

INSPECTION REPORT

AUDLEY JUNIOR SCHOOL

Blackburn

LEA area: Blackburn with Darwen

Unique reference number: 119115

Headteacher: Mr D Whalley

Reporting inspector: Mr M J Weaver
9352

Dates of inspection: 10th – 13th June 2002

Inspection number: 230316

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Queens Park Road Blackburn Lancashire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J. Qureshi
Date of previous inspection:	3 - 4 April 2000

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9352	Mr M J Weaver	Registered inspector		The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management What the school should do to improve
19361	Mr K Ross	Lay inspector		Pupils' welfare, health and safety Partnership with parents and the community
22704	Mr G E Williams	Team inspector	Equal opportunities Provision for pupils with special educational needs Design and technology Physical education	Quality and range of opportunities for learning
31853	Dr A Thomas-Ramasut	Team inspector	English English as an additional language Music Religious education	Pupils' attitudes, values and personal development Pupils' spiritual, moral, social and cultural development
4099	Mr R W Braithwaite	Team inspector	Mathematics Geography History	
31801	Mrs Y G Bacchetta	Team inspector	Science Art and design Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Audley Junior School is situated close to the centre of Blackburn. The school was removed from Special Measures following the inspection in April 2000 by Her Majesty's Inspectors, as a result of improving standards in the education provided. There are 380 pupils on roll: 174 boys and 206 girls aged between seven and eleven years, drawn primarily from the local area. Almost one third of pupils are eligible for free school meals, which is well above the national average, with the school receiving assistance from the Blackburn Education Action Zone initiative. Almost one fifth of pupils are on the register of special educational needs, which is in line with the national average. Two pupils have statements of special educational need. Almost 92 per cent of pupils come from homes where English is spoken as a second language, 21 of which receive focused language support. There are no traveller children, but one pupil is an asylum seeker. Attainment on entry to the school is well below the national average.

HOW GOOD THE SCHOOL IS

This is an improving school with many strengths and some areas for further development. At the end of the current Year 6, pupils' attainment is now close to the national average in English and mathematics. This is an improvement over the results of the national tests in 2001. Provision for accelerated learning, including booster groups and good teaching, has led to these improvements. All other subjects are generally in line with national expectation except for religious education, which is above, and science, history, geography and music which are below. Taking the very low attainment on entry into account, the greater majority of pupils, including those with special educational needs and those having English as an additional language, make good progress by the end of Year 6, supported very effectively by rapid learning in the Year 6 classes. The quality of teaching is good overall, with almost nine out of ten lessons being sound or better, of which two thirds were good or better. One out of ten lessons was unsatisfactory or worse. The headteacher has been very effective in providing a clear direction to the school and has continued to provide effective leadership since his appointment in January 2000. The roles of deputy headteacher and co-ordinators, however, are not sufficiently developed as most have not yet been involved in monitoring teaching and learning in their subjects. As a result, the provision for geography and history is less than it should be and has an unsatisfactory impact on pupils' learning. Half of the key issues from the last inspection have been addressed fully, with the major focus on raising standards in English and mathematics, and in this the school has been effective. Taking into account the good improvement achieved since the last inspection, the good progress in learning compared to the high expenditure per pupil, the school gives sound value for money.

What the school does well

- Gives a very clear educational direction and teaches literacy and numeracy effectively across the curriculum.
- Provides good teaching that enables pupils of all abilities to make good progress.
- Provides well for pupils' social and moral development and pupils' welfare.
- Uses specific grants very effectively in supporting pupils with English as an additional language.
- Uses assessment data effectively to ensure that pupils learn well in English and mathematics.
- Promotes pupils' good behaviour well and ensures freedom from bullying, racism and sexism.
- Offers a very good range of after school clubs.

What could be improved

- Pupils' oral responses and standards in science, geography, history and music
- The effective use of all teaching staff
- The use of assessment in all subjects to ensure effective learning
- The role of the deputy headteacher and co-ordinators in monitoring teaching and learning
- A more balanced curriculum, especially for teaching geography, history and music.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the time of the last inspection in April 2000 when Her Majesty's Inspectors removed the school from Special Measures, standards in core subjects fell. The headteacher had been in post for three months, and had begun to implement initiatives essential to the school's ability to provide an acceptable level of education for its pupils. Since that time the headteacher has continued to provide strong leadership. He has further developed the staff into an effective team and standards have improved. These are now close to the national expectation with pupils of all abilities making good progress. During this time, the deputy headteacher has not been able to be fully involved in setting the strategic direction of the school, and has more recently focused his efforts toward raising standards as a relief teacher in several classes, and giving co-ordinators non-contact time. Co-ordinators have used this time well to monitor subject planning across the school, but too few have been involved in observing teaching and learning and this aspect of their roles is underdeveloped. Good progress has been achieved in information and communication technology following the prudent spending on computers, and these are being used well to support other subjects of the curriculum. Teaching has improved overall with almost two-thirds being good or better. Some issues are evident, however, in the deployment and cost to the school of some of the teaching staff. The school has made good progress in addressing the key issues from the last inspection.

STANDARDS

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

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

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

Pupils' attainment on entry to the school is well below national expectation. Inspection findings show that during their time in school, however, pupils of all abilities, including those with special educational needs, make good progress in their learning. Those at an early stage of speaking English make sound progress. As a result, pupils' achievement at the end of Year 6, although below, is now close to the national expectation in English and mathematics, although there is need for more pupils to reach the higher Level 5 by the time they are 11. Standards in religious education are above national expectation, with art and design, design and technology, information and communication technology and physical education generally in line with expectation. Because of deficiencies in the planned curriculum, the development of pupils' knowledge and understanding in some subjects is impeded, resulting in standards in science, geography, history and music being below national expectation. The trend attained by the school in the core subjects is in line with the national trend. The school's targets for higher attainment in English and mathematics are sufficiently challenging to ensure that the good rate of learning is continued.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils demonstrate enthusiasm to be at school and are keen to learn. They show interest and pride in their work and are pleased when they do well.
Behaviour, in and out of classrooms	Good. Many pupils are courteous, well behaved, polite and treat one another in a friendly manner. Their behaviour and movement throughout the school and at playtimes demonstrate good self-discipline.
Personal development and relationships	Satisfactory. Pupils develop well socially and show an ability to work with increasing confidence. They show respect for one another's feelings. Relationships between pupils and with teachers are good.

Attendance	The level of attendance continues to be below the national average, due to many pupils taking extended holidays in term to visit their parents' country of origin.
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TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

Taking into account the lessons observed during the inspection, the large amount of pupils' work provided and discussions with pupils, the quality of teaching is good overall. Almost nine out of ten lessons were sound or better, of which six out of ten were good or better. One out of ten lessons, however, was unsatisfactory or worse. These findings indicate an improvement since the last inspection. Teaching and learning in science, however, is unsatisfactory, particularly in investigative skills, and insufficient teaching is given in geography and history. Pupils of all abilities, including those with special educational needs, make good progress. Those at an early stage in speaking English make sound progress in their learning. There is no significant difference in the attainment of boys and girls of the same ethnic origin but the school is fully aware of the difference in attainment between pupils of Pakistani and Indian origin.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The planned curriculum is satisfactory overall, but some non-core subjects do not receive the time planned. Science is not taught in line with legal requirements. The number of after school clubs is very good.
Provision for pupils with special educational needs	Good. Pupils benefit well from individual support both in class and when withdrawn from lessons, enabling them to make good progress in their learning.
Provision for pupils with English as an additional language	Provision for the greater majority of pupils in school is good enabling pupils to make good progress, but more needs to be done. The school has appointed a bilingual teacher from September 2002 to ensure that the school's strategy for developing pupils' skills in English is improved.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision is good for pupils' moral and social development; they understand the difference between right and wrong. Their spiritual development is sound. More needs to be done, however, to develop pupils' cultural awareness of English heritage.
How well the school cares for its pupils	Effectively. Many aspects of the school's provision are good and all staff show care and concern for the welfare and safety of the pupils. Behaviour management systems and those for ensuring freedom from bullying, sexism and racism are also good.

Parents are positive about the school and value it, but a minority feels that more could be done to promote pupils' learning, including that of the higher-attainers. Relationships between parents and the school are underdeveloped, but the school has plans to address this concern. Despite weaknesses in the curriculum, pupils' knowledge and understanding of the major faiths, as a result of good teaching in religious education, is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very effective in giving a clear educational lead to the school. He has moved the school forward successfully since the last inspection and ensures that the strategic direction of the school is identified. The role of the deputy headteacher is underdeveloped as a senior manager, and most subject co-ordinators do not monitor teaching and learning.
How well the governors fulfil their responsibilities	The governing body is effectively involved in shaping the direction of the school and, although they have some awareness of its strengths and weaknesses, they are not always fully aware of the effectiveness of the school's monitoring systems. Governors have made wise spending decisions and they ensure that legal requirements are fulfilled.
The school's evaluation of its performance	Good evaluation is held by the headteacher, and senior managers have awareness of the good value added by the teaching, but more needs to be done to ensure good evaluation of all subjects of the curriculum.
The strategic use of resources	Satisfactory overall. The school is used effectively, but opportunity is needed for pupils to use the computer room to support their individual learning. The school uses most of its resources well but three teachers could be used more effectively. The library is underused and is not sufficiently effective to encourage or develop a love of reading. The school pursues the principles of best value but improvement is required in challenging the school's provision overall.

There is good provision of suitably qualified teachers to meet the needs of the pupils, but more needs to be done to ensure they are all effective. The accommodation is unsatisfactory in that several classrooms are cramped and limit the practical activities required in some subjects. The dining hall is poor and is too far from the school, whilst the sportsfield is insufficiently drained. The school has made major strides in addressing the accommodation issues, which should be resolved by September 2002. Learning resources are otherwise satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school. • Children make good progress. • Teaching is good. • Children's behaviour is good. • Their children learn well. • The school expects pupils to work hard and achieve their best. 	<ul style="list-style-type: none"> • Regular homework • Information about their children's progress • More after school clubs • Closer relationship with parents • More assurance when taking concerns to staff

