly participate in class discussions even if they need to have their comments translated. They happily talk to each other in their own language as they play. Some quietly sing to themselves as they work. The children enjoy being in school and they cooperate willingly with each other and with adults. Behaviour is very good and often excellent. For instance, their behaviour was excellent in a music lesson, where children took turns to choose an instrument and to play it while the rest of the class turned their backs. The children quickly understand the routines of school life. By the time they are five, most children, including those with special educational needs, are likely to have developed very good social skills and they are quite independent.
- 10 Pupils are very enthusiastic about their work and, once they feel confident to speak in English, eagerly contribute to class discussions. Pupils are very interested in their work and most behave well in lessons. There have been no exclusions. Pupils are quick to respond to their teachers' instructions and readily settle down to their activities. In assemblies, most listen and participate appropriately. They are polite to staff and visitors, and hold doors open with care for adults and for each other. This was particularly noticeable given the difficult weather conditions the school endured during the week of the inspection. At dinnertime, pupils behave well; they relax and chat together as they eat. In the playground, they make full use of the space. Parents reported incidents of bullying, but there was no evidence of oppressive behaviour, bullying or racism during the inspection. Most pupils move around the school in an orderly way and, as a result, the school has a calm atmosphere.
- 11 Staff and pupils have very good relationships. They work well together. For example, a group of older pupils were being supported as a small group withdrawn from their class to receive mathematical support because they had fallen behind the previous year. Lots of good humoured joking together with pupils' eager responses indicated that the lesson was very successfully motivating pupils to learn. Most pupils have a good understanding of the effect of their actions on

others. In the best lessons, pupils are encouraged to take responsibility for themselves and to show initiative.

- 12 The school was criticised in the last inspection for providing few opportunities for pupils to work independently or to collaborate with each other. They had few opportunities to show initiative or to take responsibility in and out of the classroom. The school has tried to address this criticism. The successful implementation of the National Strategies for Literacy and Numeracy has helped the school. Pupils regularly work independently and most of them successfully collaborate with each other. In some less successful lessons, the pupils who are at an early stage of English and do not receive sufficient bilingual support become frustrated. They often exhibit attention-seeking behaviour. The teachers of the younger classes have successfully built opportunities for independent learning into their planning. This is particularly apparent in the reception classes and Year 1. Older pupils undertake the collection of registers and, in Year 6, they demonstrate their maturity by planning assemblies, writing prayers and designing posters to make a point about the quality of their playtime.
- 13 The school has worked hard with local community leaders to stress the importance of regular and consistent attendance. There are very effective procedures in place for monitoring attendance in each year group. However, there are still many families who take very long extended visits to families overseas. They often remain in Bangladesh or Pakistan for months or, in some cases, years. This makes it difficult for the school to improve its overall attendance figures and, as a result, they are too low and unsatisfactory. Since September 2000, the school has increased the hours of the clerical assistant in order to monitor all aspects of absences including lateness, unexplained absences and extended home leaves. The results already show significant improvement. For example, Year 1 to Year 6 attendance from August to November 1999 was 89.5%. For the same period this year, attendance was better at 92.8%. The school is justifiably proud of this improvement. Classes and individual pupils are awarded certificates in assembly to further encourage high attendance.
- 14 A few pupils have behavioural problems and these have a behaviour management plan that has been agreed to support them. These pupils display some challenging behaviour at times. They are generally well supported within the school, with staff using positive strategies that are usually successful. The targets, rewards, interventions and sanctions used for these pupils are based on the schools' behaviour policy. Pupils with special educational needs are totally integrated and included within the school, and they have good relationships with their peers and adults. Everything is done to build up their self esteem and to avoid highlighting the limitations of any pupils. Older pupils sometimes contribute to the review of their progress in an informal way and they help in their individual target setting.

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

- 15 The quality of the teaching is good. Over three quarters of the lessons were good, very good or outstanding. There were only three unsatisfactory lessons observed out of 74 during the inspection. This high proportion of good quality teaching represents a significant achievement for the school and it is a great improvement since the last inspection. The consistently good quality teaching is underpinned by teachers' strong knowledge of all their subjects, very detailed planning and good use of questioning. This powerful combination has had a substantial effect on pupils' learning and their academic progress.
- 16 The quality of teaching for the children who are under five is very good. Teachers know their children well, which helps to promote children's confidence when they first start school. Both reception classes have excellent bilingual support. In one class, the teacher is able to translate for children who have newly arrived in England. In the other class, the teacher successfully plans the lesson activities to ensure those children who have very little English benefit from bilingual translations, which successfully motivates the children to learn. As part of a topic on 'Clothes', one teacher aimed to promote an understanding of the effects of different weather conditions on the

way we dress. Using drawings of children dressed for different types of weather conditions, he asked the children to choose the appropriate clothes from a bag. When some of the children found it difficult to understand the need to wear warm clothing in cold weather conditions, he skilfully explained to them in their own language. When asking children questions, he encouraged them to respond using either English or their family language. If they knew little or no English, he encouraged them to learn simple words, which they could repeat after him.

- 17 Teachers who work with the youngest children have a very good understanding of their needs. For instance, in a literacy lesson, the teacher had set up a laundry as a free play area for the children. She captured the attention of the children one morning by reading a letter from the laundry inspector. She read the letter to the children and their activity was to consider the preparations for this visit. As a result, some more able children made posters reminding the rest of the class to keep the laundry tidy. Children join in, from the start, with whole-school activities such as playtimes and assemblies. In this way, all teachers know the children well and they have high expectations of behaviour. All members of staff encourage children to talk about their work and they place great importance on developing the children's knowledge of English. The school has recognised that the reception classes are large and that some children have more confidence in English. It has successfully organised a special part time group that caters for a few children who work alongside Year 1 pupils. The quality of the teaching in this group is good. Children extend their knowledge of the language and practice basic skills through well organised activities.
- 18 All three teachers who work with the children who are under five have high expectations. As a result, all children, including those with special educational needs, learn very well and make good progress. Any children who seem to have special educational needs are appropriately supported right from the start. The school is currently reviewing the planning for this age group, to take into account new nationally agreed Early Learning Goals. The newly implemented long term plans are excellent and they ensure that teachers plan suitable opportunities for children to become independent, to take responsibility and to show initiative. For example in mathematics, teachers' planning includes sorting three-dimensional shapes according to children's own criteria, as long as they can justify their decisions.
- 19 Throughout the school, teachers have very good relationships with their pupils. This has a positive impact on pupils' learning. Lesson plans are detailed and thorough, and time is taken to ensure activities are suited to the ability levels of pupils in their class. Homework is used to good effect, to extend work in the classroom and to put topics into a meaningful context. Teachers have been well trained to implement the National Literacy and Numeracy Strategies and, as a result, many lessons are very good or excellent. In the excellent lessons, the teacher inspired the pupils with imaginative topics that motivated the children to work hard. In the less successful lessons, the teachers lost pupils' concentration because the activities were uninteresting.
- 20 The teachers explain ideas clearly, demonstrate techniques well and use questioning very effectively. Most have good class management and they use resources very well. For instance in a Year 1 class, the teacher created a cave in a corner of the classroom. She inspired pupils to become confident writers through an imaginary bear who lived in the cave at night. Pupils wrote letters to the bear in their spare time and they waited eagerly for a response. In her spare time, the teacher typed letters in reply that were later read to the class and given to pupils to read for themselves.
- 21 Lessons are planned in great detail. Work is suitably adjusted to meet the needs of pupils with special educational needs. Most often, the class is grouped according to ability, which allows pupils to discuss their work with other class members of a similar ability. In most lessons, class assistants give good support, and when they are bilingual, the support is very good.
- 22 Teachers regularly evaluate the effectiveness of their lessons to monitor how they could be improved. Where lessons were unsatisfactory, the class management was weak. The lessons failed to inspire the class and pupils became restless and attention seeking behaviour resulted. In other lessons that were satisfactory, the teacher tended to do most of the talking and gave pupils

limited opportunities for independent learning or for them to take initiative. The quality of teaching throughout the school is having a significant impact on raising the standards. However, where there is little or no bilingual support, pupils who are newly arrived in England make only limited progress.

- 23 The noticeable strengths of the good teaching are:
- Assessment procedures for monitoring pupils' progress;
  - Staff relationships with pupils;
  - The quality of planning for lessons;
  - Effective classroom management;
  - Good knowledge of the subject;
  - Imaginative approach to teaching,
  - Very good bilingual support for pupils.
- 24 Pupils learn very well and they are well motivated in the majority of lessons. They readily attempt challenging work and, in the best lessons, their interest, concentration and perseverance are very good. This is particularly apparent at Key Stage 1. Pupils discuss issues maturely and they try very hard to please their teacher, for instance in an excellent religious education lesson in Year 1. The teacher had planned the lesson to follow up work from the previous week. Pupils had to identify people who were vulnerable, in two different versions of the nativity story. The teacher's skilful questioning led to some very intelligent answers from the class. Not only did they identify that the baby Jesus and his parents were vulnerable, but the more able pupils managed to understand the vulnerability of King Herod. Their infectious enthusiasm led to good results from all of the class and, as well as developing their religious knowledge, the lesson promoted their ability to express their thoughts and ideas in English.
- 25 The teaching and learning for pupils with special educational needs is good. In most literacy and numeracy lessons, pupils with special educational needs receive additional help within the classroom from support assistants. Since the previous inspection, some good progress has been made by the staff in using individual education plans to match work more accurately with pupils' individual ability. This enables them to work productively and with good levels of motivation. Lesson planning includes specific reference to the provision, and identifies suitable tasks for pupils. There is good detail in the planning for numeracy and literacy. There is close teamwork between the class teachers and the support assistants.
- 26 Teachers consult support staff about the purpose and content of their lessons to ensure pupils with special educational needs are well supported. In addition, support staff give informal feedback of pupils' progress at the end of the session. Their focused support, with lots of practice and reinforcement, is a strong contributing factor to the progress pupils with special educational needs make. In some foundation subjects, additional help is not always available but teachers do their best to provide work at the correct level. Occasionally, when this does not happen, pupils lose interest, become easily distracted and make little progress. Members of the support staff are appropriately involved in the review of pupils' progress and they have full access to individual education plans. Although the plans are reviewed regularly to make sure that they remain appropriate, a greater focus is now needed on accurately tracking and assessing the progress the pupils are making, and on using the range of assessment data that is available. This is currently a weaker element of the review process. Pupils receive an appropriate balance of additional teaching by support assistants and the outreach teacher, both within the classroom and through withdrawal to an adjacent area near the classroom.
- 27 The quality of the specialist teaching for pupils who are learning English as an additional language is very good. Excellent procedures are in place to support the new arrivals, who sometimes have gaps of several years without schooling. For example, a bilingual teacher effectively assesses pupils in their own language, to identify their knowledge in other subjects such as mathematics. Once the school has a good idea of pupils' ability, successful 'booster groups' are provided to promote pupils' confidence and develop and extend their knowledge of the English language. The school is clearly committed to providing equality of opportunity and inclusion for all its pupils and it is proving most successful in this. The school is effectively using the knowledge gained through

assessment in pupils' mother tongues to guide teachers when they prepare work in other subjects. This information also helps staff to detect the pupils with language needs as well as learning difficulties. The school effectively monitors the attainment of boys and girls and different ethnic groups.