The inspection team fully supports the majority of positive points made by parents, although some pupils could do better if assessment information were used for all subjects. Inspectors agree that a closer link with parents is needed; this is an area of which the school is aware. The involvement of parents whose children have special educational needs, however, is good. Inspectors do not agree that there are too few after school clubs. The reports that parents receive regarding their children's progress are good. Homework is given regularly. The school is willing to receive parents' suggestions.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results attained by eleven-year-olds in the national tests of 2001 at the expected Level 4 were well below in English, mathematics and science. When considering their attainment at the higher Level 5 they were well below the national average in English and science but below in mathematics. When taking all three subjects into account, pupils' attainment, which is measured by taking the expected Level 4 and Level 5 together, was well below the national average. This shows a drop in standards in English and mathematics over the previous two years, but no change in science, which has been well below the national average for the last four years. When comparing pupils' attainment to standards achieved in similar schools, they were below in English and mathematics and well below in science. The overall trend, however, is generally in line with that found nationally. The school has set realistic targets for pupils' attainment at the end of Year 6 in English and mathematics tests and inspection evidence indicated that pupils are likely to achieve them.
2. Observed standards in school, however, being one full year beyond the latest published results, show that pupils at the end of Year 6 are now achieving standards close to the national average in both English and mathematics, indicating that good progress is being made in their learning. Pupils with special educational needs and the greater majority of those speaking English as an additional language make good progress in English, but only satisfactory progress in all other subjects. Pupils at an early stage of English acquisition receive in-class support and make satisfactory progress. Good use of assessment information in English and mathematics to ensure that work is targeted to pupils' needs is having a positive impact on teachers' planning, resulting in good achievement appropriate to their abilities. In science, however, and due to the current National Curriculum not being taught with insufficient focus on investigational science, standards remain below expectation. Overall, no significant difference is evident between boys and girls within the same ethnic origin, although there is significant difference in the attainment between pupils of Pakistani and Indian origin, with Pakistani children achieving consistently at a lower level. This is typical of national performance findings.
3. Pupils' listening skills are very good but their speaking skills are not being developed sufficiently. Too often, teachers accept one-word answers and do not seek to develop pupils' ability to compose sentences to answer questions, nor do they require them to explain their answers in a suitably full manner. This impedes pupils' abilities to consider their answers before speaking and to use English effectively. On the occasions when speaking skills were being developed in class, teachers continually prompted pupils to develop sentences further, and teachers were enthusiastic and highly supportive when pupils responded appropriately. In lessons where teaching was unsatisfactory, pupils' speaking skills were constrained to one word and repetitive answers with little attention by the teacher to develop pupils' use of language.
4. Pupils enter the school, with standards of reading well below the national expectation, and this mirrors spoken English language development. Whilst a significant proportion of pupils' skills remain below national expectations, most make determined and good progress, with the majority achieving standards close to the national expectation by the end of Year 6. Whilst higher-attaining pupils are able to read fluently and with good understanding, a small minority are able to read text to gain deeper awareness beyond the literal meaning. A weakness, however, is pupils' lack of expression and clarity, and rapid reading of text with little attention to punctuation or expression. As a result of the school's emphasis on writing, pupils' handwriting has improved well and is at least satisfactory and often good. Most pupils demonstrate good motor control.
5. In mathematics, pupils make good progress throughout their time in school, due to the effective

setting arrangements in Years 3, 5 and 6, and the extensive and full coverage of the mathematics curriculum. Pupils' learning is well supported by the use of good quality assessment that targets and tracks pupils' achievement. Effective implementation of the numeracy strategy ensures that all teachers provide well-focused teaching appropriate to pupils of all abilities. Effective teaching in Year 4 ensures that pupils' learning is not impeded as a result of their not being taught in 'setted' ability groups, which will be the plan when the new classrooms are available. By the end of Year 6, pupils have developed good understanding of multiplication and addition, they solve 2 and 3-digit problems well and many are successful in using division, including the use of two decimal places. Pupils have good awareness of shape, space and measure, and average and higher-attaining pupils successfully work out lines of symmetry, which they thoroughly enjoy. The majority are able to follow both simple and complex directional instructions successfully in developing their mapping and problem solving skills. Good planning and use of computers are effective in supporting pupils in their work.

6. In science, standards of work seen at the end of Year 6 are below the national average for their age because of the small proportion of pupils who attain higher levels. Insufficient progress has been made since the previous inspection, primarily due to lack of implementation of Curriculum 2000 requirements and associated schemes of work for scientific enquiry. By the time they are 11, pupils understand and use technical language well because of the good quality teaching, supported effectively by their use of the glossaries they have developed for use in science. Insufficient development of measurement techniques impedes some pupils' ability to measure accurately. Pupils interpret data soundly, however, and this improves their understanding of scientific principles. They are insecure in their understanding of how changes in the natural environment affect the food chain between plants and animals.
7. Pupils' achievement in art and design, design and technology, and physical education are in line with national expectation. A strength in each of these subjects is the pupils' keenness to achieve highly in what they do. They draw successfully in the style of famous artists, discuss their modelling in design and technology, participate enthusiastically in team games, and learn new techniques such as passing and receiving skills in physical education. Standards in geography, history and music are below national expectation. In geography and history the curriculum planning restricts the systematic development of pupils' knowledge and understanding, and pupils do not receive enough teaching time to ensure that sufficient units of work are delivered within each year. In music, pupils in Years 5 and 6 lack enthusiasm and the quality of singing is weak; many older boys do not join in singing during assembly.
8. Standards in information and communication technology are below national expectations as pupils have previously had insufficient opportunity to fully develop and apply their skills. Pupils' learning is good, however, due to improved provision and teaching, with pupils in Year 6 developing good word-processing skills, reviewing websites to increase their learning as they search for historical and other factual information. They successfully use sensors in science investigations to measure changes in temperature and construct databases, and learn the value of spreadsheets for making mathematical calculations. Standards in religious education are above both national expectations and the locally agreed syllabus.
9. Pupils with special educational needs benefit from well-focused small-group teaching and from the high levels of good-quality support in class. They make slow but steady progress over time across the full range of subjects taught. Pupils at lower levels of English language proficiency are well supported by the class teachers and bilingual teaching assistants, but they require more specialist teaching of basic skills to improve their standard of literacy. This is a relative weakness in provision and has a negative effect on the rate of progress of a minority of pupils. In all other subjects they make equally good progress in their learning.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to school and to learning are very positive and this contributes significantly to the good progress which they make between the ages of seven and eleven. This reflects the findings of the last inspection. Behaviour inside and outside the classroom is good. Pupils are respectful towards teachers and learning support assistants, and are friendly and polite to visitors. There are good relationships based on mutual trust and respect between teachers and pupils and between the pupils themselves. These positive relationships underpin the life and work of the school and this ethos is clearly stated in the school motto 'Growing and Learning Together'. Pupils' personal development is, however, only satisfactory as insufficient planned opportunity is given to enable them to take more responsibility for their own learning.
11. Pupils enjoy school and are keen to attend, a fact which is not reflected in the unsatisfactory attendance figures. Pupils are well motivated and want to achieve. They respond positively to the help provided by teachers and support staff to enable them to improve their standards. Younger pupils answer questions enthusiastically but older pupils are more self-conscious and appear reluctant to volunteer responses. This lack of confidence in oral work limits meaningful discussion and is restrictive of greater progress. However, pupils of all ages settle quickly and efficiently to written work and generally complete what has been set for them. They take care with handwriting and presentation and are proud of their achievements. Pupils move around the school sensibly and quickly, for example when changing English and mathematics sets so that little time is wasted in starting lessons.
12. Pupils from all classes benefit from the wide range of extra-curricular clubs which are held during the week. Because so many pupils attend Mosque school in the evening, the official school day ends at 3.05pm, which enables pupils to attend the clubs held after school or before school and in the lunch times. After-school clubs are well attended and contribute significantly to the educational experiences of the pupils.
13. Behaviour overall is good throughout the school day. Routines are well established and the older pupils especially respond immediately to adults' instructions and high expectations. School rules and policies on behaviour are understood and fulfilled. Occasional incidents of misbehaviour are quickly and effectively dealt with. No incidents of bullying or racial or sexual harassment were observed during the inspection. Good effort and behaviour is celebrated along with good work at a weekly assembly to which parents are invited. Pupils are proud to be chosen to sit on the 'Golden Bench'. Pupils show respect for the views of others. Different beliefs and values are listened to and explored. Pupils' own contributions are valued and they know this. Pupils of all ethnic backgrounds get on well together. Boys and girls work well in pairs and small groups. The provision of a mentor for the small minority of indigenous pupils who speak English as their mother tongue is recognition of the fact that they have particular needs within the school. This has been effective in reducing problem behaviour and in developing pupils' self esteem, but has yet to impact on standards. The introduction of 'Circle Time' has also been effective in helping pupils to communicate their feelings and develop empathy for others.
14. Pupils' personal development is satisfactory. A school council has been set up this year with elected representatives from each class and is in the early stages of development. Some suggestions have been made by pupils and acted upon by the school, such as in providing resources and equipment for use at lunch times. All Year 6 pupils are prefects and they play a role in monitoring behaviour and movement around the school. Pupils help to prepare the hall for assembly and to operate the overhead projector and tape recorder. They are courteous and helpful in showing visitors around the school. However, there are very few planned opportunities for pupils to develop their own research skills or learn to become independent learners. They are very dependent on the adults in the classroom and rarely show initiative during lessons or offer to take responsibility for their learning. No pupils were seen using the reference library or the computer room for independent study during the inspection.
15. Pupils with special educational needs have good attitudes to learning and respond well to the good

support they receive from teachers and learning-support assistants. The size of some classrooms and the number of pupils in the class, however, occasionally inhibit teachers' freedom of movement to support individual pupils.

16. Attendance overall is similar to that found at the time of the last inspection and is well below the national average. However, the school has worked hard to reduce unauthorised absence and has effected a significant improvement. A significant number of parents take children out of school for family holidays and religious festivals and this has an adverse effect on attendance levels and inevitably on the children's progress. Most pupils arrive on time and settle in class promptly at the start of lessons.

HOW WELL ARE PUPILS TAUGHT?

17. Taking into account the lessons observed, the large amount of pupils' work scrutinised, and discussions with staff and pupils, the quality of teaching is good. This is an improvement on the findings of the last inspection when just under half of the lessons were good. In the lessons seen, almost nine out of ten were sound or better, of which six out of ten were good or better. One out of ten lessons was unsatisfactory or worse.
18. In many lessons, teaching was stimulating, imaginative and challenging, particularly in English and mathematics. Other lessons provided appropriate challenge, such as in one Year 5 physical education lesson where pupils' ball-handling skills in passing and receiving were substantially developed. Here, the teacher's expectation was high and the organisation and control in the cramped hall was good. As a result pupils rose to the challenge and achieved well. Similar evidence was seen in many other classes, but particularly so in a Year 4 class in a non-setted mathematics lesson where teaching was excellent, challenge was fully appropriate to all pupils' abilities and excellent progress was made during the hour. On other occasions, the level of challenge could be improved by matching work more carefully to pupils' individual needs.
19. Teachers' subject knowledge and teaching of basic skills are good, particularly in English and mathematics. As a result pupils are enabled to make good progress, particularly when taking into account their attainment on entry. The teaching of basic skills in science is unsatisfactory with little impact upon developing pupils' investigational skills. Teachers' planning continues to be good overall, particularly in English and mathematics, and reflects the findings of the last report when it was considered a strength of teaching. In the better lessons, such as in a Year 5 English lesson, good planning was evidenced by the teacher's good knowledge of individual pupils' abilities in their use of vocabulary. She provided effective challenge for pupils to develop the range of words available to them to express the topic in both descriptive and persuasive forms. In other subjects similar strengths were evident, such as in an upper set Year 6 mathematics lesson using computers, where the teacher had high expectation and provided very clear guidance for pupils. Teachers' expectations otherwise are good in mathematics. Teachers' expectations are generally satisfactory overall, although insufficient challenge is given as a result of the lack of assessment information to promote higher standards of learning, particularly for higher-attaining pupils.
20. Teaching is particularly effective in English and mathematics due to setting pupils into ability groups, where good quality assessment information ensures that teachers focus clearly on specific learning objectives and that pupils of different abilities within these groups receive appropriate challenge. This is also evident in the support work for pupils with special educational needs and those with early acquisition English in specific focus groups. Teaching is not sufficiently effective in science as the school has not carefully matched expectations of knowledge and understanding to information that is relevant to the pupils, and pupils spend unproductive time in learning about aspects that are no longer compulsory. Younger pupils who are at an early stage of English language acquisition are not helped by the teachers' use of unnecessary and complex terms.
21. Teachers' management of pupils is good. They build good relationships with pupils and this is one

of the many strengths of the school. Many good teaching strategies help pupils to enjoy their work, such as in a Year 4 art and design lesson where pupils interacted well with the teacher in considering a range of patterns they could create. On occasions, however, the planned curriculum time is too long, such as in mathematics where lessons generally occupy 60 to 70 minutes compared to the numeracy strategy's recommended 45 minutes. Pupils' response is variable based upon the aspect of mathematics being taught, the degree of challenge for them and their own enthusiasm. On some occasions, the teacher extended the lesson to fill the planned time but was aware that pupils' attention was waning. The use of the plenary session is satisfactory overall, although good instances were evident where teachers fully capitalised on learning in the lesson and consolidated pupils' knowledge and understanding effectively.

22. The number and use of classroom support staff is good. Although the support staff are very competent, there are some weaknesses in the planned use of their time. In a number of classes, good-quality support was evident in enabling pupils with special educational needs, some of whom also had few skills in English language, to understand the content of the teaching as a result of effective translation and close support. Two non-class-based teachers have responsibility for closely supporting and teaching parts of lessons where pupils speak English as an additional language. This is good practice but too often these teachers are not sufficiently involved in leading whole classes but act in a supportive role. In another class, the use of a class teacher in the role of classroom assistant is poor and results in the deputy headteacher teaching the class, with the teacher present and aiding average-ability pupils. This is major issue for the school to address and is wastage of an expensive resource.
23. The day-to-day use of assessment is good in English and mathematics and clearly helps pupils to make good progress. It is ineffective overall in science and variable in other subjects, dependant upon teachers' individual lesson evaluation and use of that evaluation in planning future lessons. Instances of evaluations identifying 'work not completed - to be finished next lesson' did not evaluate pupils' learning, knowledge or understanding but only the teacher's planned use of time. This compares significantly differently from the good evaluation in information and communication technology, with comments clearly identified for learning within the 'next steps' category. This aspect is in need of development to ensure consistency of high-quality evaluative review of pupils' learning in all classes and subjects. Provision of homework is satisfactory overall but it is good in science, particularly in setting practical activities for Year 6 pupils.
24. Teachers regularly mark pupils' work in books and pupils' homework, but too often comments are of a supportive or corrective nature and insufficient diagnostic marking is evident. Some useful comments are made on occasions but too few guide pupils in ways in which to improve their work.
25. The quality of teaching for pupils with special educational needs is good. Learning-support assistants work closely with the special educational needs co-ordinator and teachers to ensure that tasks are linked closely to ability and that each pupil is able to understand the learning objectives.

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

26. Whilst the planned curriculum is sound, the overall quality and range of the curriculum provided is unsatisfactory as a result of weaknesses in planning in science and too little time is given to some non-core subjects. This is a decline in provision since the last inspection when the planning was good. Much of the curriculum is broad, balanced and relevant to the ages, needs and interests of all pupils at the school. However, there are areas of major concern. The science curriculum is not planned progressively to ensure that pupils make effective progress, as it has not been modified to meet the requirements of Curriculum 2000, and the scheme of work does not include sufficient opportunity for scientific enquiry. This is a weakness since the last inspection and is a

key issue for the school to address. Insufficient time is given to geography, history and music to enable pupils to reach national expectations through systematic development of pupils' skills, knowledge and understanding.

27. Policies and schemes of work are in place but some schemes, such as those for science, geography, history and music, do not ensure coverage of all aspects. The school allocates a mostly appropriate amount of time for subject coverage, but for history and geography the actual time allocation is limited and does not offer sufficient time to meet the requirements in order to raise standards to the appropriate level.
28. The quality of learning opportunities for pupils with special educational needs is good. Pupils benefit from the levels of support they receive, both from withdrawal and in-class support. Pupils are withdrawn mostly for language and literacy and benefit from this focused small-group approach. Pupils supported in class, although their progress is similar, are sometimes disadvantaged because of the high number of pupils in some classrooms and limited accommodation. However, this situation is likely to be resolved with the fewer number of pupils in classes from the autumn term.
29. The National Literacy and Numeracy Strategies have been introduced effectively and are having a beneficial impact on standards in English and mathematics. The use of plenary sessions at the end of lessons is useful in drawing together the strands of the lesson, which most teachers use satisfactorily to focus attention on what has been learned in order to plan for future teaching and learning.
30. All pupils at the school have equal access to the curriculum and to extra-curricular activities. An appropriate number of educational visits are arranged, including a residential visit, although only a small number of pupils take advantage of the residential opportunity. The range of extra-curricular opportunities is very good and includes sporting, musical, artistic and technological activities. The school also takes part in competitive events, such as football, netball, cricket, athletics and swimming, and has enjoyed success in inter school events such as cricket and football. Many members of staff work hard to support pupils in these areas. Other clubs offered include rugby, judo, brass instrument, recorder, violin, rounders, library and computer.
31. The programme for pupils' personal, health and social education, including citizenship, is appropriate. The governing body has determined that sex education will not be taught as a discrete subject but, together with drug awareness, is taught as part of the health programme and supported by the school nurse and the local constabulary. Links with the community are otherwise underdeveloped and consequently do not make a significant contribution to supporting pupils' learning. However, some initiatives such as that with Blackburn Rovers Football Club have enhanced the information and communication technology provision and enabled those pupils taking part to develop their respective sporting and computing skills.
32. Links with partner institutions are satisfactory. The school enjoys good links with the adjacent infant school, including pupil visits, subject co-ordinators' discussions and cross-phase management meetings. Links with a local secondary school enhance the curriculum and ensure a smooth transfer of pupils to the next stage of their education.
33. The school's provision for pupils' moral and social development is good, and it is sound for their spiritual development. Provision for pupils' cultural development is underdeveloped and needs further improvement in developing pupils' awareness of their English heritage. These findings, with the exception of those for cultural development, are as found at the last inspection.
34. Provision for pupils' spiritual growth is fostered satisfactorily. The whole-school ethos is one which values the beliefs and ideas of all members of its community. Pupils are respectful and reverent during collective worship when they are given the opportunity to pray in a manner most suitable for their own faith and when teachers and pupils lead them in prayer. Opportunities for

personal reflection are provided but they are often hurried and so lose their potential to develop pupils' spiritual growth. The trust which parents have in the school's integrity is clearly evidenced by the fact that no children are withdrawn from collective worship or from religious education lessons. Pupils' own worth and work is valued and celebrated in a caring and sensitive manner which evokes the praise and admiration of other pupils. Murmurs of delight and admiration were heard during an assembly when one pupil was invited to read a poem which she had composed herself, whilst another pupil showed her drawing to the whole school assembly.

35. The school strongly promotes principles that distinguish right from wrong. The school rules provide a basis for good behaviour and well-thought-out opportunities for pupils to consider moral choices are provided in assemblies. In one assembly when the headteacher acted out the parable of The Good Samaritan from the New Testament, all the pupils identified the person who had looked after a stranger from a different land and different religion as the one who had made the right choice. 'Circle Time' also plays an important role in allowing pupils to think about difficult moral issues within a secure environment.
36. Provision for pupils' social development is good. Teachers provide good role models of courtesy and respect for others that lays a good foundation for the development of good relationships between pupils, who are friendly and co-operate well together in class. In lessons and extra curricular activities, pupils are encouraged in many ways to collaborate purposefully to achieve success. All pupils are fully integrated into the life of the school and have equal access to its facilities and provision, although pupils have not had ready access to the computer room in their own time to develop their computer skills. The school organises residential courses for older pupils but a very low number of pupils attend. Pupils take part in fund-raising activities to help those less fortunate than themselves, such as in supporting the MacMillan Nurses cancer charity.
37. Provision for pupils' cultural development is underdeveloped. Through various subjects of the curriculum such as geography, religious education and art and design, pupils are introduced to some of the different cultures and traditions which make up multi-ethnic and multi-cultural British society, and this aspect is satisfactory. Although pupils participate in inter-school events and occasionally visit museums and places of historical interest, they do not regularly study other aspects of their own English heritage and opportunities for pupils to learn about English heritage and culture are limited. The majority of pupils, who have a good knowledge of the customs and traditions of their parents' and grandparents' and some knowledge of their families country of origin, have little knowledge of their own city and country's rich cultural past and present. This is a weakness in the school's provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school cares for all its pupils well. All staff show care and concern for the welfare and safety of pupils and relationships are good. This provides a good foundation for developing the very good attitudes that pupils display. The school succeeds with its mission statement to provide a pleasant, safe and caring environment in which learning can take place. No judgement on this was given in the last report and it is not possible to identify the change since that time.
39. Child protection has a high priority in the school and the special education needs co-ordinator is the designated person. There is a nominated governor for child protection, and the sound policy and procedures are communicated to staff effectively. They are aware of their responsibilities if they feel a child is at risk or when there is need to maintain a 'watching brief' for those pupils who have signs of concern regarding their personal welfare. Suitable liaison is maintained with outside agencies which ensures that additional help is made available when needed. The pupil mentor-support contributes very positively to pupils' welfare, such as seen in a session of targeted support for a small group of pupils who are identified as having social and psychological problems evidenced by their anger.

40. Procedures for dealing with accidents are secure and there are effective procedures to report health and safety concerns and record any remedial action taken. Regular reviews are made of the condition of the premises and any issues arising are dealt with promptly and effectively. However, risk assessment, which is a statutory responsibility of the governing body, is only partially carried out and current documentation does not show a full and accurate awareness of all potential risks to pupils' safety. Regular safety checks of equipment are completed and fire drills are held each term and correctly recorded.
41. The school's procedures for monitoring and improving attendance are good. Records for attendance are properly maintained and comply with statutory requirements. However, the school does not use the computerised system, which has already been bought. This is a financial issue resulting in poor value and fails to provide attendance and tracking information quickly and efficiently. Several strategies are in place for promoting good attendance whilst poor attendance is rigorously followed up. Effective arrangements are in place through the current Education Action Zone funding for first-day contact with parents of pupils not attending. Close liaison is maintained between the school and the Education Welfare Officer.
42. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The school's behaviour and discipline policy is clear, detailed and effective. There is a series of merit and reward systems and a 'Golden Book'. The good behaviour seen during the inspection reflects the effectiveness of the school's approach to its behaviour management. Reminders to pupils about anti-bullying are reinforced through 'Circle Time' and personal, social and health education sessions.
43. The procedures for assessing pupils' attainment and progress are satisfactory overall, but good in English and mathematics where tracking of pupils' achievement is recorded against 'best fit' and work is targeted at pupils appropriately. This finding reflects the comments made at the last inspection at which time it was a new initiative and confirms that the current system of tracking fulfils the expectation of the system. Extensive tracking in these two subjects also gives very clear indication that pupils of all abilities make good progress in their learning. Good recording also indicates clearly the attainment by gender and ethnicity. Assessment of pupils' attainment on entry in English and mathematics is well recorded and some initial work has begun in science, though not to the same degree as in English and mathematics. This information is used effectively in English and mathematics to determine the value added to pupils' learning as a result of good quality teaching. Assessment in all other subjects, however, is underdeveloped and relies on teachers' own evaluations of their lessons and using that information to influence future lessons. This practice is inconsistent as there are no clear guidelines against which to evaluate, and teacher evaluation differs within individual practice. The good practice developed for English and mathematics could usefully be extended to other subjects.
44. The achievements of pupils with special educational needs are assessed in line with the Code of Practice, and annual review procedures are well established with the individual education plans being reviewed each term. The progress of each pupil is rigorously monitored by the co-ordinator, who tracks pupils' attainment against their entry to the school and very carefully monitors the targets and development of pupils as they move through the school. The identification and assessment of the strengths and weaknesses of pupils' at an early stage of English language acquisition and the setting of targets for their improvement is insufficiently focused to ensure maximum progress.
45. Procedures for monitoring many aspects of pupils' personal development are good, such as the recent establishment of the school council, which enables pupils to participate in some of the school's decision-making process. Year 6 pupils are all prefects and take some responsibility for looking after younger pupils moving between the school and dining room, supervising pupils in classes during wet weather and monitoring behaviour throughout the school. They fulfil these