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

- 28 The school makes very good provision for the children who are under five. When the children start school, some will have benefited from attending the local nursery school, so they are used to daily routines and have learned to draw and to use simple tools. They are eager to learn and are enthusiastic about school. Many children are at an early stage of English and others have only recently arrived in England and speak no English at all. These children need bilingual support to help them to understand and make good progress. Children respond well to the provision in the two reception classes and most of them make very good progress in all the nationally recommended areas of learning so that, by the time they move to Year 1, they attain most of the skills expected of children of this age. They make rapid progress in developing an understanding of the English language.
- 29 The school provides a high quality curriculum that is relevant to the needs of the pupils. It gives pupils a broad learning base that enriches and builds on their previous experiences. It develops basic skills and knowledge very well and makes good provision for higher attaining pupils. The school's provision for pupils with special educational needs is good, and it has improved since the last inspection. These pupils have equal access to the curriculum by means of individual education plans that are of a good quality with clear, specific and achievable targets. The school provision appropriately meets the legal requirements from all National Curriculum subjects and religious education. There is a suitable balance of subjects, except for the teaching time allocated for information and communication technology. This confirms the findings of the previous inspection. There is also insufficient time to enable the progressive development of geographical skills at Key Stage 2. The school already has plans in the current school development plan to address the information and communication technology issue.
- 30 The school correctly emphasises fluency in English, and it actively promotes the development of pupils' ability to speak clearly. This is particularly important with the high number of pupils who are learning English as an additional language. This has a positive impact on their reading and writing skills in all subject areas. Pupils have carefully planned opportunities to develop their skills in investigative mathematics, number work, and their enquiry skills in science. These are all improvements since the previous inspection. Although, the school provides a wide range of learning opportunities for its pupils, insufficient time is given to promoting the structured development of geographical skills at Key Stage 2. Within the same age group, insufficient time is allocated for information and communication technology.
- 31 There is a very significant improvement in the arrangements for curriculum coordinators to monitor and evaluate their subject areas. The school agrees criteria and priorities for development. It bases these on thorough analysis of the impact of previous planning. All subject coordinators identify needs and produce policies, schemes of work and action plans to meet them. The improvement in the quality of all planning is very good. All teachers indicate how their plans meet the programmes of study within the National Curriculum. They analyse and evaluate the impact of their planning, and use this to plan future work. Teachers include homework in their planning for English and mathematics. This is set on a structured basis and takes into account the necessity for pupils to attend the mosque after school.
- 32 The school makes very good provision for pupils' physical and personal development. The governing body has a relevant and suitable health education programme that encompasses sex education and drugs awareness. This is part of the science curriculum, and follows the community's emphasis on placing value on family life. The school has close links with the nearby



nursery school. This helps children settle happily into the reception classes. There are equally close links with neighbouring secondary schools. These enable the school to give pupils a suitable level of preparation for their transfer and education at secondary level.

- 33 The implementation of the National Strategies for Literacy and Numeracy is very effective. It is having a positive impact on pupils' reading, writing, and number skills. Standards in all these areas are rising steadily. Teachers use the structure of literacy and numeracy lessons in other subjects. This provides a clear framework for teaching and is helping to improve its quality.
- 34 Teachers link subjects together very effectively. For example, pupils write in the style of newspaper reporters in religious education. Teachers' daily planning gives a clear indication of the teaching strategies they are to use. This ensures consistency within the curriculum for parallel classes. The school identifies higher attaining pupils and makes effective and challenging provision for them. All teachers set targets for achievement in English and mathematics. They involve pupils in the target setting process. This ensures that pupils know and understand what is expected from them.
- 35 The school provides appropriate additional activities, including a range of sporting activities, as well as a choir and visits to places of interest such as the Mayor's parlour. These activities broaden, enhance and enrich pupils' experiences, but they are limited. The school ensures that all pupils, regardless of age, ability or gender, have equal access to the curriculum. All pupils have opportunities to join in these extra curricular activities.
- 36 The school has a very good ethos in which all pupils are seen as individuals and are positively valued. This is very much reflected in the good provision for pupils' spiritual development. The school fulfils all requirements for a daily act of collective worship. Pupils are almost entirely Muslim in faith and background. The schools' determination to teach religious education appropriate to the needs of the pupils has been confirmed once more by the local Standing Advisory Committee on religious education. Pupils are provided with a range of imaginative yet appropriate assemblies in which they are presented with regular opportunities to reflect on spiritual, moral and social issues. All classes are provided with the opportunity to lead assemblies. For example, pupils in Year 6 planned an interesting assembly based upon a history topic on the Second World War. The school has an active policy for promoting a spiritual dimension to pupils' work with a number of examples of awe and wonder being displayed in lessons such as literacy, music, art and design and science.
- 37 A strong sense of morality underpins the aims and objective of the school, with pupils having a clear sense of right and wrong. Pupils are well aware of the responsibility they have for their own actions, and show a concern for the well being of others. This is reflected in the four rules of care on display in classrooms and around the school. It is also promoted through the team system in the school and the use of team points and 'Well Done' certificates. Pupils develop good social skills as they move through the school. Members of staff provide good role models for pupils. Pupils recognise the high expectations made of them in terms of their behaviour, and respond accordingly. Pupils move around the school in an orderly manner, and treat the environment with respect. Pupils are very polite and courteous when meeting and talking to visitors to the school.
- 38 Pupils have a good understanding of citizenship through their regular fundraising activities, and contribute to both local and national charities. Pupils display their artwork at various places around the borough, and regularly sing in the community at senior citizens' homes. Pupils develop good interactive skills in a range of sporting activities, while the annual residential holiday for pupils in Years 5 and 6 reinforces pupils' knowledge of the necessity to support each other and to work as a team. The school has good social links with a school in Barrow near Clitheroe, with opportunities for pupils to meet and share ideas. Opportunities for pupils' personal, social and health education are well promoted throughout the school. Pupils work well together when provided with the opportunity to do so, though there are limited opportunities for pupils to become independent learners. Whilst pupils are keen to help their teachers, there are limited opportunities for them to make a more structured contribution to the organisation and running of the school.

- 39 The school makes good provision for pupils' cultural development, with this aspect of pupils' development permeating the whole of the school. Pupils have a strong cultural identity and pride in their family traditions. Pupils have the opportunity to consider a range of world faiths, whilst in music and art and design they consider the works of great musicians and artists. In history, pupils are provided with the opportunity to explore the changing nature of English society, as well as historical societies such as the Greeks, the Romans and the Egyptians. Whilst pupils have an understanding of the area they live in, they are less secure in their geographical knowledge of the world around them. Representatives of different faiths visit the school, and the school makes effective use of the cultural mix within its own community. The school teaches pupils to value and respect all faiths and beliefs, and it tries hard to prepare pupils well for life in a multicultural society. However, there are only limited opportunities to develop broader cultural experiences to allow pupils to have a better understanding of the world's diversity.

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

- 40 Members of staff know the pupils well, and care for them sensitively. They ensure their welfare is paramount. A good example is staff noticing pupils who wear earrings that are too long and likely to catch on clothing or cause an injury. When pupils feel ill at school, they are sensitively nurtured until they can be collected and taken home.
- 41 The school has a good child protection policy, which is briefly recapped in the staff handbook as a regular reminder of procedures. The designated staff members have received appropriate training, although the refreshing of the knowledge and understanding of existing staff has yet to occur. The health and safety policy is school specific and is supported by an appropriate formal annual risk assessment. The school caretaker carries out informal risk assessment daily. Regular checks of portable electrical appliances and fire drills occur. First aid procedures are generally good, with sufficient staff trained and standard letters sent to parents following bumped head accidents in school. However, vehicular access to the school, and in particular to the unit recently vandalised by fire, is unsatisfactory. Pupils' awareness of health and safety is well promoted through visits by the fire brigade, police, through specific topic weeks such as a health week, and through science lessons.
- 42 Very good procedures are in place for the monitoring and promoting of good attendance, and these have improved since the last inspection. The school has a very effective and comprehensive behaviour policy that was drafted with help from pupils, staff, parents and the governing body. The majority of members of staff use a positive behaviour strategy and reward good behaviour appropriately. Where any behaviour causes concern, very good procedures are in place to work with parents to investigate and implement appropriate ways of improving pupils conduct. No instances of bullying were observed during the inspection. The school rewards good behaviour through team points and certificates, as well as verbal recognition. These rewards are much valued by pupils. The school's book of rules is suitable for the age group of the pupils. All pupils complete it in September each year to help them understand the need for rules.
- 43 The procedures for monitoring and supporting pupils' personal development are good. A newly appointed personal, social and health education (PSHE) coordinator has already started to develop and monitor PSHE throughout the school, and there are realistic plans to formalise improvements in this area through circle time, cross curricular links and the writing of a policy. Induction to the reception class is sensitively handled and children soon settle into the school routines. Pupils newly arrived from overseas with no English language skills are sensitively cared for by all staff and soon become confident enough to be involved in class lessons and integrate easily into the school. A booklet called 'Moving on' helps prepare Year 6 pupils for secondary school by addressing their concerns and fears in a structured and informative manner.
- 44 The previous inspection report judged that the monitoring of pupils' progress was generally ineffective and, therefore, it was a key issue for improvement. Since then, the school has addressed this issue very well. Pupils' progress can be effectively monitored throughout the school, particularly in English, mathematics and science. Members of the teaching staff maintain

very careful records on pupils for whom English is an additional language. All assessments are analytical and informative. When it is necessary to assess newly admitted pupils who have had extended gaps in their education through visiting family overseas, the assessments are conducted in the pupils' mother tongue. Information from assessments is used to plan the next steps for pupils' learning. A particular strength of these arrangements is the whole-school approach to assessment. The school very carefully sets targets for individual pupils on the basis of assessment information, in which pupils are involved. In addition, teachers know their pupils very well and give prompt feedback in lessons and when marking pupils' work. There are generally helpful comments as to how well pupils are progressing and what they need to do next to improve the quality of their work. However, occasionally teachers do not explain to their pupils why work is 'excellent' or 'good', in science for example.