responsibilities conscientiously. However, monitoring of pupils taking responsibility for their own learning is weak, particularly in pupils' use of computers and the school library.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The parents' views of the school are good. Parents are appreciative of the education given and the provision for their children's welfare. They report for example that their children like coming to school and make good progress. They consider that the school expects their children to work hard and achieve their best. They believe that the teaching is good and that children's behaviour is also good. The positive views are endorsed by the findings of the inspection, although more challenge could ensure that more higher-attainers achieve the higher than nationally expected level of learning. Parents' perceptions that there are too few after school clubs, however, are unfounded
47. Overall, the quality of information provided for parents is satisfactory. Suitable newsletters and general correspondence, written in an appropriately friendly style, are sent home regularly. These keep parents informed on such matters as a library club, new homework club, Year 3, 4 and 5 optional national tests and a ladies first aid course for parents. The school prospectus is well presented and gives parents a clear and comprehensive insight into schoolwork. The governors' annual report to parents is minimal but meets statutory requirements. Pupils' end-of-year reports also meet statutory requirements. They are personal to the individual pupils and are of good quality. Parents value the two evening consultation meetings held each year to discuss their children's progress. These meetings are reported as being well attended.
48. The school has taken some steps to evaluate its effectiveness in working with parents. For example, a request has been issued for parents to take part in forming a home/school liaison working group and questionnaires have been sent out regarding parental interest in 'lifelong' learning classes. These and other initiatives, however, are at an early stage and have not had sufficient time to attain their full impact. The impact of parental involvement in the work of the school and their contribution to their children's learning both at school and at home, however, are unsatisfactory overall. Appropriate home and school arrangements that clearly identify the responsibilities of the school, parents and pupils are in place, although parents' response to these agreements is seen as 'patchy'. The school recognises the need for more effort to improve this situation.
49. Although there is no parent teacher association, parents voluntarily fund trips and visits to places of interest linked to the curriculum topics being studied. A very small number of parents help in school with reading and on school visits. The school is seeking ways of involving parents further. Given the parents' positive views of the school, the school is in a very good position to improve its parental links and encourage greater involvement in their children's learning.
50. Effective links are in place with the parents of pupils with special educational needs. Parents, including the governor responsible for pupils with special educational needs, correctly believe that the school gives these children good support. Links with the local authority and other external agencies are well established and have a positive impact.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership of the school by the headteacher is very good. He has a clear vision for ensuring that pupils of all abilities achieve at least good progress in their learning and, as such, provides a very clear educational direction for the school. He has successfully improved the school since it was in special measures and continues to drive the school forward, pursuing a range of good initiatives to provide more effectively for pupils' learning and developing the school to give greater

access by members of the local community. He has successfully delegated essential aspects of the work of the school to suitably qualified staff, such as assessment and the financial control of school funds. As such he enables proficient staff to fulfil their role satisfactorily. He has undertaken lesson observation and provides good evaluative comments and feedback to teachers to further develop their skills and pupils' learning. This has led to improved standards in teaching since the last inspection and marked improvement in the standards being attained in English, mathematics and religious education. Overall, these findings reflect those of the last inspection when the headteacher's leadership was described as strong and energetic.

52. The school has a positive ethos in which pupils of all abilities are well behaved and feel valued; they are polite, keen to take responsibility, and have good relationships resulting in freedom from bullying, sexism and racism. Pupils do their best to achieve well. As such the aims of the school are soundly reflected in its work.
53. Good improvement has taken place since the last inspection, particularly in raising standards and improving the quality of teaching. Some key issues, however, have not been effectively addressed, including the teaching and monitoring of learning by co-ordinators and appropriate involvement of parents in the daily routine of the school. Pupils' oracy continues to be a priority as their speaking skills are underdeveloped but their writing skills are satisfactory. Teaching has improved and whilst the headteacher has principally evaluated teaching with the local education authority adviser, the deputy and English co-ordinator have occasionally observed teaching in some classes. Overall though, the subject co-ordinators have not begun monitoring teaching and learning or delivery of the curriculum. This aspect of the co-ordinators' role is a key issue for the leadership and management of the school, which otherwise is satisfactory overall. The role of the deputy, although fully involved in day-to-day management, is underdeveloped, as he is not sufficiently involved in the strategic leadership and management of the whole school and has not ensured that the planned curriculum is achieved effectively. He currently enables co-ordinators to have non-contact time to plan and to monitor planning, but as they do not monitor teaching and learning they are unable to determine the strengths and weaknesses of the curriculum delivery. This, together with his giving excessive support to a weaker teacher is unsatisfactory. Although he effectively ensures that staff have full access to professional and personal development training courses, his ensuring that good teaching practice is identified and shared amongst staff is underdeveloped.
54. Job descriptions are now in place in line with school development planning and give satisfactory guidance for teaching and co-ordination responsibilities. Job descriptions for non-teaching staff have yet to be raised. Performance management is effectively implemented for all teaching staff and the headteacher. The school development plan is now a much more specific document for taking the school forward but has too many actions to be effectively used as a tool for determining the progress of the school. The school's essential priorities are not clearly identified.
55. The governing body is properly constituted and fulfils its statutory responsibilities satisfactorily, although more attention is needed to ensure adequacy of the school's risk-assessment activity. Governors are very supportive of the school and are keen to see it progress further. They take a keen interest in considering the school development planning and generally have a clear awareness of many of the strengths and weaknesses of the school, with more informed governors supporting those newer to the governing body. The chair of governors is effective in ensuring that funding is obtained to meet school needs and ensures that generally it is effectively spent. Whilst governors fulfil the role of being a critical friend to the school they are not sufficiently aware of some of the weaknesses in its provision.
56. The staff team is strongly committed to the school, with many strengths amongst its members. Senior managers are keen to be further involved in whole-school leadership and have good opportunity for discussing school development planning. The morale of staff is positive and all are appropriately concerned for the pupils' development. As such the commitment and capacity to succeed is good.

57. Induction of new staff and the potential for training new teachers is good. The headteacher selects newly qualified teachers from the local education authority 'new-teacher pool' and ensures that they receive the legal release time required, together with receiving mentoring from identified senior staff. A special educational needs classroom assistant is being given regular time away from school to pursue becoming a teacher and also receives support from a longer serving member of staff.
58. The co-ordinator for special educational needs has established effective routines to ensure that staff and pupils are well supported. Regular meetings with both teachers and support assistants are held to monitor individual pupils' progress and review necessary actions. Individual education plans are of high quality and scrupulously kept so that progress can be monitored on a very regular basis. Consultation takes place regularly and the school makes every effort to ensure that parents attend relevant reviews. Although pupils do not attend the actual reviews, they are consulted and their targets are discussed. This is a very positive move to ensure that pupils take some responsibility for their own development.
59. Educational priorities are supported satisfactorily through the school's financial planning. The school has concentrated heavily in the last few years on directing its finances to improve attainment in the core subjects of English and mathematics. In this it is proving reasonably successful as inspection evidence indicates steadily rising standards in these areas. However, standards in science, music, history and geography are still in considerable need of improvement. There has also been significant expenditure on teaching and support staff, which has been generally effective. The school is aware though that some deployment of staff is not cost effective, is a clear drain on the budget and needs dealing with as soon as possible. The school has used its substantial carry forward and other specific grants very well. Under the decisive lead of the headteacher, important financial decisions have been taken with regard to building development which should enhance the environment and establish a strong base for further development of the school. The finance committee has a firm understanding of the day-to-day financial management of the school, and has recently taken steps to lower class sizes by increasing the number of Year 4 classes and appointing several new teachers.
60. The headteacher has considerable skills in understanding and bidding for specific grants such as the 'class-size' initiative and children's fund to improve the playing field through Educational Action Zone funding and the National Opportunities Fund. The headteacher has been very strongly supported in these initiatives by the governing body.
61. The school systems for day-to-day financial management and control are good. The very experienced financial administrator uses new technology well and is able to give comprehensive and detailed analysis of any aspect of the school's budget almost immediately. Most teachers use new technology to plan their lessons and the school has successfully targeted information and communication technology as an area for improvement. This has resulted in a new computer suite, although this is not used at times other than lessons, and effective use of interactive whiteboards in two classrooms. All of these are regularly used in teaching and have helped to raise standards. The governors pursue the four principles of best value, and always look for value for money in the many projects and expenditure they undertake, but have yet to resolve the expensive concern where a qualified teacher fulfils the role of classroom assistant whilst the deputy teaches her class.
62. The number of teachers and support assistants is good and largely of good quality. The match of teachers to subjects is satisfactory taking into account the experience of teachers following their initial training qualification.
63. The accommodation is unsatisfactory in that it does not ensure that all aspects of the planned curriculum can be taught effectively. Many classrooms are too small and some of the larger

classrooms are cramped and restrict the movement of adults and pupils within lessons. This has a negative impact upon practical activities, the frequency of teacher intervention during group activities in most lessons and, on pupils' independence for selecting their own measuring equipment or books. The library is large but more natural light and better organisation of resources and furnishing should improve its provision. The school is aware of this issue and has sound plans in hand to improve the library environment. Since the beginning of the current school year the provision and use of the computer suite has had a considerable impact on standards. The outside hard play areas are small but are managed well in accommodating the large number of pupils. Seating areas are not available for pupils to sit and talk informally. Markings on the playground are worn and do not appear to be interesting enough to use. Clearly improvements are being made for the dining facilities and outdoor environmental area within the new building development that should ensure that pupils with physical disabilities are fully included in all school activities and have easy access between floors and classes. The site is free from litter and graffiti and the internal areas are kept clean. The headteacher, fully supported by staff and governors, has secured the building of three new classrooms for Year 4 pupils and a much improved dining hall, due to be in use for September 2002, and funding to build a large sports hall. These should ensure much improved provision and address the several areas of major concern.

64. The quality and quantity of teaching materials and other resources are satisfactory. Very good use is made of the computer suite for whole-class teaching that is having a positive impact upon the quality of learning. The numbers of computers in classrooms are small but they are used well by pupils in lessons for research in all subjects. This should be improved with pupils' use of the computer in their own time to raise their standards in gathering information with greater independence. Effective use is made of interactive boards for teaching and learning, which increases pupils' understanding of difficult ideas. Further resources are needed for pupils to use control technology in design and technology and for simulation. The school facility for email has not been used for pupils' to develop capability in sending and receiving messages and is a weakness in the otherwise good technology provision. A wider range of good quality literature is needed for higher-attaining and older pupils, to enrich and improve the quality of their reading. More opportunities are needed for older pupils also to use the library as a resource for independent research during school and out-of-school hours.
65. Improved use of school resources and practical involvement with the community for the non-core subjects is needed to raise standards in pupils' knowledge and understanding of their locality, the wider community of Blackburn and country in which they live. More effective use of visitors and visits as learning resources could be developed to give greater breadth to the curriculum.
66. Taking into account the good teaching and good progress that pupils make, the improvement made since the last inspection, against the fact that the budget is higher than in most schools resulting in higher than average expenditure per pupil, the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education that the school provides, the governing body, headteacher and staff should:

◇ Continue to raise standards:

In English by:

- continually and consistently providing planned opportunities for pupils to effectively develop their speaking skills across all subjects of the curriculum;
- continually and consistently providing planned opportunities for pupils to write at length and creatively across other subjects of the curriculum, so that by the time they leave school they pay sufficient attention to detailed description, narrative, characterisation and expressive language.
(paragraphs 3, 4, 67-78)

In science by:

- implementing immediately the requirements of Curriculum 2000 and schemes of work that ensure the progressive development of pupils' knowledge and understanding;
- training all staff to become confident in teaching investigative science. (paragraphs 20, 85-91)

In geography, history and music by:

- delivering a balanced curriculum that ensures the systematic development of pupils' knowledge, skills and understanding and enables pupils to reach the national expectations in each year group. (paragraphs 103-109, 110-115, 122-129)

◇ Further improve the leadership and management in the school by:

- ensuring that the role of co-ordinators is developed through training to monitoring teaching, learning and delivery of their subject, and rigorously identifies strengths and weaknesses, areas for development and action to be taken; (paragraphs 53, 91,97, 102, 109, 115, 129, 134, 141)
- developing the assessment of pupils as learners of English, particularly those who are at an early stage of English language acquisition; (paragraphs 43, 75, 76, 78)
- immediately addressing the issues in teaching that ensure all teachers are actively and effectively involved in developing pupils' learning, in order to reduce the substantially high cost of unnecessary teacher support in any one class; (paragraphs 53,55,61)
- developing the role of deputy headteacher to take a higher profile in the leadership and management of the school; (paragraph 53)
- improving the school development plan to identify the essential priorities and to make the actions in the plan more manageable; (paragraph 54, 65)
- ensuring that the planned curriculum is delivered effectively in all subjects. (paragraphs 26, 53)

◇ Further improve the quality of teaching by:

- developing annotated and levelled portfolios of pupils' work that provide an accurate guide for teachers and pupils as to what is needed to achieve a particular level in all subjects;
- ensuring that all teachers develop their individual evaluation of lessons and modify short-term planning to meet the needs identified;
- ensuring that the assessment of pupils' work is extended to all subjects and is used in a rigorous manner to track pupils' progress by gender, year group, pupil mobility and those at an early stage of English acquisition, and to set appropriate and challenging targets for pupils to achieve. (paragraphs 19-25)

Staff and governors should continue the initiatives to :

- improve the level of attendance
- develop closer links with parents
- provide further opportunities to raise pupils' awareness of their English heritage.
- ensure the provision of suitable furniture for pupils in all classes

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	61

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	31	19	6	1	0

Percentage	1	15	46	28	9	1	0
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The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	380
Number of full-time pupils known to be eligible for free school meals	124

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	348

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	8.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	41	38	79

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	28
	Girls	28	21	29
	Total	48	44	57
Percentage of pupils at NC level 4 or above	School	61 (75)	56 (67)	72 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	26	27
	Girls	28	26	29
	Total	48	52	56
Percentage of pupils at NC level 4 or above	School	61 (66)	66 (68)	71 (60)
	National	72 (70)	74 (72)	82 (79)

*Percentages in brackets refer to the year before the latest reporting year
Figures are as yet unvalidated but are agreed by the school for accuracy.*

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	0
Indian	183
Pakistani	159
Bangladeshi	4
Chinese	0
White	30
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	3	1
Bangladeshi	0	0
Chinese	0	2
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	15.1
Number of pupils per qualified teacher	25:1
Average class size	31.5

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	109

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	995,393
Total expenditure	928,386
Expenditure per pupil	2,502
Balance brought forward from previous year	65,238
Balance carried forward to next year	132,246

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	5.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	370
Number of questionnaires returned	163

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	31	1	0	1
My child is making good progress in school.	43	52	4	0	1
Behaviour in the school is good.	47	43	6	1	3
My child gets the right amount of work to do at home.	31	51	12	4	2
The teaching is good.	46	44	4	1	5
I am kept well informed about how my child is getting on.	40	44	11	3	2
I would feel comfortable about approaching the school with questions or a problem.	39	47	9	1	4
The school expects my child to work hard and achieve his or her best.	57	38	3	0	2
The school works closely with parents.	41	45	7	3	4
The school is well led and managed.	46	40	6	1	7
The school is helping my child become mature and responsible.	38	45	7	2	8
The school provides an interesting range of activities outside lessons.	39	42	8	5	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

67. By the end of Year 6, pupils achieve standards that are close to the national average and make good progress in their learning. This is an improvement on the results of the Year 2001 national tests when pupils' attainment was well below average and when compared to similar schools, pupils' attainment was below average. Provision for accelerated learning, including booster groups and good teaching, have led to this improvement. This good learning is particularly important taking into account the fact that the vast majority of pupils speak English as an additional language. A small number of higher-attaining pupils are likely to attain a higher level in the national tests but this is below the nationally expected result. Pupils' attainment on entry to the school is well below national expectations, but they make steady progress in Years 3, 4 and 5; in Year 6 accelerated learning takes place so that the majority of pupils catch up and reach the national average or come close to the national average. Pupils with special educational needs are well supported in developing language and literacy skills and they too make good progress. Pupils who are at an early stage of English language acquisition receive in-class support and make satisfactory progress.
68. Listening skills are very good across the school and contribute significantly to the good progress which pupils make in understanding. Pupils listen carefully to lesson introductions and to their teachers' explanations, which enables them to settle quickly and efficiently to their tasks. Independent written work indicates that most understand what is required of them. A very positive feature of pupils' learning is the attention which they pay to the contributions of other pupils when working in pairs or groups and at the end of lessons. Pupils also listen well in large groups such as in assembly. The small minority of pupils who find it difficult to listen or sustain concentration is well supported by special educational needs support assistants. Pupils who are at an early stage of English language acquisition benefit from simultaneous translation into their mother tongue by bilingual learning-support assistants.
69. Speaking skills are underdeveloped in all year groups and at all ability levels. Most pupils speak with ease and enthusiasm to each other and in small-group work. However, when speaking with adults, although pupils are happy to talk about familiar subjects their vocabulary is limited and they find it difficult to elaborate upon their answers. Most younger pupils are keen to answer questions but this remains a challenge for the many who have a limited command of English. Pupils are enthusiastic to find a range of words to describe characters in a story, such as in a Year 3 class, and use the words in a complete sentence. In a Year 5 class, pupils developed a wide range of persuasive words set in complete sentences to describe a house for sale. However, in the majority of lessons seen, pupils limited their answers to single words or short repetitive phrases. Lack of confidence was observed across the school and especially in Year 6, where both first-language English speakers and those with English as an additional language were reluctant to develop their ideas without considerable prompting from the teachers. This lack of confidence together with uncertainty about the correct construction of longer, more complex sentences is impeding the language development of pupils and especially higher-attaining pupils. Pupils with special educational needs are provided with good opportunities to speak in small groups. The school recognises the need to develop pupils' oracy and is developing strategies to address this major weakness, although the previous key issue of improving oral skills has yet to be fully addressed. It has been identified in the school development plan and remains a key issue.
70. The impact of the literacy strategy is having a beneficial effect on the reading standards pupils achieve. They make steady improvement in Years 3, 4 and 5 and good improvement in Year 6. This represents good learning. By the time they are 11, the majority achieve standards generally in line with their age, although a significant number remain below national expectation in Years 4 and 5. Whole-class reading of a shared text is particularly helpful to pupils who initially lack

confidence and are unsure how words are pronounced. This was most effective in a Year 3 class when pupils made clear progress within the lesson. Higher-attaining pupils in each year group read fluently and with good understanding, whilst a small minority have developed the higher order skills of exploring beneath the surface of text to gain understanding beyond the literal. Pupils with special educational needs make good progress in developing strategies to sound out new words and to understand their meaning. Pupils of all ages borrow books regularly from the school library, and reading to family members and visits to the public library reinforce progress. Library retrieval skills are satisfactory. Pupils know the difference between fiction and non-fiction and are able to use the contents page accurately. With prompting, most pupils are willing to talk about their favourite books and authors and to express their preferences. The majority use dictionaries competently and older pupils are able to scan text for specific information.

71. A relative weakness of reading throughout the school is the lack of expression and clarity. Most pupils who speak English as an additional language, including the higher-attainers, rush through the text paying little attention to punctuation or style, and pronunciation is often undeveloped. There are few opportunities for pupils to read plays or participate in drama lessons and the range of literature that pupils read is too narrow, so that they leave with limited experience of the breadth and richness of English literature.
72. The focus which the school has placed on all aspects of writing since the previous inspection has resulted in clear improvement. By the age of 11, standards of writing are now satisfactory overall with the majority of pupils achieving a level close to or in line with national expectations. Inspection findings show that standards of handwriting and presentation of work are well developed and are at least satisfactory and often good. Most pupils exercise good control over the size, shape, spacing and orientation of their writing and this has a positive impact on the spelling of common words, which is generally sound. A minority of pupils in all years continues to experience difficulties with handwriting and this affects the speed of their writing and the overall quality. By the age of 11, most pupils have a secure knowledge of basic grammar and punctuation which they incorporate appropriately into their writing. Use of paragraphs is less consistent. Where there is direct teaching of ways of improving writing style, outcomes are positive. In two Year 5 classes, pupils responded well to an opportunity to incorporate a wide range of adjectives in composing a piece of persuasive writing, for example 'When you enter the dining room, you will see a magnificent chandelier and an enormous, antique table with twelve carved, wooden chairs'. Pupils of all ages write for a suitable range of purposes and for different audiences. Over time, they learn to vary the style of the writing appropriately. Good examples were seen of letter writing, simple poems, descriptions of places and stories written for younger children. However, pupils are most confident when writing in response to clearly structured questions or recounting a familiar event. Very few examples of extended creative writing were seen in any year group and this remains an area for development.
73. Pupils have positive attitudes to learning. They enjoy school and try hard to succeed. There is a good work ethic amongst all pupils that promotes a high level of work. Pupils settle to their work quickly and concentrate well. Good relationships underpin the work in all classes and pupils work well in pairs and small groups. They are confident in asking for help and take pride in their work. Younger pupils respond well to teachers' questions, but older pupils are more self-conscious and often appear reluctant to contribute orally to lessons.
74. Teaching is good overall and this is driving up standards across the school. Lesson planning is of a very good standard. It ensures that there is parity of experience between classes in the same year and continuity and progression across the school. Particular strengths of individual lesson plans are the clear learning objectives that are shared with the pupils and the careful preparation of tasks for pupils at different levels of attainment. The good teaching was characterised by secure subject knowledge, confidence in teaching the literacy strategy, use of a range of teaching strategies and resources, and an enthusiasm that is communicated to the pupils. Several very good examples of effective team teaching were seen where the class teacher, assisted by the

specialist English language support teacher, enabled all pupils to fully understand all aspects of the lesson. Teachers know their pupils well and in the main plan work at appropriate levels of challenge. However, higher-attaining pupils are often required to complete the work set for pupils of average attainment before going on to an extension task. This limits the time for more challenging work and slows their progress. There are few opportunities planned for independent research. Pupils are made aware of their areas for development with individual targets written in the front of their books or on cards. Marking of pupils' work is up to date and provides satisfactory and sometimes good guidance on how pupils can improve their work. Reading records are variable; in some classes, they are detailed and helpful but in one class, pupils complete their own records without comment from an adult.

75. Pupils with special educational needs benefit from well-focused, small-group teaching and from the high levels of good quality support in class. They make slow but steady progress over time. Pupils at lower levels of English language proficiency are well supported by the class teachers and bilingual teaching assistants, but they require more specialist teaching of basic skills to improve their standard of literacy. This is a relative weakness in provision and has a negative effect on the rate of progress of a minority of pupils.
76. Assessment procedures in reading and writing are rigorous and are used effectively to place pupils in an appropriate learning group and to set targets for improvement. The tracking of progress of individual pupils from entry to the school is a relatively recent development that is beginning to impact on teachers' expectations in the setting of specific targets for each pupil and to further improve standards. Assessment of speaking skills is presently unsatisfactory and this is reflected in the absence of target setting for improvement. This has been identified by the school for development and requires urgent attention.
77. Leadership and management are good. The relatively new co-ordinator has worked hard to lead the school's response to the key issues in the previous report. Pupils' work is moderated for each year group to assist teachers in judging the level attained by each pupil, but this has yet to be used as a diagnostic tool for identifying common weaknesses. Pupils who are performing less well than expected have been provided with additional support, and booster classes have been organised for those pupils assessed to be just below the national average. The co-ordinator has monitored teaching and learning and provided feedback to colleagues. All reading books have been organised into a developmental scheme by the co-ordinator, and reading progress is very well supported by use of the school library in which three clubs a week enable all pupils to borrow books regularly. Renovation of the school library is planned for the near future and should provide a lighter and more interesting place in which to encourage pupils to read. At present, it also acts as a storage area and is underused as an independent research facility for older pupils.
78. Over 90 per cent of pupils in the school are of a minority ethnic background where English is spoken as an additional language in the home. The majority speaks in English with classmates and teachers. The policy and practices for identifying pupils' language development are closely linked to the National Curriculum but do not take sufficient account of the specific needs of those pupils at an early stage of English language acquisition. The identification and assessment of these pupils' linguistic strengths and weaknesses and the setting of targets for improvement is insufficiently focused to ensure maximum progress. Bilingual support teachers in Years 5 and 6 and bilingual support assistants in Years 3 and 4 provide invaluable help in enabling newcomers to make sense of the lesson and to develop confidence. However, at present, there is no withdrawal of pupils for individual or small group specialist teaching to learn the basics of the language. The school's provision for teaching pupils who are an early stage of learning English lacks cohesion and has been identified for urgent action. To that end, a specialist has been appointed from September to take overall charge of the current, fragmented provision and to lead a revised strategy for improving the provision for pupils with English as an additional language.