- 45 The systematic monitoring of pupils' progress and attainment results in adjustments to the curriculum and to grouping by ability of pupils in English and in mathematics in lessons. Furthermore, weaknesses in pupils' learning are promptly identified and appropriate action taken. For instance, when pupils have fallen behind and not achieved as well as expected in the national tests, they are given specifically focused support by the coordinators for the provision for English as an additional language. As a result of these arrangements, pupils' progress and subsequent attainment have risen significantly since the previous inspection.
- 46 The school's procedures for assessing and recording the progress of pupils with special educational needs are much improved. However, the evaluation of national test results for these pupils needs to be more closely linked to pupils' individual education plans so that individual progress can be measured more accurately. Specialised staff from the Local Education Authority occasionally carry out diagnostic tests, particularly when pupils are showing limited progress. Pupils with special educational needs receive appropriate support in their daily learning, and sensitive guidance on aspects of behaviour and relationships. The school has access to a wide range of specialist services, with which the school has good relationships. These specialist services, if asked, also contribute to review meetings and provide valuable support and advice for staff.

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

- 47 Great effort has gone into promoting links with parents and the immediate community. Parents' views are that the school is good overall and has shown improvement since the previous inspection. Parents are particularly pleased with the behaviour of pupils, the leadership and management of the school, and the approachability of staff. All these aspects are supported as being strong by this inspection.
- 48 The school works hard to promote very good links with parents. Induction and information for new parents, including the school prospectus, are very informative. Home visits support this induction process in some instances. Parents are able to borrow educational toys and books, and this encourages language and skill development from an early age. Translations and translators are always available to assist parents who do not read or speak English.
- 49 The school sends clear information to parents about curriculum topics. This includes useful project work linked to the country that pupils are visiting on extended home leave. This work is celebrated on pupils' return to school and is beginning to be recognised by parents as an important initiative and an effective link between home and school. Some annual reports show clearly pupils' knowledge, understanding and what they need to do to improve, and are overall satisfactory. Explanatory meetings with parents follow up written annual reports. Attendance at these meetings is monitored to ensure parents are fully involved. The school has very good informal links with parents. All communication, both written and verbal, is readily available for translation by the bilingual staff in the school. At celebration assemblies, parents' meetings and information meetings, translators are always available.

- 50 The involvement of parents in the formal work of the school is limited, although a very small number of parents are now able and willing to provide regular class support. Parents raise substantial money for the school through their Eid Fayre celebration and this is spent appropriately on improving resources.
- 51 The parents of children with special educational needs are involved in the process of identification, and are kept fully informed about their child's progress at all stages. All parents are invited to discuss their children's progress at regular open evenings and most attend. Some parents help their children with homework and, in addition, the school provides assistance and advice to parents on the best way to support their child's development at home. The school is very anxious to work in partnership with all the parents of pupils with special educational needs, but values particularly the opportunity of working closely together with the parents of pupils who have behavioural difficulties, to achieve a consistency of approach in dealing with their behaviour.

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

- 52 The excellent leadership of the headteacher, his deputy and key members of staff provides a very clear vision for the school's future development. The school is totally committed to raising pupils' standards of attainment, and the very active involvement of the senior management team and the governing body provides very successful leadership for the school. This is having a very positive impact on the school's improvement. In the last inspection, the school's management was judged to be a strength, but the school development plan was criticised because it did not place sufficient emphasis on raising the standards of pupils' attainment. The teachers with coordination roles were not influencing the school's work. The management and deployment of the staff support for pupils with special educational needs and those who were learning English as an additional language had several weaknesses. The school has been most successful in its action to remedy these areas. The school's development plan is now detailed and very focused on raising pupils' standards of attainment. The school's self evaluation is excellent. The deputy headteacher has very successfully influenced the school's procedures for monitoring and evaluation. The teachers with coordination roles are now more effectively influencing the development of their subject. The school has a very good ethos where pupils are made to feel truly valued. The school is consistent in its promotion of good moral values and respect for others.
- 53 The governors are now more actively involved in the monitoring of standards and that is an improvement. There are appropriately designated roles for monitoring literacy and numeracy. Records are well maintained and the governing body is well informed and committed to helping the school meet the needs of all its pupils. All statutory requirements are met, except in respect of the Governors' Annual Report to Parents, which has some gaps.
- 54 The subject coordination of English, mathematics, science, religious education and Early Years provision is very effective. These coordinators have a clear vision for the future of their subject responsibilities, and they work hard to raise standards further. They have worked very hard to ensure that the National Literacy and Numeracy Strategies have been successfully implemented. Their influence has had a positive effect on standards, and provides a good example of effective coordination. Religious education fully meets the requirements of the locally agreed syllabus and visits to local religious centres and visiting speakers enhance the quality of the school's provision.
- 55 The school works extremely hard to raise the standards of pupils' work. A very good team spirit prevails, and there is an outstanding commitment to school improvement. The strategies that have been introduced to raise pupils' standards ensure success. This has been achieved by a tightly focused system of monitoring to raise attendance and achievement levels, giving additional bilingual support where needed, and careful preparation of pupils for national tests. Appropriately high targets have been agreed to raise educational standards. However, in 2000, the results dipped in Year 6. The Key Stage 2 results have been appropriately analysed by the school, and it was discovered that the Year 6 group last year was weaker than in previous years. Staff and pupil absence also made it difficult to raise the levels of attainment. This reduced the effectiveness of these strategies. The quality of teaching has been significantly improved, and this has made an

increasingly good impact on the standards achieved. Where teachers have had any insecurity in their subject knowledge, they have been given good support and professional training. For instance, the newly appointed subject coordinator for information and communication technology successfully audited the level of staff expertise before planning a training programme. Having identified that some teachers had the advantage of good computer facilities at home, she grouped the staff according to their level of knowledge. The training programme was then effectively targeted at the most proficient staff and there are plans to provide other workshops for the rest of the staff to develop new computer skills in line with new national initiatives. The school policy will not be agreed until staff training is completed. These strategies are proving to be very effective.

- 56 The management and organisation of the provision for pupils with special educational needs is good, and has improved since the previous inspection. The administration of procedures is very thorough and, although some limited time is allocated to the special educational needs coordinator to carry out her duties, most tasks are completed in the coordinator's own time. Since the previous inspection, there has been a reduction to the number of support staff employed specifically to work with pupils who have learning difficulties. The headteacher and his deputy have tried to compensate for this by teaching small groups of pupils withdrawn from class. The cuts in staff have fortunately coincided with a reduction in the number of pupils on the special educational needs register. The support that is currently given is effective and matched closely to the needs of the pupils. Although the individual progress that pupils make is regularly reviewed, there are no procedures in place to monitor and evaluate the overall effectiveness of the support. There is an identified governor for special educational needs. He meets regularly with the coordinator and has been successful in gaining a good knowledge and understanding of the work being carried out in the school. The governors' annual report and the school prospectus provide an adequate amount of information on special needs.
- 57 The number of staff is adequate for a school of this size. The school has a good programme of induction and support for new teachers. There are very good systems in place to promote continuity. For instance, every class has a detailed teacher's file that is most informative and contains information about the class, plans for lessons, evaluations of actions taken and evidence of monitoring. These files are readily available for supply teachers, and make it easier for them to continue where the class teacher left off. Supply teachers are kept well informed with a simple introductory pack. The school asks them to complete an evaluation form that effectively records their success and notes any difficulties experienced. This makes a significant contribution to maintaining the continuity of the good quality teaching. Most teachers work closely together in each unit. The school has identified a suitable coordinator to manage staff training, and members of staff have the advantage of local courses and also training initiatives within the school. New staff, including support staff, benefit from having mentors and the chance to observe demonstration lessons. The school has agreed a policy for performance management, and staff benefit from a regular thorough appraisal programme. Governors are kept well informed about staff appraisal, and the headteacher identifies any important issues that have emerged from the appraisal process. The professional development of staff is very closely linked to the school development plan. The school hopes to achieve Investors in People status in 2001.
- 58 The school has coped very well with the recent fire, and members of staff have voluntarily given up much of their time to make sure the children do not suffer. Teachers and administrative staff have cheerfully taken on the additional work that was required to replace equipment and learning resources. Their sole priority was to maintain the school's good standard of provision and this is most commendable. Throughout the school, interesting and attractive displays enhance the building. Classrooms are small, but the shared open area in the centre of each unit is successfully used. The school benefits from having a good sized library. The building is satisfactorily maintained. The playground is exposed to the elements and pupils say that in summer they are too hot while in winter they are often too cold. Parents find it difficult to shelter as they wait for their children at the end of the school day. The school is not suitable for any people who have mobility problems. Pupils and staff respect the premises and there is no sign of litter or deliberate damage. Resources for learning are adequate and in some subjects such as art and design they are good.

- 59 Good financial management has enabled the school to improve its support for the many pupils who are learning English as an additional language, so that it is now very good. This success is despite static levels of funding over the last three years. The last inspection report said the school was efficient and effective. However, the school was criticised for having low results despite having large numbers of teaching and support staff. It was judged to give unsatisfactory value for money. The school's financial planning is cautious and good use is made of all additional funds to support the resourcing of support staff. Cuts in funding have led to a reduced part time support teacher for pupils with special educational needs. The headteacher and his deputy successfully compensate by giving teaching support to these pupils in small groups. However, when management commitments take them away from this teaching, pupils have no access to other support. The headteacher keeps up to date with the latest Local Education Authority or central government funding initiatives. He is very concerned about the low levels of funding available for supporting the high numbers of pupils who need language support. The development plan is detailed and costs are identified. The amount spent per pupil is slightly higher than the national average; however the school uses its available funds efficiently and is committed to providing the best support possible for the many pupils who need additional support with English. Specific grants and funds are efficiently used. The funding for pupils with special educational needs is appropriately used and this has a positive impact on the progress pupils make.
- 60 The school also successfully employs a bilingual clerk who is an effective link with the community. Other bilingual members of staff are also very well used to communicate with pupils and their families. The school analyses the results of National Curriculum tests to make sure it is giving value for money. It provides a good education for its pupils, and copes very well with the turbulence caused by the high numbers of pupils who have prolonged absence when travelling overseas. Pupil expenditure is successfully used to benefit pupils and provide them with a wide range of opportunities. Taking this into account, the school gives good value for money.

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

- 61 To build on the school's already very successful improvements, the governors, headteacher and staff should:
1. Continue to strive hard to raise the attainment of pupils who are learning English as an additional language by:
    - auditing the school's present bilingual support,
    - drawing up a cost analysis to identify the additional funds which are needed to further extend the bilingual support,
    - seeking additional funding to ensure the very good provision is sustained,
    - developing broader cultural experiences to allow pupils to have a better understanding of the world's diversity.

[Paragraphs 3,12,27,28,30,39,44, 52, 55, 59, 62-64]
  2. Raise the attainment in information and communication technology by:
    - completing the school's planned programme of training for staff,
    - reviewing and extending the time which is allocated to teach computer skills,
    - fully implementing curriculum planning particularly at Key Stage 2,
    - developing a school policy for the subject.

[Paragraphs 2,6,29,30,55,78,95,112,114-117.]
  3. Raise attainment in geography at Key Stage 2 by:
    - reviewing the school's policy, scheme of work and time allocation to ensure geographical skills are taught progressively throughout the school,
    - implementing training for staff to raise the standards of teaching,
    - evaluating and monitoring pupils' progress.

[Paragraphs 2,6, 108-110]

4. Eliminate the few unsatisfactory lessons by:

- continuing to monitor the quality of teaching,
  - introducing training in behaviour management,
  - providing more bilingual support,
  - building on the good practice which is evident in the reception and Year 1 classes, to ensure there are more opportunities for promoting pupils' independent learning.
- [Paragraphs 15,22,78,104,110,113,134.]

5. Work with parents and the community to improve pupils' attendance.

[Paragraphs 13,42,49,55.]

## **Minor Issues**

- Ensure legal requirements for the governors' annual report to parents are met.  
[Paragraph 53]
- Monitor the teaching and learning of pupils with special educational need, and determine whether the current provision is adequate for the high number of pupils on the register.  
[Paragraphs 7,29,56 ]

## **PROVISION FOR PUPILS WHO ARE LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE**

- 62 The school's very good support for pupils who are learning English as an additional language is fundamental to its aims and traditions. The school's leaders and managers are totally committed to raising the attainment of the high numbers of pupils who are learning English as an additional language. The management and coordination of this support is very good, as is the provision. In most lessons, pupils are effectively supported in class. Specialist teachers assist class teachers to plan their work to ensure it is carefully matched to pupils' needs. Where this is particularly effective, the support is often bilingual and is likely to involve translation. For instance, in the reception classes, children who are under five are very successfully supported in the shared text work in a literacy lesson. Equally, in lessons that promote, for instance, a knowledge and understanding of the world or musical skills, bilingual support makes it possible for young children to respond with confidence and helps them to contribute to the lesson in the same way as their peers. Parents welcome this support and they talk of their children's delight in discovering someone who speaks to them in their own language. This successful introduction to school is built on carefully throughout the school. However, bilingual support is too stretched and in some classes inadequate. For instance in a very good literacy lesson in Year 2, the very competent teacher had high expectations of the class and she insisted pupils concentrated hard and worked independently. But there was no bilingual support available and consequently, in the group work, new arrivals at an early stage of English struggled to understand. As pupils get older, most become increasingly confident to express their thoughts in English. For instance in a class assembly in front of the school, staff and parents, older pupils successfully presented the story of the 2<sup>nd</sup> World War. They played the parts of evacuees while others depicted important characters such as Churchill and Hitler.
- 63 A 'New Arrivals' policy has been successfully introduced since the last inspection and this is having a very positive impact on the progress pupils make. The school aims to increase resources for this group and it recognises that pupils are making very good progress when they have this kind of focused intervention. An example of this is a group of four older pupils who had very different needs, including two who had long gaps in their schooling. A structured activity required pupils to describe the procedures for cleaning their teeth. The teacher insisted that they repeatedly recite the steps they would take. When needed, translated explanations were given, such as noting the different sentence structure in English and the use of prepositions. This careful teaching successfully helped them make progress and it motivated them to extend their learning at home through additional homework. The school does all it can to help its pupils learn, and it readily provides distance learning packs for pupils who are travelling overseas. When staff realised that some were not being completed or not returned when pupils came back to England, they introduced rewards to motivate pupils to cover the work.
- 64 The school has successfully introduced bilingual assessment procedures to ensure that class teachers build positively on pupils' knowledge of other subjects. Other successful strategies that have been developed include supporting pupils in their class and offering translations when parents do not understand the curriculum. These are having a positive impact on pupils' learning.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	26	35	24	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		408
Number of full-time pupils eligible for free school meals		198

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		91

English as an additional language	No of pupils
Number of pupils with English as an additional language	403

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	26

### Attendance

Authorised absence	%
School data	11.75
National comparative data	5.4

Unauthorised absence	%
School data	3.16
National comparative data	0.5

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

## Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	27	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	24	25
	Girls	18	19	21
	Total	41	43	46
Percentage of pupils at NC level 2 or above	School	73(71)	77 (82)	82(86)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	16
	Girls	21	24	16
	Total	45	50	32
Percentage of pupils at NC level 2 or above	School	80 (78)	89 (92)	82(82)
	National	84(82)	88 (86)	88 (87)

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

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	24	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	16
	Girls	11	13	16
	Total	23	28	32
Percentage of pupils at NC level 4 or above	School	41 (59)	50 (61)	57(81)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	18
	Girls	14	15	17
	Total	29	30	35
Percentage of pupils at NC level 4 or above	School	51 (59)	56 (61)	65(81)
	National	75 (71)	72 (69)	85 (78)

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	0
Bangladeshi	0
Chinese	0
White	0
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)	15
Number of pupils per qualified teacher	27
Average class size	31

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

Total number of education support staff	10
Total aggregate hours worked per week	261

*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	1999
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	£
Total income	19695
Total expenditure	839113
Expenditure per pupil	2062
Balance brought forward from previous year	59215
Balance carried forward to next year	58456

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	29

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	34	3	3	3
My child is making good progress in school.	52	34	14	0	0
Behaviour in the school is good.	55	45	0	0	0
My child gets the right amount of work to do at home.	28	34	31	3	3
The teaching is good.	45	45	7	0	3
I am kept well informed about how my child is getting on.	48	38	10	0	3
I would feel comfortable about approaching the school with questions or a problem.	55	41	0	0	3
The school expects my child to work hard and achieve his or her best.	34	52	10	0	7
The school works closely with parents.	34	52	10	0	3
The school is well led and managed.	41	41	0	0	17
The school is helping my child become mature and responsible.	52	34	3	0	10
The school provides an interesting range of activities outside lessons.	21	34	17	7	21

### Other issues raised by parents

- Parents would like some form of shelter from the rain.
- Concerns that pupils had too much homework.
- Parents are aware that attendance is not good enough.

## **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**

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

65 The school makes excellent provision for the development of communication, language and literacy. Many of the children enter the reception classes with very little English. Some find it difficult to make sense of the cultural differences in England, particularly those who have newly arrived. Despite their lack of English, they sit still in school assemblies and try hard to listen to stories or to share books with a teacher or class assistant. With very good teaching and successful bilingual support, they soon learn that pictures and print convey meaning. By the time they are five, most of the children can retell their favourite stories well and they enjoy talking about books. They are eager to take their books home. The teachers plan their work to focus on the work of a key author such as Pat Hutchins. They adapt their lesson to a simplified model of the National Literacy Strategy to develop and extend the children's listening, speaking and reading skills. Children are very effectively encouraged to readily communicate through writing. They are effectively taught to recognise letter sounds and to know how letter sounds are used to form words. For instance, they have a writing table and they make cards or write letters freely. They design labels and posters in their class. They regularly write using pencils, crayons and felt-tip pens. In this way, they soon know how to form letters correctly. They have a developing hand and eye control. By the time they are five, many children write simple sentences independently. Their letters quickly become increasingly controlled and fairly well formed. This enables them to make very good progress in developing their speaking, listening and writing skills.

#### **Mathematical development**

66 The school makes very good provision for children's mathematical development. Children learn very well and they make very good progress in developing number skills. They benefit from joining in the daily numeracy activity, which is very effectively taught. They regularly sing number rhymes and, by the time they reach Year 1, many count accurately to 10 and some to 20 and above. Those who benefit from continuity of provision can add and subtract by the time they reach Year 1. Children recognise and remember the names of simple mathematical shapes. They make sets of numbers and use simple tally charts and graphs to record data. They have a developing understanding of capacity, and solve simple problems through their play. They learn about symmetry through pattern work. The school's provision includes topics that promote an understanding of time, including a simple understanding of differing time scales in other countries. The children understand the sequences of a day and through role-play they explore shopping and compile simple shopping lists. By the time they are five, most children will learn and achieve well and reach the recommended standards for their age group.

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

67 The reception teachers successfully provide a range of good activities that develop children's knowledge and understanding of the world. Children learn quickly and they make good progress. They have many opportunities to explore the natural and man-made world. For example, they walk around the locality and they notice old and new buildings. They have a good understanding of their immediate community. They develop a simple understanding of science through using magnets and magnetic construction equipment. They make decisions about the best containers to use to make a simple shaker. They consider the effect of different types of weather on choice of clothing. They have a simple understanding of making a test fair as they decide, for example, which are the best gloves for keeping their hands dry. In a topic about their environment, they talk about shopping and make decisions about which is the best carrier bag. They appropriately learn about different farm animals and the habitat they need to survive. They successfully build with construction materials and have regular access to a computer and story tapes and headphones. In religious education lessons, as part of a topic on Christianity, they successfully learn about the

church and they know that God loves everyone. By the time they reach Year 1, the school's programme of work is likely to ensure they have mastered a number of skills and most will attain the agreed expectations for this age group.

### **Physical development**

- 68 The school promotes children's physical development well and children learn well and make good progress. The recent fire, and the need to relocate into temporary buildings, has made it difficult to play with climbing frames and conventional outside play equipment for this age group. However, a good range of activities is covered in the school's small hall. Children run confidently and have increasing control and coordination in their movements. They play simple competitive games. They use large apparatus with increasing skill and an awareness of space and of others. They have an early understanding of gymnastics and understand they can use different body parts to bear their own weight. They handle construction and malleable materials with care. They use scissors accurately, for instance when they have to select and cut out the appropriate items to pack for a holiday in a hot country. All the children have increasing control of their pencil or writing with a large felt tip pen, and many reach the expected standard for this age group by the time they reach Year 1. As a result, most children attain the standard expected of this age group.