MATHEMATICS

79. At the most recent inspection by Her Majesty's Inspectors in 2000, standards were described as developing well and sound in most lessons. Since then, results in the 2001 national tests at the end of Year 6 fell to well below average. This was expected, as the year group had entered the school with low standards. Nevertheless, the school enabled those pupils to make better than expected progress. When compared to similar schools, pupils' attainment was below average. Observations during this inspection indicate that most pupils aged 11, including those with English as an additional language are likely to achieve standards similar to the national average. A lower proportion than that found nationally is likely to achieve above average standards. Evidence further indicates steadily improving standards throughout Years 4, 5 and 6, as the result of good school prioritisation, the effectiveness of the introduction of the numeracy strategy and the increased development and use of accurate tracking of pupils' progress. Pupils with special educational needs and those with English as an additional language make good progress, and will achieve standards that are appropriate to their prior attainment. All pupils are fully included in all mathematical activities regardless of their skills in English.
80. In Year 3, pupils start with standards that are well below those expected for pupils of this age. They make good progress in developing their knowledge and understanding of number by the end of Year 6. Pupils throughout Years 3, 5 and 6 are grouped in setted classes. Those in year 4 will be in sets in September, when new classrooms will be in use. In Year 3, pupils start to learn 2 and 3 times tables, and begin to understand the relationship between multiplication and division, for example $8 \times 2 = 16$ and $16 \div 2 = 8$. They have very regular '5-a-day' mental arithmetic tests and, towards the end of the year, the higher-attaining pupils accurately work out $38 + 39$ and $65 + 27$. Pupils generally have good strategies for calculating mechanical number problems and are accurate, but have problems in understanding concepts like 'equal' because of their early language difficulties. In Year 4, pupils continue their number development and many know their tables up to 6, a few managing 8. Most pupils build a secure understanding of angles and use this knowledge to help work out problems using points of the compass and direction. The majority could accurately use this learning to follow simple and complex directions on a 'treasure island' map.
81. In Year 5 pupils know the meaning of percentage and can relate this well to decimals and fractions, for instance being able to calculate percentages and equivalent fractions effectively. When using a clock face, all pupils are able to tell the time accurately to the half-hour, and nearly all manage this with the 24-hour clock, even correcting a slight error by their teacher. They know the difference between am and pm, identifying activities for different parts of the day. Pupils in Year 6 continue to develop their mental skills with regular '9-a-day' tests and frequent mathematics homework. Progress since last September is good with a higher-attainer adding $900 + 80 + 7$ then, and now calculating 1450×87 and $£7.74 \div 3$. A feature of what pupils learn in mathematics in the school is the extensive coverage of all aspects of the mathematics curriculum. Pupils use computers effectively in data handling to develop their problem-solving and numeracy skills. Pupils in year 6 are making especially good progress in their knowledge of shape and space. They can understand 'horizontal', 'vertical', 'perpendicular' and 'four quadrants'. This helps pupils build a secure understanding of lines of symmetry in both regular and irregular shapes. Some work effectively against their language limitations when using a computer program with similar problem-solving activities.
82. Pupils' behaviour and their attitudes to mathematics are uniformly positive throughout the school. They are eager to learn, have good relationships with teachers and each other, and work hard on their tasks, albeit sometimes noisily. They enjoy participating in introductory and plenary sessions and are very competitive, especially when they are given timed targets.
83. Teaching and learning are good and range between satisfactory and excellent. There are isolated cases of poor features in some lessons though, when teaching is undemanding and pupil support is ineffective. Almost all teachers have good subject knowledge, use the numeracy strategy well,

provide good resources and make considerable efforts to explain the meaning of mathematical terminology to pupils. This is important in view of the limited language skills of many pupils. Although the pace of teaching in many lessons is good, most lessons are too long (some up to 70 minutes) and often follow 15-minute 'starter' sessions at the beginning of the day. This is having a negative effect on the learning in other subjects in the curriculum. Teachers, especially in Year 6, are using very detailed and extensive assessment data well. This is enabling them to identify weaker areas of learning, and monitor the progress of every child throughout the school. This data is being used regularly to identify the value that the school is adding to pupil learning, and to 'boost' those pupils who need extra attention. As a result of this some lower-attaining pupils have made significant progress. The school is now targeting pupils who could achieve higher levels. Support assistants are used well by teachers, particularly those assisting pupils with language or behavioural problems. However, some support is not directed to classes most in need, and there is some inconsistent use of classroom assistants. Some time is wasted in class by laborious copying of objectives taking up to 15 minutes before pupils begin written tasks.

84. The leadership and management of mathematics are effective. The setting arrangements and use of assessment in planning are working well and helping to improve standards. Numeracy is being promoted effectively across the school in science, information and communication technology and geography. The co-ordinator has had opportunities to monitor teaching and learning in classrooms and works closely with all staff, on occasion leading training sessions. Her enthusiasm for improvement and increasing guidance on the use of pupil data leave the school well placed to improve standards further in the next few years.

SCIENCE

85. Standards achieved at the end of Year 6 in the national tests in 2001 were well below the national average because of the small proportion of pupils who attain the higher Level 5. When compared to similar schools, pupils' attainment was also well below average. Inspection findings indicate that this is a similar picture to the previous inspection. Standards in science enquiry are below national expectations. Insufficient progress has been made since the previous inspection to systematically integrate the national requirements for scientific enquiry into the planning of the curriculum. As a result, pupils of all abilities including those with special educational needs and English as an additional language make insufficient progress.
86. By the end of Year 6, pupils' ability to understand and use scientific terms in verbal explanations is higher than might be expected for these pupils, because of very good teaching strategies related to use of language associated with practical work relevant to their age. Pupils appreciate the gains they have made in their understanding from compiling individual glossaries for scientific terms used in class topics. Homework activities, well supported by parents, reinforce pupils' understanding and ability to relate their work to everyday life. Pupils collaborate well and enjoy small group work but have too few opportunities to make decisions about what to do or in selecting their own equipment. Pupils receive insufficient support in enabling them to repeat their use of measurement for accuracy. Good opportunities are provided in which pupils interpret data and these improve pupils' understanding of scientific principles. The majority of pupils have a sound understanding of forces and how materials can be changed and separated. They have an insecure understanding of how changes in the natural environment affect feeding relationships between plants and animals.
87. Overall teaching is satisfactory. Since the previous inspection opportunities for pupils to carry out small group investigations have improved. However, because the school does not carefully match its expectations of pupils' knowledge and understanding to their abilities, nor provide sufficient challenge, pupils struggle to understand what is expected of them. Since the curriculum has not been modified to meet National Curriculum requirements, pupils spend unproductive time in learning about aspects that are no longer compulsory. Younger pupils with early language

acquisition are not helped by the teachers' unnecessary use of complex terms. Because teaching expectations are not firmly based upon the assessment of pupils' previous scientific skills and understanding, pupils make unsatisfactory progress during the first two years in the school.

88. Most pupils make better progress in Years 5 and 6 but there are differences in the standard of the presentation of work between classes. Ongoing assessment of pupils' work in Year 5 and Year 6 is good and marking appropriately includes written comments that recognise pupils' understanding or extends their thinking. Pupils with restricted language are effectively supported by trained adults who make appropriate use of visual aids and activities. These pupils and lower-attaining pupils make the same progress related to their abilities as other pupils because of the good quality support and relationships with adults and each other.
89. Pupils' attitudes are good. Pupils are very well behaved and this has a positive impact on their own and classmates' learning. They are enthusiastic and enjoy the practical activities set for them, but do not sustain their concentration when they find tasks too difficult and are afraid to answer.
90. Teachers generally have high expectations for pupils to make effective use of computers in the room to write and illustrate and to handle information related to their class work. Pupils in Year 4 use a branch program effectively to classify animals according to their characteristics. Pupils in Year 6 accurately interpret line graphs of temperature change detected by sensors, which enhances their understanding of materials. Pupils benefit from learning about healthy eating and the hygiene related to teeth.
91. Leadership and management are unsatisfactory, largely as a result of the lack of a whole-school approach to improving the provision of a curriculum that progressively develops pupils' knowledge and understanding. The lack of an assessment system that plans closely for or tracks pupils' progress in enquiry skills and knowledge and understanding further impedes the progress pupils could make, and work is insufficiently targeted to their individual needs. This has led to slower than expected learning. The co-ordinator's monitoring of the use of scientific terms has helped to raise standards, and the introduction of a science week this year aroused pupil and parental interest. Resources in the school are now well organised and further resources will be needed related to the new environmental area which should impact favourably on the quality of pupils learning about relationships between living things.

ART AND DESIGN

92. Standards meet national expectations by the end of Year 6 and all groups, including those with special educational needs and English as an additional language throughout the school, experience a sufficiently wide range of media and different processes and make satisfactory progress in learning. The quality of work seen throughout the school indicates that pupils enjoy exploring and using new ways of mixing paint and other media and are achieving as well as might be expected. Attention to the aesthetic and cultural aspects of art represents an improvement since the previous inspection. More opportunities for small-group, three-dimensional work could be included to enrich their understanding of form and space and how sculpture is used by artists to enhance public places. It was not possible to consider the progress since the last inspection as no judgement was made at that time.
93. Pupils are given appropriate opportunities to discuss and explore a wide range of styles of art from Western and Eastern cultures. Pupils in Year 6 create imaginative, high-quality enlarged flowers and leaves inspired by the work of Georgia O'Keeffe with beautiful tones and use of a mix of water colours and crayons to convey depth and texture. Intricate Mendi patterns and Paisley designs are delicately drawn with coloured inks. They confidently explain the differences between the painting styles of Lowry and Clarice Cliff. Pupils employ suitable methods for

moulding clay but have not experienced modelling over an internal structure.