### **Creative development**

- 69 Teachers plan their work to include a wide range of creative activities that successfully promote children's creative development. Children learn well and make good progress. They paint and draw and they make up simple stories of their own. They make good progress in developing basic techniques, including weaving and making rubbings of different textures with wax crayons. They regularly draw with pastels and chalk. This enables the children to use and control different materials effectively. They hold brushes correctly and apply paint to paper boldly and with great care and confidence. They draw their friend's faces from observation, and they look at the work of famous artists such as Van Gogh. Children use wax-resist to make pictures of fireworks, and they mix paint well to achieve different colours. They have a good awareness of shape, pattern and colour. They make collage pictures using waste materials. The children appropriately sing a variety of songs from memory. They use percussion instruments correctly and confidently maintain a simple rhythm. They remember correct musical names. By the time they reach Year 1, most children will reach the expected standard for this age group.

## **ENGLISH**

- 70 The school is steadily improving its standards, against the odds. At Key Stage 1, the national test results have been steadily rising since the last inspection in 1996. The school's results at Key Stage 1 in 2000 were below average in reading and writing, but slightly above in spelling. At Key Stage 2, although standards have slowly but steadily improved over recent years, they dipped in 2000 because the group were less able than in previous years. Staff and pupils' absence were also reasons for the lower standards. As a result, standards were below average. In comparison with similar schools, pupils at both key stages achieve below average standards because they have insufficient bilingual support. The school monitors the National Curriculum test results each year and it analyses the results of girls and boys and pupils who speak different languages. There have been no significant differences.
- 71 Inspection findings show that the present Year 6 is attaining standards that are in line with the national expectation for this age group. However, the predicted results for the end of Year 6 may be affected by new pupils unexpectedly arriving from overseas with very little or no English. This impedes the school's overall results. The present improvements are a direct result of the high quality teaching and the impact of the National Literacy Strategy. The school works hard to monitor pupils' progress and to provide additional support in small groups when pupils are falling behind their peers.

- 72 Throughout the school, the quality of learning is good, and pupils make above average progress in developing their ability to speak, read and write English. This results in the steady increase in progress throughout the school.
- 73 When pupils enter the school, many have well below average skills in speaking English. Although they make rapid progress because of the skilled teaching, by the time they are seven many pupils still achieve below average standards. They have many opportunities to develop their speaking skills through role-play. An example of this is the bear's cave in a Year 1 class. Two boys were in the cave and said 'Hush! You'll wake the bear'. They went on to explain that the bear was asleep and 'he'll be cross if you wake him'. Pupils continue to make good progress in the development of their speaking skills. By the time they are 11, most pupils achieve standards expected for their age. This represents much hard work and a significant achievement for pupils and their teachers. Drama and role-play make a large contribution to this. For example, pupils in Year 6 write and present a dramatic representation of the evacuation of children during World War 2. This makes a positive contribution to developing their confidence in speaking in English to an audience.
- 74 Standards in reading show a considerable improvement since the previous inspection. By the ages of seven and eleven, pupils achieve standards that meet the expectations for most pupils of this age. This is a very good level of achievement considering pupils' understanding of English when they enter the school. The teachers work hard to give pupils an interest in and love of books. In one class, cushions and soft toys form a tempting reading corner where pupils explore books about 'Winnie the Pooh'. The school provides pupils with bilingual books and encourages them to become critical readers. Teachers continually promote understanding of English. For example, in a Year 2 class pupils do not understand what a handkerchief is when they read 'Putting on a Magic Show'. The teacher asks probing questions which encourage pupils to make suggestions: 'a towel?', 'a piece of cloth?', until understanding is reached. As they progress through the school, pupils read with increasing accuracy and understanding. Many 11 year olds are able to talk about different authors and say what they like about their books. For example, one girl says she likes 'Goosebumps' because 'the books are scary'. They compare the works of contemporary authors such as Roald Dahl with Shakespeare and Dickens. They know that the language of Shakespeare and Dickens is 'old fashioned' and discuss what words such as 'porringer' might mean. This is a direct result of the high quality and skilled teaching that enables pupils to carry out independent research. Teachers ensure pupils develop an interest in poetry and drama, and ensure that they are able to tackle new texts confidently.
- 75 The previous inspection findings showed too much dependence on worksheet activities in writing. This is no longer the case. By the age of seven, pupils are already beginning to write for different purposes. For example, Year 1 pupils write letters to the bear in 'Bear Hunt'. They eagerly await the bear's replies and are keen to read what they have written. Pupils' writing, by Year 4, is imaginative and shows a satisfactory understanding of story structure. 'It was snowing here in Burnley. The journey was very long. It was very hot in Doha, about 30°C'. The pupil goes on to write about his brother's wedding and the journey back to Burnley. He shows an above average understanding of how to construct a well spelt and interesting account. By the age of 11, most pupils have a satisfactory understanding of punctuation and the use of grammar. They use different forms of writing accurately and confidently. For example, they construct and act out play-scripts, write accurate factual accounts in science and give clear instructions in design and technology. This is a considerable improvement since the previous inspection.
- 76 Throughout the school, teachers encourage pupils to answer questions in well-constructed sentences. They speak clearly and precisely and promote the use of clear diction amongst pupils. This is effective in developing and improving pupils' skills of speaking and listening. This has a high focus in all lessons. Teachers plan opportunities for pupils to listen carefully to stories, instructions and music. They use the plenary sessions at the end of lessons to encourage pupils to discuss their work and say what they have learnt. This ensures that, by the age of 11, pupils speak out clearly, confidently and with assurance. They are developing the ability to present ideas and opinions in acceptably well reasoned arguments. All teachers concentrate on teaching and developing the basic skills of grammar, spelling and handwriting at Key Stage 1. They break down the skills necessary to enable pupils to learn and make progress. For example, in a Year 1 lesson

the teacher used a variety of methods to introduce pupils to the notion of rhyming words. Pupils were able to use a rhyming big book and a word bank and they delightedly found words that rhymed. The teacher made effective use of a range of strategies to engage and maintain pupils' interest and involvement in the activities. As a result, the pupils learned quickly because they understood the purpose of their work. This high quality teaching continues into Key Stage 2. Teachers continue to develop and increase pupils' skills in reading and writing. This results in most pupils using accurate spellings and punctuation. The teachers encourage them to write in a variety of styles and to experiment with different ways of expressing their ideas.

77 Pupils with special educational needs make good progress in developing their understanding and use of English. They receive a good level of effective support within the classroom. This enables them to work alongside their classmates, thereby increasing their self-esteem. All teachers ensure that the pupils have suitably challenging work that meets the requirements of their individual education plans. This is an improvement since the previous inspection.

78 The high quality teaching in the literacy hours results in the pupils enjoying lessons and making rapid progress in learning. Fifty per cent of all teaching was at least very good. One lesson was excellent. There was unsatisfactory teaching in one lesson where the class management strategies were ineffective. Most teachers make their expectations clear, plan very carefully and provide interesting lessons. This encourages the pupils to develop interest and enjoyment in reading and writing. It provides relevant and suitable opportunities for pupils to learn effectively. Pupils use their literacy skills effectively in other subjects such as science, history and religious education. For example, they use reporting style to write an article about Jesus' raising Jairus' daughter from the dead in the 'Jerusalem Echo'. Pupils use information and communication technology satisfactorily as a tool to assist in writing and rewriting stories. Most teachers have very effective strategies to maintain discipline in lessons. As a result, the vast majority of pupils work hard, listen carefully and behave well during lessons. There are, however, a small but significant number of boys who do not respond satisfactorily to the teachers' expectations. When this happens, they disrupt their own learning and, occasionally, that of others.

## **MATHEMATICS**

79 Pupils make good progress and, by the time they are seven and eleven, standards of work in lessons are now similar to those in other schools. Since the previous inspection, when it was judged that both attainment and progress in mathematics needed to be improved, the school has successfully addressed these issues. The quality of teaching has greatly improved. In addition, the systematic implementation of the numeracy strategy throughout the school has also impacted positively upon standards.

80 Results have been improving along with national trends, but were below average in the 1999 national tests. However, they rose steeply between 1996 and 1999 at both key stages. The rapid improvements over the last four years reflects the teachers' commitments to making the National Numeracy Strategy work and the very strong leadership of the two coordinators. When compared with similar schools, pupils' attainment is above average standards.

81 Progress throughout the school is good, including that made by pupils with special educational needs and by those for whom English is an additional language. The strong emphasis on number and on mental calculations has also effectively raised standards. An additional factor in the rise in standards is the effective use that teachers make of assessment information. Through its use, pupils' specific needs are well met. Parents are justly pleased with their children's progress and the standards that they achieve.

82 National test results for 2000 indicate a slight dip for Year 6. This was because the group were less able than in previous years. Staff and pupils' absence were also reasons for the lower standards. However, the two coordinators for mathematics rigorously and systematically analysed the results and took appropriate action to rectify matters. Weaknesses were identified and inservice training provided for staff. A particular strength of these arrangements was the



involvement of all staff. In addition, teachers make the numeracy strategy work for them by adapting it to the needs of their pupils. Together with careful and analytical assessments and realistic target setting, these factors contribute to the rapid improvements in pupils' progress and subsequent attainment.

- 83 Pupils enter school with levels of attainment which are well below average. They make good, and often very good, progress through the high quality of teaching they receive in Year 1. At the time of the inspection, some of the lessons observed were excellent. These resulted in very good learning gains made by the pupils. In Year 2, teachers build on this good progress and standards are generally similar to that of pupils in other schools. Pupils are achieving well in terms of their earlier attainment through the good teaching they receive in their lessons.
- 84 By the time pupils are seven, standards in number are similar to those in other schools. Pupils understand place values of numbers to 100 and how to order these numbers correctly. They are beginning to understand the relationship between addition and subtraction. Pupils know fractions such as halves and quarters through the practical sessions provided by the teachers. In one lesson, the teacher effectively demonstrated this to the pupils by using apples and a bar of chocolate. She asked questions such as 'How can we be sure that we share this bar of chocolate fairly?' This encouraged the pupils to offer suggestions for solving the problem, such as 'We can count each side to make sure that they are the same.' To ensure understanding of fractions, the teacher gave numerous examples and sufficient practice to consolidate their new learning. Those pupils for whom English is an additional language were very effectively helped to understand and to acquire mathematical skills through the support teacher translating unobtrusively into mother tongue, but swiftly changing to English once pupils' understanding was evident. However, there are lessons when these pupils do not receive any bilingual support. When this happens, their progress is slower, and subsequent attainment is therefore adversely affected.
- 85 The majority of seven year old pupils understand space, shape and measures. They recognise rectangles, squares and triangles, and name these correctly. Their knowledge of 3D shapes such as cones, cylinders, spheres and pyramids is secure. Pupils measure in centimetres accurately. They apply their knowledge of number to solve problems on money correctly and their knowledge of fractions to shape and to time. For example, they confidently say which is half past the hour. Pupils apply their knowledge of mathematics to 'My Measurement' in a science topic, working out their height and weight using appropriate measures. Teachers seize opportunities to consolidate and to extend pupils' understanding of mathematics. An additional factor in pupils' progress is the very good mathematical environment in each class, with good quality resources, pupils' work and challenging questions on each display.
- 86 By the time they are 11, pupils have a sound knowledge of number and are able to demonstrate a wide range of mental and pencil methods of calculations. The more able Year 6 pupils double decimal numbers and find the correct difference mentally. They use appropriate mathematical language with confidence, as observed in an excellent lesson in Year 6. Those pupils were able to discuss the properties of various angles, and to use mathematical terms such as 'units of measurement' or to give definitions correctly. Pupils are competent in using number. For example, they make up problems for others to solve, such as holiday costs and bargains, involving work with percentages, areas and distances. Pupils are competent in long division, and show good understanding of the relationship between multiplication and division. This is particularly demonstrated in their pencil and mental calculations. These pupils can multiply by tens and units mentally. Year 5 pupils understand the meaning of 'infinite' when applied to number of lines of symmetry in a circle. Their mental calculations are accurate, as demonstrated in one session when they had to work out costs of items, or increasing and decreasing, adding and subtracting numbers. Younger pupils at this key stage, Year 3, can apply their tables facts successfully to problem solving. For example, they work out correctly the number of shoes in three pairs or the number of legs on six elephants. In Year 4, pupils understand the relationship between addition and subtraction. They confidently solve problems involving shape, as demonstrated in one lesson when they correctly sorted different shapes into appropriate sets. Throughout the key stage, pupils apply their developing number skills to data handling. There are displays in all classes where pupils gather information, sort it into tables or block graphs and, in Year 6, they use a line graph to

process and represent data on favourite television programmes. There are examples of mathematics being used across other subjects. Pupils in Year 6 use graphs to record pulse rates in a science experiment. They record measurements of chest expansion, heart and circulation.

- 87 At present, there is insufficient support available for pupils for whom English is an additional language, at Key Stage 2 as well as at Key Stage 1. This results in pupils' slower progress and in lower attainment despite valiant efforts by all teachers to compensate for lack of appropriate assistance in lessons. This is particularly evident where the pupils are at an initial stage of learning to speak English.
- 88 The overall quality of teaching is good, with four in ten lessons being very good or excellent at Key Stage 1, and with three in ten lessons being very good or excellent at Key Stage 2. Since the previous inspection, the school has made very good improvements in the quality of teaching. A particular strength of teaching is the very good and consistent planning that teachers in all year groups have adopted. Imaginatively planned activities and infectious enthusiasm for teaching and learning complement this. Throughout the school, there are examples where the pupils are absolutely engrossed in their work and often visibly excited by their work in mathematics. Teachers make demands upon their pupils both in terms of behaviour and of work. Pupils rise to these as observed at the time of the inspection. High expectations characterise the good or better lessons in the subject. In the previous report, it was judged that teachers had low expectations of their pupils. Since then, the staff have very effectively addressed this area.
- 89 Throughout the school, teachers seek ways for improving their pupils' understanding in mathematics. Towards this end, pupils are given homework regularly to consolidate and to extend their learning. Pupils are involved in target setting and are informed regularly how they are progressing and what they need to do next to improve. From Year 3, pupils are grouped for lessons according to ability. This greatly facilitates their learning. In addition, there is flexibility of movement between the groups, so that appropriate matching of work to pupils is achieved. Thorough assessments by teachers and very good planning both contribute to pupils' good progress.

## SCIENCE

- 90 By the age of 11, standards of attainment are similar to most pupils of this age. This is a significant improvement since the previous inspection. It is also an improvement from the 1999 and 2000 national tests. This improvement is a direct result of the detailed analysis of the national test results. The school is placing a greater emphasis on scientific enquiry and physical processes. It is also a result of the improvement in the quality of teaching in science. At Key Stage 1, pupils still achieve below the national average. In comparison with similar schools, pupils at both key stages achieve below average standards because they have insufficient bilingual support.
- 91 The school carefully analyses results for trends in attainment, differences between genders and actively seeks ways to improve standards. As a result of this analysis, the school is targeting development in enquiry skills and in physical processes. This action is proving successful.
- 92 In Year 2, pupils have a sound understanding of the process of change as they grow. The more able pupils have a satisfactory understanding of how an electric circuit works. Most pupils, however, have only a limited understanding of materials that conduct electricity. Teachers make very effective links with English. For example, in a Year 1 lesson the teacher took great care to extend pupils' understanding and use of language associated with light.
- 93 By 11, the majority of pupils have a sound grasp of scientific vocabulary and an increasingly secure knowledge base. For example, in Year 6 they use their knowledge of how sound travels to set up a range of experiments. The teacher makes very good links with the pupils' work in English. Pupils explain and answer questions about their experiments and develop their learning very effectively. They have a sound understanding of how the human body works, and of the need to care for their

bodies. The higher attaining pupils know how the solar system functions and understand the relative positions of the sun, earth and moon.

- 94 Pupils with special educational needs make good progress in developing their scientific skills and understanding. The teachers plan work carefully to ensure that tasks are challenging and meet the pupils' identified needs. This is a marked improvement since the previous inspection.
- 95 Pupils use their literacy and numeracy skills effectively to support their work in science. They understand the specific scientific meaning of words such as 'conductor' and present their findings clearly and logically. The pupils use measurement increasingly accurately in their scientific investigations. They represent findings on charts and graphs. However, pupils do not make enough use of their computer skills to collect, record and display information. In this area, there has been no improvement since the previous inspection.
- 96 The quality of teaching ensures that pupils make good progress in their learning. No teaching is less than satisfactory. Two thirds of all teaching is good. Half of this teaching is very good. Teachers are secure and confident in their teaching, and use their subject knowledge effectively to develop pupils' thinking. They make very good use of questions to test pupils' understanding and develop a suitable scientific vocabulary. For example, pupils learn the correct names for different kinds of teeth and the correct vocabulary for the parts of the ear. Teachers' planning places a clear focus on practising and improving key skills. The teachers ensure that these build systematically on what the pupils know. All teachers have realistically high expectations of what the pupils can achieve. An example of this was seen in a Year 6 lesson where pupils were asked to be precise about how vibrations are caused. A very profitable question and answer session enabled the pupils to explain their reasoning logically and gave the teacher a clear insight into what the pupils knew. Teachers use lesson evaluations and assessments to guide them in what to teach next in order to ensure good quality progress for all pupils. The regular setting of carefully planned homework gives effective support to work done in lessons. Teachers make every effort to support pupils who have English as an additional language. In many cases, the classroom assistants give a very effective level of support. This enables the pupils to participate fully in science lessons. Where there is no additional support the pupils do not make as much progress.
- 97 The school makes very good use of the information from assessment to plan the science curriculum. The subject leaders have a clear vision for the direction of science and are totally committed to raising standards. They monitor trends, planning and standards. For instance, they identified a weakness in physical science from the national tests. This weakness, along with the continuing emphasis on scientific enquiry, is being addressed. Pupils' work already shows improvement in this area. The subject leaders ensure there is consistency of provision for all year groups.

## **ART & DESIGN**

- 98 Whilst it was only possible to observe a limited number of art lessons, these observations, plus work on display around the school, and the extensive portfolio of pupils' work indicates that pupils at both key stages make good progress in the subject and achieve standards above those normally expected of pupils of a similar age. This is a significant improvement on the last inspection, when standards of attainment at the end of Key Stage 1 were deemed to be unsatisfactory, and standards of attainment at the end of Key Stage 2 were satisfactory.
- 99 In a lesson in Year 2, pupils studied a painting of Van Gogh's 'Bedroom at Arles' and this was followed by an opportunity to paint a picture of their own bedroom. Rather than simply paint with brushes, pupils used glue spreaders as palette knives and applied thick textured paint in the style of Van Gogh. They were able to experiment with the application of paint, using the sides of their 'palette knives' to apply texture and a grained effect to the many wooden objects in their paintings. The challenging activity did much to motivate the pupils. This, along with the good individual support by teachers, classroom assistants and staff supporting pupils with English as an additional language, was a significant factor in the good progress made by pupils in this lesson.

- 100 Eight year olds demonstrate good drawing and shading skills as they produce a range of pictures linked to the class's topic work on water. The teacher's good organisational and managerial skills did much to give a clear sense and purpose to this lesson. By the time they are ten years old, pupils demonstrate their ability to work in an independent and collaborative manner as they work on a range of art activities within a single lesson. They produce simple yet effective thumb and coiled pots, linked to their history work on the Ancient Greeks and create some interesting collage planets, with applied three-dimensional effects of rockets and stars. Pupils displayed real enthusiasm for their art activities in this lesson, with the teacher helping the pupils to develop self confidence in their skills though her good use of praise.
- 101 Pupils in Year 6 are provided with the opportunity to explore the work of the Impressionists. The very good range of resources provided by the teachers did much to stimulate interest, and created a sense of awe and wonder as pupils considered paintings by Van Gogh, Monet, Renoir and Cézanne. The lesson was very much a preparatory lesson as pupils worked in detail exploring the artists' use of colour, light and the application of paint. This provided good preparation for the following week's work, when pupils will produce a painting of their own in the style of an artist they had studied.
- 102 Observation of the work on display around the school, and the levelled portfolio of pupils' work, indicates that pupils are provided with the opportunity to engage in a good range of art activities. They draw and paint in a range of styles, produce imaginative collages, work on prints using a range of objects, and create interesting wall hangings based on Van Gogh's 'Sunflowers'. They also engage in ceramics and pottery work. Whilst there is a limited range of three-dimensional work, with pupils making model fireworks for their Bonfire Night collages, there are good craft links with design technology projects, with pupils developing good design skills as they work on Greek masks and puppets. There are good links with other areas of the curriculum, in particularly with history, with pupils creating Greek pots, pictures of Egyptian mummies, and paintings based on the Guy Fawkes plot. Though pupils occasionally consider Islamic and Japanese art, opportunities for pupils to consider art from other cultures and traditions, and to work in that style, remains an area for development.
- 103 Pupils treat all materials and equipment in a safe and sensible manner and they are as committed in clearing away at the end of lessons, as they are in the practical activities they are involved in. A good working atmosphere existed in all lessons observed.
- 104 The quality of teaching at both key stages is good. This is an improvement on the last inspection, when teaching was judged to be unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. Lessons are well planned, resourced and organised. Teachers have high expectations of pupils, provide them with challenging activities, and give good individual support to pupils without interfering with the ownership of their work. Classroom assistants and bilingual support staff make a valuable contribution to pupils' learning, and good relationships exist between adults and pupils. The subject makes a valuable contribution to pupils' cultural development and adds to the welcoming atmosphere.