94. Work on the computer in Year 3 provides opportunities for pupils to draw flowers linked to science and generate imaginative underwater pictures and reflective patterns that link with shape in mathematics. However, they make insufficient use of information technology to generate art or design patterns. Generally, pupils are enthusiastic about art and keen to share ideas about visual differences. On a class visit to Turton Tower pupils in Year 5 sketched the Tudor building with good attention to detail, but this work could have been extended in class for pupils to apply their drawing skills by enlarging features of the architecture. Pupils add appropriate texture to their paintings in the style of Van Gogh by mixing paint with sand and use tools to carefully carve salt-dough sunflowers.
95. The quality of teaching is satisfactory. Insufficient attention is given to developing pupils' ability to look beyond the visual and discuss mood, emotions and atmosphere in paintings. Although pupils have explored the use of lines to create optical illusion this is not used as a teaching point to encourage pupils to use the skill to depict perspective. Teachers have sound expectations for pupils to make effective use of sketchbooks for experimenting with pencils and charcoal to show line qualities and pastels to create new tones. Good teaching was seen when skills were clearly demonstrated and pupils were provided with opportunity to orally evaluate the quality of their work. Teachers' questioning is good when they seek to extend pupils' use of descriptive language, such as 'geometric' in a Year 4 lesson. Pupils' sketches and designs of eastern-style art are insufficiently celebrated or used for printing textiles. Support assistants make a very valuable contribution during lessons and in their own time when, for example, they sewed pupils' 'tie and dye' textile work into a quilt for display which raised pupils' pride in their work. Pupils work is celebrated in their displays that make the long corridors of the school both bright and attractive.
96. Pupils' attitudes are very good and they thoroughly enjoy the practical activities set for them. They enjoy exploring the use of tone and are keen to develop new skills. They behave very well and this enables them to work collaboratively when discussing and considering patterns and sustain concentration with interest and enthusiasm.
97. Leadership and management are sound. The school has planned a satisfactory curriculum but has not yet included the use of information and communication technology or identified when visiting artists or visits to art galleries should be included in its programmes of work. The co-ordinator constantly updates resources for each unit of work and knows through monitoring planning that it is being planned for. She does not monitor teaching and learning, and files of individual pupils' work and their sketchbooks are not being used to track pupils' progress. Organisation of practical activities is hampered by the lack of space in several classrooms. Resources are good but more use could be made of larger pictures and of the Internet for research.

DESIGN AND TECHNOLOGY

98. Standards are in line with expectations at the end of Year 6 and pupils of all abilities, including those with special educational needs and English as an additional language, make satisfactory progress in their learning. Standards at the previous inspection were not identified, so it is not possible to assess the rate of progress made. It was possible to observe only one lesson during the inspection and judgements made were based on this lesson observation, discussions with the co-ordinator, other staff and pupils, scrutiny of models previously made, accompanying designs and subsequent evaluations.
99. By the end of Year 6, pupils develop sound understanding of the design process. They understand appropriate technical vocabulary and use their plans to explain clearly what their intentions are. Very careful thought had gone into the planning by the teacher in order to link their study of the

Egyptians to their clay model where pupils demonstrate good knowledge of tools they use in carefully constructing model pyramids. In considering this aspect of another culture, pupils' designs included writing their names in hieroglyphs. In other classes, pupils increase their understanding of mechanisms and structures for vehicles satisfactorily, using electric motors and balloons for thrust power. Older pupils' investigative skills were promoted well in classes where they were able to plan, design and construct a structure to hold a specified weight.

100. Teaching and learning are satisfactory overall. In the lesson observed, the learning objectives were carefully shared with pupils, and lessons set well in the context of previous work and supporting other curricular areas. Work is suitably planned to motivate pupils and the practical approaches in the 'structures' investigation motivated enthusiasm in the subject. Teachers plan well and both teacher and learning assistants provide effective support. Pupils have positive attitudes towards design and technology and discuss their projects throughout the lesson using appropriate vocabulary. Relationships are good and pupils support each other and share equipment well.
101. Pupils' attitudes and behaviour are good. Throughout the school pupils discuss their projects and support each other very well. This was very much in evidence in the lesson observed. They shared their ideas using appropriate vocabulary and displayed good use of tools. They explained with confidence what they were doing and what were their intentions.
102. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic and knowledgeable about what is required. The scheme of work is appropriate and resources have improved and are now satisfactory. Monitoring of planning is secure but monitoring of teaching, learning and standards has not yet taken place. Resources are satisfactory.

GEOGRAPHY

103. It was not possible to observe more than one lesson. However, from the lesson seen, the scrutiny of pupils' work, discussion with pupils and examination of the school's planning, standards in geography by the time pupils leave school at the end of Year 6 are below national expectation. It was not possible to consider the progress since the last inspection as no judgement was made at that time.
104. When they enter the school in Year 3, pupils have a very limited knowledge of their own local area or other places in Britain or the world. In their time in the school, although pupils study various aspects of geography, they spend less time learning geography than the average, and their skills and knowledge progress only slowly. Consequently, pupils of all abilities including those with special educational needs and English as an additional language make unsatisfactory progress in their learning.
105. In Year 3 pupils study their local environment. They draw simple maps and plans, but this is often done with the support and guidance of worksheets. There is little evidence that pupils ask questions or give opinions on the plans they study. In Year 4 their work is developed, but still at levels below expectations. They are able to use simple grid references in mapwork but this is limited to local places. They compare towns for the facilities offered, such as clothes shops, but these are still at a basic level; their comments are generally sensible but not sufficiently accurate. In Year 5, they develop awareness of aspects of physical geography such as in the formation of the rain forest and identifying the idea of 'layers'. Because of their limited language skills, however, they have difficulty with geographical terms such as 'canopy' and 'humid'. The limited vocabulary and verbal recall of many pupils hampers their progress in geography throughout the school. They study the water cycle and river systems and correctly name on their work sheets 'oxbow', 'meander' and 'drainage basin'.
106. The best work on geography is the study by Year 6 pupils of a local traffic issue. They have

carefully considered various traffic-calming measures for local streets and devised questionnaires for parents and school neighbours to answer. The results have been collated into a series of tally charts and graphs. Pupils, however, have limited recall about their earlier studies of settlements, and have very limited knowledge of geographical features such as oceans and rivers. Their main memories of their studies of Blackburn itself come from a visit to the Mayor's chambers and also to Blackburn Rovers football ground.

107. Teaching and learning are unsatisfactory. Teachers strive hard to develop pupils' skills and knowledge and understanding, in spite of the low time allocation given to the subject and pupils' lack of basic knowledge. The teachers' main concern is to improve language development in order to help understanding. There is insufficient time, though, to be successful at this, and pupils are given too few practical opportunities. Helpful visits are made to places like the Worthington Lakes, the nearby Queen's Park, and Blackburn Town Centre and, for pupils in Years 3 and 4, a residential stay at a hostel at Lake Windermere. These are having insufficient effect, though, on pupils' knowledge and understanding. By the time they leave school they have much difficulty in communicating findings using suitable terminology, and in demonstrating their knowledge and understanding of places and environments in different parts of the world.
108. The pupils' attitudes to learning are generally cheerful and interested at the time of the lesson or study. They are always keen to talk about the topic but their medium and long-term retention is low. Their behaviour and relationships are consistently good.
109. Leadership and management are unsatisfactory. The subject is satisfactorily resourced and has a generous budget, from which suitable computer software and CD-ROMs have been purchased. These, however, are not yet having a positive impact on learning. No formal assessment of learning takes place, resulting in unsatisfactory impact on future planning and no monitoring of teaching and learning is carried out. This is exemplified by pupils' reports focusing on subject coverage rather than knowledge and skills gained by pupils. The co-ordinator is aware of the deficiencies in pupils' learning in geography but has not yet, even with the willing assistance of competent teachers, been able to guide pupils to the achievement of higher standards.

HISTORY

110. Standards at the end of Year 6 are below national expectation and progress is unsatisfactory. There are several reasons for this. Pupils enter the school in Year 3 with a low level of historical attainment and have little knowledge of the world around them. The school has concentrated heavily in recent years on improving skills of numeracy and literacy; consequently some areas of the curriculum, such as history, are receiving very little time for teaching and learning. The school has been able to allot only about 12 hours a year to each year group, and history is studied usually in 2 terms out of 3. There is considerable concentration on learning facts, often by answering questions on worksheets, but little evidence was seen of using extended writing to develop pupils' literacy skills. The infrequent study of history often results in confusion for pupils, most of whom have limited knowledge and understanding of the history of Britain and other countries. There is insufficient opportunity for pupils to develop skills progressively, such as establishing an understanding of the passing of time, and explaining principal events and changes in history and their consequences for societies. However, in the lessons seen, and in the examination of their work, there was evidence that when given sufficient opportunities pupils sometimes reach expected standards. All pupils have equal opportunities for studying history in the time available, although progress for pupils with special educational needs, higher-attaining pupils and those with English as an additional language is slow. No comment on progress since the last inspection is possible as no judgement was given at that time.
111. In their studies of the lives of Ancient Egyptians, pupils in Year 3 learn about life in those times in that culture. They have developed a basic knowledge of pyramids, the Pharaohs and hieroglyphic

writing. Later in the year they satisfactorily learned about mummification and showed considerable fascination with the preparation and preservation process. This became more interesting to them when they participated in a simple mime of the ceremony removing brains and body parts before the embalment. They were somewhat confused as to which 'canopic' jar was then used to store the parts. Pupils' knowledge and understanding remain, however, at a level below national expectations. Year 4 pupils in their study of the Celts and the Romans show an awareness of life at that time, although their recall is inaccurate such as 'Boudicca wore a chariot'. This demonstrates the level of the lack of understanding these pupils have in their learning. Similarly, in a lesson some pupils could identify wool and clay items as being likely to be sold in a Roman forum, but others have difficulty with abstract ideas. A majority understood simple Roman numerals, but very few could cope with the idea of an 'anachronism'.

112. Other pupils have insufficient knowledge of history. In Year 5, pupils recall a few facts about the Tudor period, but this is limited to simple facts about King Henry VIII, stating that he had six wives, wanted a son and liked shooting parties and beheading people'. They confidently state that 'Queen Elizabeth I didn't have any children and was rich'. Pupils in Year 6 have studied Ancient Greece but were able to recall little of the time or events, although their books indicated that they had been given a great many facts about life in those days. Their summer study of World War II has resulted in some interesting descriptions of how evacuee children would have felt, such as 'worried', 'unhappy' and 'frightened'. Despite considerable encouragement from their teachers, they found it hard to describe through extended talking or writing what life would have been like at that time.
113. Teaching and learning are unsatisfactory, although lessons seen during the inspection were sometimes good. Teachers generally make considerable efforts through the use of posters, photographs, simple artefacts and a little information technology to encourage pupil interest, but sometimes miss opportunities to give pupils 'first-hand' experience of the topics studied. They provide occasional visits for pupils to places like Turton Tower in connection with Tudor life and times, Bolton Museum in connection with their work on Egyptians, and Ribchester Roman Museum. These opportunities contribute well to their learning. Teachers are generally enthusiastic and confident in their history teaching.
114. Pupils enjoy the opportunities they have, but have difficulty absorbing the facts and skills they are trying to develop. Their attitudes are satisfactory overall, but some pupils regard the subject as an occasional novelty, which is different from most of their daily learning.
115. Leadership and management are unsatisfactory. The co-ordinator has tried hard to develop, with staff, a meaningful curriculum in the time available, but recognises the considerable difficulties of improving attainment under the present curriculum arrangements. She occasionally monitors planning, teaching and pupils' work, but no assessment of pupils' learning takes place. She has a generous budget and resources overall are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Standards at the end of Year 6 are below national expectation although, due to the good teaching and more recent use of improved computer equipment, progress is good. Provision in the school has improved since the previous inspection, but this is too recent for the current Year 6 pupils to reach expected levels in all aspects this year. Use of the computer to gain proficiency in combining different forms of information to control models is underdeveloped as is the use of email technology. Because pupils have had insufficient opportunity to fully develop and apply these skills, the standards achieved by all pupils including those with special educational needs and English as an additional language are below average.
117. By the end of Year 6, many pupils have good word-processing skills and type reports and ideas

quickly on to the screen. They make sensible comments on the value of websites to their learning and search for historical and other factual information using their own questions. As part of their science investigations they successfully use sensors to measure changes in temperature, which contributes to their understanding of insulation. They enter information to construct a database on the properties of materials and appreciate how useful a spreadsheet on the computer is for calculating averages, range and mode. Pupils are able to write a series of instructions to control a screen object but the equipment is not available to them to control programmable models.