## **DESIGN AND TECHNOLOGY**

- 105 It was possible to observe only one lesson. Judgements are made on analysis of work and teachers' planning and records. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. By the time pupils are seven and eleven, their achievements in design and technology are typical for their age. The previous inspection report judged that the subject was taught too infrequently which hampered continuity of skills development, especially problem solving. Since then, the school has addressed these issues very well. This is attributed to the strong leadership of the coordinator, and the subject development through her leadership.

106 All aspects of the design and technology curriculum are taught throughout the school. A particular strength of teaching and learning in the subject is the progressive skills development that takes place from reception to Year 6. Samples of pupils' work are carefully collated and evaluated. Teachers can see how pupils' skills are progressively developed. The coordinator, to ensure coverage of the subject, carefully records different materials that each year group uses. Teachers' planning for the subject is very good. Long, mid and short term planning is carefully outlined and monitored by the coordinator. Through this systematic monitoring, pupils build progressively on their previous skills. Teachers seize on opportunities to develop other areas of the curriculum through design and technology. For example, there are links with science and mathematics. Skills of speaking and listening are carefully developed through this work. Pupils learn to evaluate their designs and to suggest ways of improving them. These opportunities effectively teach the pupils to work cooperatively, to be self-critical and to evaluate other pupils' work sensitively. In this respect, the subject contributes well to pupils' social development.

107 Throughout the school, pupils make good progress in design and technology. In Year 2, pupils design and make a computer, a lamp, a hairdryer, an iron, a lamp and a television using various materials, and decorate them suitably with fabric and various paint finishes. The teacher attractively displays these. The display shows good planning and designing skills by the pupils. This good progress is in evidence around the school. There are good examples of pupils' development of skills in designing and making at Key Stage 2. Displays show this development in Year 5, where the pupils make masks using paper sculptures, and there are very effective puppets relating to pupils' study of Ancient Greeks. Year 3 pupils understand the purposes of different umbrellas. They had previously tested materials for waterproofing before deciding that nylon was the best material for the purpose. Pupils mark and cut out templates and copy them onto materials before cutting these out and attaching them to the nylon. Their designs are varied and the finished products are well designed. In Year 6, pupils make books as part of the Book Week project. The whole school was involved in designing and making books, from simple ones in the reception class to complex ones in Year 6. Through this project, progressive development of design and making skills were clearly evident.

## **GEOGRAPHY**

108 Although standards in geography have been maintained at Key Stage 1 since the previous inspection, the standards for pupils at Key Stage 2 are below those found in similar schools. There are clear reasons for these lower standards at Key Stage 2. The school has justifiably given a high allocation of time recently to numeracy and literacy, and reduced the teaching time for geography. Further training is needed for some staff to improve their subject knowledge and confidence in teaching geographical skills and enquiry methods, particularly through fieldwork. More opportunities are needed for the coordinator to monitor the quality of teaching and learning and review the progress being made to raise standards. Finally the policy and scheme of work is in need of review to help to support teachers' planning and the progressive teaching of skills through the school. Progress at Key Stage 1 is satisfactory but, because of the lower standards at Key Stage 2, progress here is unsatisfactory. This applies to all pupils including those with special educational needs and English as an additional language.

109 By the age of seven, pupils have a reasonable knowledge and understanding of local places and describe some similarities and differences between the town and the country. Although no actual teaching was observed during the inspection, there is evidence in the examination of past work, teachers' plans and talking to pupils that geographical skills and the correct vocabulary are being taught progressively through local visits. This good emphasis on fieldwork was seen in Year 1 when, after a visit to the town centre, the pupils built their own model town and were then encouraged by the teachers to extend their observational skills in drawing plans and pictures from the model. Pupils in Year 2 draw maps of their journey from home to school, name some of the roads and add a simple key. They can also follow the direction of a route correctly and name some of the buildings they pass on the way. Some meaningful links have been made with other subjects such as the science topic on looking at the building materials for houses and the use of well chosen stories with a geographical content such as 'Rosie's Walk'. The 'role play area', which

is currently a post office, is helping pupils to gain a good understanding of the people who help them, transport systems and other countries.

- 110 By the age of 11, pupils' skills in using fieldwork and their knowledge of places in the wider world are unsatisfactory. Although the quality of teaching overall in lessons observed was satisfactory, other evidence, which includes teachers' planning, discussions with pupils in Year 6 and an examination of past and present work, shows that pupils are not making sufficient gains in their learning. There was also one unsatisfactory lesson. Pupils have some difficulties interpreting a simple weather map or using the correct vocabulary to describe features on the photographs of different landscapes. Because teachers are not focusing sufficiently on teaching mapping and other geographical skills of enquiry, these areas are largely underdeveloped. However, pupils can use four figure coordinates to locate places and understand compass directions because these skills have been taught in mathematics. Very little evidence is seen of pupils drawing maps, using scale or making their own plans. Because some teachers are unsure about their subject they plan work that is undemanding, such as colouring in maps or plans or filling in the words of work sheets for the weather study. These activities do not help pupils to learn the important skills they need to make progress and improve their standards of achievement. In the unsatisfactory lesson, the reading material given to some of the pupils was too difficult for them to use without additional help and they soon became distracted and lost their concentration. Their inappropriate behaviour affected the progress of the rest of the class. However, in Year 3 the teacher skilfully developed map work through the use of challenging questions and well chosen resources. By the end of the lesson, the pupils had gained a good understanding of how to use grid references to accurately locate features on a map. At the same time they also learnt about transport networks on an island and the use of contours. A model island, plans, pictures and the use of a big book all helped to sustain the interests of the pupils and increased their levels of knowledge and understanding in a positive and productive way.

## HISTORY

- 111 Standards throughout the school are average. Similar findings on standards were reported at the previous inspection. Since then, improved teaching and more effective management of the subject has raised the progress and learning from satisfactory to good for all pupils including those with special educational needs and English as an additional language.
- 112 By the age of seven, pupils make a good distinction between the past and the present. The effective use of time lines and other resources helps pupils to understand the lives of people in the past such as the Celts and make comparisons with their own lives today. In their study of the Romans, the pupils use a letter from a Roman soldier to draw their own interpretation of Boudicca. A few pupils are able to take their skills in pursuing an historical enquiry even further, by asking appropriate questions to discover more about a decorated shield found in the River Thames. By the time they are 11, pupils have built up a sound knowledge of the significant events in both Ancient Greek and Tudor history, and have a good understanding of life during World War Two. The pupils' own newspaper articles demonstrate good factual details and a depth of understanding and skill in researching for information. A good variety of sources are used to write about events such as evacuees, blackouts, food rationing and fashion. Pupils make their own gas masks, identity cards and rationing books and the very well presented assembly on World War Two shows the way in which effective links are made between many other subjects. English is promoted particularly well in these activities, with good examples of literature used to help pupils express their ideas of the war in detailed and imaginative diary accounts. These and other well planned tasks seen through the school help the pupils to become active and effective enquirers and deepen their historical knowledge, understanding and interpretation of the past. The use of information and communication technology to enhance the subject further is currently underdeveloped.
- 113 The quality of teaching and learning is good overall throughout the school. In the best lessons, the pupils are very well motivated by the good use of artefacts and other resources. This helps to bring the subject alive for the pupils and accelerates the progress made in their learning. This approach was particularly successful in a Year 4 lesson, when the teacher focused the pupils' energies into

sorting out fact from opinion using a text on Tudor homes. The text was also adapted to suit the wide range of abilities within the class so that all pupils could achieve success and work productively in the lesson. Most members of staff have a secure knowledge of the subject and they ask probing questions and give good explanations to increase pupils' knowledge of historical information. This aspect of teaching represents an improvement from the previous inspection. In Year 6, teachers focus on extending the research skills of pupils and providing a good range of opportunities for purposeful writing and discussion. Just occasionally, lessons are less successful when teachers use limited resources or inappropriate methods to engage the pupils' interests and then the historical enquiry and challenge is missing from the lesson. This results in less effort and concentration from the pupils in completing their tasks and there are fewer gains in their learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 114 The standards of attainment in information and communication technology are broadly in line with the national expectations for seven year olds. By the age of 11, the standards remain below the national expectation for this age group. Although older pupils' standards are still too low, this is an improvement since the last inspection when standards were well below average. The school has prioritised information and communication technology as a subject that still needs to be improved, but it rightly decided that staff training was important if the standards were to be improved in the long term. The school has appointed a new coordinator who is enthusiastic about the subject and who is already monitoring the school's standards.
- 115 Younger pupils cover basic word processing and graphics, some research, simple data handling, and control work with a simple programmable floor robot. They confidently use a mouse to select and move items on the computer screen. In Year 1, pupils know how to control a tape deck and they enter instructions to move the floor robot backwards and forwards. They understand that information comes in a variety of forms. By the time they are seven, their word processing is more proficient and they independently type text and remember to include spaces. When pupils reach the age of eight, they are able to use a 'shift' key and, by the end of the year, they change fonts and use coloured text to indicate relative importance. For instance, in designing a poster to suggest improvements to playtime, 'Make playtime longer!' was in a large red font. The attainment in older classes is patchy. In Year 4, pupils are beginning to use a range of visual effects, such as reflection or symmetry, to effectively design book covers such as a book on Buddhism. Pupils create pie charts to record data, for instance for a survey on local employment. In Year 5, a variety of word processing techniques are used. Pupils edit text, working directly on the computer to compose their writing. A good example of this is pupils writing Robinson Crusoe's log in the style of Daniel Defoe. Eleven year olds are beginning to use a CD-ROM to research important characters in literacy and history lessons, for example James Joyce and Adolph Hitler. Pupils who are learning English as an additional language make sound progress, as do the pupils with special educational needs. However, where there is insufficient bilingual support, pupils who have newly arrived in England find it difficult to understand what they have to do. They cannot word process because they do not have language skills that enable them to spell or write text.
- 116 Pupils are enthusiastic and they work hard when they have access to a computer. Their behaviour is very good. They treat computer resources and tape decks with great care and even the youngest four year olds value the opportunities they have to work independently or with a friend.
- 117 Throughout the school, pupils' attainment relies very much on the confidence of the teacher. Word processing skills are developing well. The school's programme of training is addressing other important aspects of the curriculum, such as control technology; more advanced data handling using spreadsheets, and monitoring external events such as temperature changes. Very little direct teaching of information and communication technology was observed during the inspection, but some good examples of pupils' work showed that the school is making progress in developing the subject. Teachers recognise the need to raise standards in information and communication technology, and the school's planning for the subject is good. Year 2 pupils have examples of older pupils' work to motivate them. This is an effective strategy for raising attainment. Teachers are effectively developing pupils' understanding of information and communication technology and

promoting their understanding of the impact it has on world communication. Pupils know about the Internet, although they have had few opportunities to use email.

## **MUSIC**

- 118 Pupils at both key stages, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in music and achieve standards close to expectations for their age. Standards in the subject have been maintained since the last inspection.
- 119 Pupils in Year 2 sing a range of previously learned songs and nursery rhymes. They are able to clap to the beat of the music, and to select appropriate untuned percussion instruments to accompany themselves in their singing. Pupils have a satisfactory musical vocabulary and are able to identify instruments by their sounds when blindfolded. The teacher's use of praise in this lesson helped to raise pupils' confidence in their musical abilities. The teacher also used good open ended questions in such a manner as to extend pupils' knowledge and understanding of musical instruments as well as actively promoting pupils' oral skills. Classroom assistants made a valuable contribution to pupils' learning in the two Year 2 lessons observed. Pupils in Year 4 are aware of the sounds in the natural and man-made world around them, and are able to compose and perform simple musical patterns based upon traffic sounds. Pupils' ability to produce symbolic notation to accompany their work was a significant factor in the success of this lesson, as was the teacher's good classroom control and management.
- 120 In Year 5, pupils explore the theme of 'Night' and develop choral work as they interpret individual 'night' words in different ways. Pupils worked in a collaborative manner in this activity, before sensibly choosing appropriate instruments to accompany themselves in their choral work. Pupils in Year 6 display a satisfactory understanding of the musical qualities of a range of instruments and are able to categorise according to whether they were brass, woodwind or percussion. While many pupils have an understanding of the sounds created by each of the instruments, a number of pupils found it difficult to articulate their ideas and opinions in clear extended sentences. The satisfactory nature of this lesson was promoted through the teacher's good provision of a wide range of large pictures of musical instruments.
- 121 Whilst many pupils enjoy their singing activities, this all important aspect of music is under developed, and needs to be taught in a more discrete manner within individual classroom time, particularly in the older classes. Although pupils learn lyrics by heart, because of their sometimes limited understanding of what they are singing about, they find it difficult to sing with appropriate phrasing, articulation and intonation. The practice of pupils engaging in whole school singing practice does, in fact, do little to promote singing skills with many pupils. Pupils in older classes find it difficult to show expression in their singing. As a result, a significant number of pupils do not contribute to singing practice. This was an issue in the previous inspection.
- 122 Pupils display real pleasure in their musical activities and respond in a positive manner. They particularly enjoy the opportunity to explore and experiment with musical instruments, and like to compose their own pieces of work. Pupils listen to, and discuss, other people's work in a constructive manner; they show real pride in their own efforts.
- 123 Whilst not considering themselves musical specialists, teachers are secure in their subject knowledge, with the quality of teaching at both key stages being good. Lessons are well planned, resourced and organised. Teachers have good disciplinary skills within these potentially noisy lessons. Pupils respond almost instantly when teachers ask for their attention, and place their instruments quietly on the floor. Examination of teachers' planning documents indicates that regular opportunities are provided for pupils to explore both aspects of the music curriculum, listening and appraising, and composing and performing. Teachers actively promote literacy skills throughout the subject, with pupils' appraising activities often being presented in a written manner. Whilst the school is not in the position to offer individual music tuition, there is an enthusiastic choir who regular perform both within the school and the local community.



## **PHYSICAL EDUCATION**

- 124 Because of the inclement weather during the period of the inspection, it was only possible to observe a limited range of indoor activities in physical education. The focus of most lessons was on the development of ball control and passing skills and floor and low level movement activities linked to gymnastics and dance. Close examination of teachers' planning documents indicate that pupils are provided with the opportunity to explore all elements of the physical education curriculum, including outdoor activities and swimming, with half of the pupils being able to swim 25 metres by the time they are 11 years old.
- 125 Pupils make satisfactory progress at both key stages, and achieve standards in line with expectations for their age. Standards in the subject have been maintained since the previous inspection. Pupils in Year 1 display satisfactory throwing and catching skills with beanbags, both on their own and with a friend. Pupils have an understanding of spatial awareness and a need to be concerned of those around them as they move around the hall. Pupils in Year 1 also engage in some very imaginative dance activities as they explore music based upon Raymond Brigg's 'The Snowman'. Pupils clearly focus on the music and interpret it through mime and movement in a very sensitive manner. The success of this lesson owed a great deal to the teachers' very good organisational and managerial skills, and the very good self discipline displayed by the pupils. It was possible to observe a real sense of awe and wonder as the teacher 'blew' the snowflakes, the children, spinning and turning around the room.
- 126 In Year 2, pupils further develop their ball control and passing skills. They use large balls in an effective manner as they develop those skills associated with netball. Pupils listen quietly to their teacher and are keen to make an active contribution to the lesson by demonstrating their skills to the rest of the class. Pupils worked in an enthusiastic manner in this lesson. They are able to work both independently and with a partner and develop good interactive skills.
- 127 In a Year 6 lesson, pupils develop the ability to put together a sequence of movements, turning, twisting, balancing and freezing. They practice these at ground level before moving on to apply them to low and medium level physical education equipment. The sound progress in this lesson was influenced by the opportunity to repeat and refine skills.
- 128 Pupils at both key stages display real pleasure in their physical activities and they are keen to please their teachers. They work with discipline and control, and respond well to teachers' coaching points. They treat all equipment in a safe and sensible manner and are aware of health and safety issues.
- 129 The quality of teaching is good. Lessons are well planned and organised, though the learning objectives for the lesson are not always made known to the pupils. Teachers have high expectations and provide pupils with a challenging range of activities. This is a significant factor in the satisfactory, and often good, progress made in the subject. Lessons are well paced and rigorous, with teachers ensuring that all pupils make an active contribution to the lesson.
- 130 The school has a good hall for the teaching of the subject, as well as access to hard surfaces and extensive playing fields. The school provides pupils with a satisfactory range of extra curricular sporting activities, with pupils taking part in local inter school competitions and tournaments. With its emphasis on team building skills, the subject makes a valuable contribution to pupils' social development.

## **RELIGIOUS EDUCATION**

- 131 The attainment of pupils, both at seven and at eleven, is in line with the Agreed Syllabus for Lancashire. All pupils, including those with special educational needs and those for whom English

is an additional language, make satisfactory progress throughout the school. Since the previous inspection, when it was judged that attainment was in line in only half the lessons at Key Stage 1 and in only a quarter of lessons at Key Stage 2, the school has made very good improvements in the subject. Only a small number of lessons were observed during the inspection at Key Stage 1. Further evidence was drawn from analysis of pupils' work and discussions with pupils along with evidence from teachers' planning.

- 132 By the time they are seven, pupils know and talk about God and the Supreme Being. They make references to what people believe, and are aware that religion can guide people's lives. In a discussion, Year 2 pupils talked about 'God being everywhere', and about prayer. They understand that people can pray in a church, a mosque or at home. They are also aware that some people do not believe in God but 'they can also be good people'. Pupils are aware of various Christian festivals like Christmas and Easter. They also talk about the birth of Christ, the visit of the Three Kings, the story of Herod and, later, the Crucifixion. Pupils understand the Muslim festivals such as Eid. They know that people fast during Ramadan, and are beginning to understand some of the basic religious beliefs and teachings.
- 133 At Key Stage 2, pupils build on their previous learning and know about other religions beside Christianity and the Islamic faith. They name Buddhism, Hinduism, Judaism and Sikhism as other religions that they have studied. Pupils can discuss different elements of these religions without confusing them. They understand that religions guide people's lives but that non believers also have a code by which they live. In a discussion with the pupils, it was obvious that the pervading principle that was important to them was equality of each of us 'in the eyes of God', 'we are all brothers and sisters' and that we 'should respect one another's beliefs and values'. In the lessons observed at the time of the inspection, pupils were provided with opportunities to fully discuss all aspects of religious beliefs. They are often observed making thought provoking statements indicating that teachers encourage their pupils to express their views and that they value their pupils' contributions. In a very good lesson in Year 4, the pupils were invited to discuss feelings about 'dark and light'. They were eager to offer ideas such as feelings of relief, warmth, joy and reassurance. Other pupils and adults in the room respected these. Pupils learn about stories from the Bible, including the Gospels. They compare and contrast how St Matthew and St. Luke recorded the birth of Jesus.
- 134 The quality of teaching is good throughout the school. This is an improvement on the previous inspection report, where some lessons were found to be unsatisfactory. Planning is particularly good, with teachers making references to the Agreed Syllabus. This ensures appropriate coverage of the subject. A particular strength of the curriculum is the way each religious theme is purposefully brought to pupils' own understanding by making links with their own experiences. This results in deeper understanding of complex beliefs and to consider questions that are difficult to answer. Teachers seize opportunities to extend pupils' literacy skills and this is seen in pupils' books in all classes. There are good examples of pupils writing about religious education for different purposes. Pupils in Year 5 used the format of a newspaper article for the 'Jerusalem News' record of a miracle performed by Jesus. Members of staff use each religious education lesson for the development of literacy and speaking and listening. This strong focus helps the pupils to remember not only facts about other religions, but also to learn what religions teach us.
- 135 The subject contributes well to pupils' spiritual, moral, social and cultural development. The idea of God is developed throughout the school. Assemblies are well used for this development. Religious education embraces pupils' personal and social development in terms of their understanding of fairness and respect for others and makes a significant contribution to pupils' cultural development.