118. Teaching and learning are good. Teachers provide good demonstration techniques and clear instructions which lead pupils to work with confidence and independence. Monitoring by the co-ordinator has influenced teachers to implement successful strategies that enable pupils to concentrate on new ideas. All teachers plan carefully how work in the suite can complement pupils learning in class, which make the use of computers effective in extending pupils' understanding in, for example, science and history. Examples of good practice are evident in Year 3 where teachers evaluate how well pupils respond to the learning objective and use that information to plan the next steps for pupils' learning. Interactive whiteboards, available in two classrooms, enable the majority of pupils in those classes to grasp complex ideas quickly, such as the idea of translating shapes. Very good teaching using touch on the whiteboard increases the pace of learning and pupil understanding. Overhead projectors and whiteboards are used effectively for literacy for shared text work and for teaching mathematics, which is impacting favourably on pupils' concentration and awareness of their learning. Generally, computer technology is impacting favourably on pupils' literacy and numeracy across the curriculum.
119. Information and communication technology is now being effectively taught and becoming integrated into the curriculum; this is improving pupils' capability and enhancing their learning in several subjects. Pupils in all year groups are quick to learn and enjoy gaining new computer skills and reach acceptable standards in their ability to communicate and handle information, such as in Year 4. There is very good staff commitment in the school and the co-ordinator is leading the school forward by setting targets for each year group to monitor their progress. This, if put into effect, could enable pupils to achieve national expectations for their age. School and local initiatives that involve parents are raising parental interest and the provision of computers in most homes.
120. Pupils' attitudes are good but their behaviour and the relationships between pupils and with staff are very good. Pupils enjoy the opportunities to use computers and work with good levels of independence. They concentrate well and are amazed at some of the effects they achieve in their tasks. Pupils are keen to assist one another and work together well.
121. Leadership and management are good. Learning resources are good, including the computer room supported by the Education Action Zone which is well used, but there is insufficient use of computers in many classrooms. Pupils in large classes have a limited opportunity to continue with work introduced in the suite. More opportunities could be made for older pupils to use the computer room for independent work during or out of school hours. The co-ordinator has tailored a government scheme to meet the needs of the school. Her role in monitoring planning, teaching and pupils' work is developing well and impacting effectively upon standards in the school.

MUSIC

122. From the lessons seen and from the singing in the daily assemblies and singing practices, standards in music are lower than the national expectation. There is a lack of continuity and progression in pupils' learning so that by the age of 11, all pupils' musical knowledge and skills are underdeveloped. No judgement can be made of the improvement since the last inspection as no judgement was given at that time.

123. Pupils' singing in Years 3 and 4 is enthusiastic but often lacks awareness of pitch or dynamics. In Years 5 and 6, many pupils lack enthusiasm and the singing is weak. Many older boys do not join in singing during assembly when most of the songs are accompanied by a taped recording of a children's choir which frequently dominates rather than supports the pupils' own singing. When pupils enjoy what they are singing, they make a better effort and demonstrate the ability to sing in tune with satisfactory attention to increases in tempo.
124. In a Year 3 lesson, pupils enjoyed singing simple songs such as 'If you're happy and you know it clap your hands' but they expressed their enthusiasm through shouting. They exercised little control over tone or dynamics and there was a lack of progress in their performance during the lesson. Pupils can clap the beat of a very simple rhythm such as 'Three Blind Mice' but find it difficult to accompany their own singing using untuned percussion instruments.
125. Year 4 pupils participated enthusiastically in warm up exercises and responded well to the teacher's expectations. They can clap a range of rhythm patterns but the majority find it very challenging to reproduce these patterns on an untuned percussion instrument. Pupils are familiar with simple musical notation and, with support, they are able to clap a rhythmic pattern from the notation. When introduced to a new song which gradually increases in tempo, pupils tried hard but found it difficult to sing the words in time to the music.
126. Year 6 pupils are able to clap a range of rhythms modelled by the teacher varying the complexity and tempo. Pupils' diction improved dramatically with practice exercises but they did not transfer this improvement to their performance. Responses to the teacher's questions about the cross-curricular links of the song they were listening to were slow and lacked enthusiasm. Pupils listened carefully to the layers within the composition and joined in quietly. Their singing at this point was tuneful but lacked the confidence and spontaneity demanded of the piece. Using individual glockenspiels, pupils found it hard to beat a rhythmic pattern, indicating lack of practice and progression in skills development. Pupils are familiar with simple notation and can count the number of beats to the bar.
127. The quality of teaching and learning is unsatisfactory. Previously, a specialist music teacher taught all the classes in the school. This is now the responsibility of class teachers, the majority of whom lack subject knowledge and confidence. Expectations of pupils are low and this is clearly reflected in the knowledge and skills of the pupils across the school and especially in the senior classes. In the lessons observed and in singing practices, teachers did not clearly explain or demonstrate how pupils could improve their performance. Lesson plans pay insufficient attention to the teaching of new skills, to composition and to opportunities for pupils to evaluate their own performances.
128. Peripatetic music teachers are able to provide good opportunities for individual pupils to learn a wide range of instruments, but pupils often lack perseverance and drop out after a relatively short time. Several teachers who can play the piano accompany singing practices and one teacher has recently set up a recorder club for her own class. There is no school orchestra or school choir at present. Music is played in assemblies on occasions but there is not a planned programme to expand pupils' knowledge and awareness of the music of countries around the world.
129. Leadership and management are unsatisfactory. The temporary subject co-ordinator has been looking after the subject while the school has unsuccessfully tried to appoint a suitable subject specialist. She has consulted with colleagues and the local education advisor about the school's needs, attended in-service training and introduced a new scheme of work which will be adopted by all classes from September. The school hopes that this scheme will help address the acknowledged lack of progression in pupils' learning. New instruments have been purchased and the school is now well resourced.

PHYSICAL EDUCATION

130. Standards are in line with those expected at the end of Year 6. There was no judgement in the previous inspection so no judgement on progress since that time can be made.
131. In Years 3 to 6, pupils develop their skills satisfactorily. Pupils mostly show precision and control and understand the principles of teamwork. In all games lessons observed, effective warm-up activities were in evidence and pupils responded well to instructions and enjoyed the introductory session. Opportunity was provided throughout the early part of the lesson to acknowledge the increased heartbeat, and pupils explained why this occurred and why it was necessary for warm up to take place prior to any physical activity. Pupils evaluated their own performance, and guidance from their teachers produced improved performances. They displayed confidence and competence in striking the ball, and their throwing and catching were accurate. In swimming, pupils attend the local swimming pool but the number of pupils achieving the 25 metres unaided swim is less than that normally expected. The school indicates this to be about 50 per cent. Gymnastics and dance are covered during the winter months and gymnastic skills observed in warm-up activities suggest that standards are in line. Athletics are covered in the summer term and the school has achieved success in various competitions in this area. The school provides extra-curricular activities of good quality to supplement and complement the physical education programme; these are attended by both boys and girls. Opportunity is provided for the pupils to experience a residential course where pupils can enjoy introduction to other sports, such as sailing and canoeing. However, this course, which promotes interdependence and independence, is not well attended.
132. Teaching is good overall. Teachers mostly have high expectations of pupils' behaviour and skills development. Planning is good and pupils enjoy crisp, enjoyable and energetically challenging lessons. The effective teaching received and the positive attitudes encourage the enjoyment of physical activity and develop and promote confidence, self-esteem and pupils' management of their own behaviour. Staff throughout the school dress appropriately for their lessons; they are good role models and pupils follow their example. As a result of the positive teaching, all pupils make sound progress including those with special educational needs and English as an additional language.
133. Pupils' have positive attitudes and their behaviour is good. Pupils enjoy the physical activities which serve not only in the improvement of basic skills and teamwork, but also assists in their social and moral development. They accept responsibility in collecting and returning equipment, respond readily to instruction and display their knowledge and understanding of the rules of safety.
134. Leadership and management are good. The school has a scheme of work which is appropriate and the full range of activities are taught. Assessment procedures and monitoring of teaching, learning and standards are still being developed. Resources are satisfactory overall. They are good in terms of equipment but, due to drainage problems, the school field is non-operational for several months during the winter.

RELIGIOUS EDUCATION

135. Standards in religious education are good throughout the school and are above the standards set by the locally agreed syllabus. Pupils study the major world faiths of Islam, Judaism, Sikhism and Buddhism alongside Christianity. Since Islam is the faith of the vast majority of pupils, it is taught in every year. The breadth and balance of the scheme of work gives pupils good insight into the faiths, customs and beliefs of others and is a contributing factor to the respect and tolerance shown to all religions. It is not possible to compare the improvement made since the last inspection as no judgement was made at that time.

136. Pupils with special educational needs make the same good progress as their peers in their understanding and are keen to learn. Pupils at an early stage of English language acquisition are provided with appropriate support by the class teachers and learning-support assistants and, as a result of work set to meet their needs, they make slow but steady progress. Occasionally, more-able pupils are provided with supplementary work but, overall, there is a lack of challenge in the written tasks set for these pupils. There is no discernible difference in the progress of boys or girls.
137. In Year 3, pupils have a secure understanding of the significance of Jesus in the Christian faith and Mohammed in the Moslem faith. They know about their lives and some of their teachings. Pupils learn about the life of the Buddha and are developing an understanding the significance of 'The Four Sights' leading to the Enlightenment. Year 4 pupils recognise the symbols of different regions. They can explain the significance of the five most important symbols in the Sikh religion and explain the meaning of the Amrit ceremony. In a lesson on the initiation of young people into the Sikh Khalsa, pupils recalled the way in which Christians are received into the Church. Older pupils are able to identify further similarities between the major world faiths as, for example, when Year 5 pupils were thinking about the rules by which Buddhists live their lives, they were able to identify similar rules in Christianity and Islam. In a Year 6 introductory lesson on Judaism, pupils carefully and respectfully handled a number of artefacts and discussed their possible functions in a mature and sensible manner. Whilst watching a video on the Bar Mitzvah ceremony for Jewish boys, many pupils accurately pointed out similarities between the way Jewish and Moslem men cover their heads during worship and how, in both religions, the holy books are treated with great respect.
138. By the time they are 11, pupils have a secure knowledge of the great teachers and founders of each religion. They know the names of the different places of worship and the holy books and are aware of the customs and ceremonies of the different religions and the influence which these have on the lives of their followers. Older pupils have a limited knowledge of the beliefs of other religions and this remains an area for development.
139. The quality of teaching is good with some being very good. Lessons seen were well planned and prepared and delivered with good pace and enthusiasm. Teachers are generally well informed and model appropriate respect for the different faiths. Good use is made of artefacts, photographs and videos to expand pupils' knowledge and experience. The one exception to this otherwise positive picture of teaching and learning was in a lesson on Buddhism where there was a lack of knowledge of the customs of the religion, but this was quickly remedied in the parallel lesson given to another class. Opportunities for speaking and listening are very good during lessons but opportunities to develop literacy skills through independent writing are often missed.
140. Pupils' attitudes to learning are good overall and sometimes very good. They listen carefully and have good recall of earlier learning, which enables them to build on what they already know. They are able to reflect on their own beliefs and consider the place of religion in the lives and traditions of people of different faiths.
141. Leadership and management are good. The subject is well led by a recently qualified teacher who is a subject specialist. The scheme of work based on the locally agreed syllabus is stimulating, well balanced and relevant to the lives of the pupils. Progression and continuity are monitored by the co-ordinator who is beginning to assess the level of pupils' work in Year 6. This will be extended to other years in the next school year with the aim of raising standards. At present, teachers' conduct formative assessment through observation and marking of pupils' work. The co-ordinator provides knowledgeable support and guidance for colleagues when they are starting a new topic and she has ensured that the resources to teach the subject are readily available. Prepared visits by pupils to different places of worship and visits to school from representatives of different faith communities for pupils to ask questions is an underdeveloped aspect of delivering this subject.

