

# **INSPECTION REPORT**

## **SPRING HILL PRIMARY SCHOOL**

Accrington

LEA area: Lancashire

Unique reference number: 119185

Headteacher: Miss S Grimshaw

Reporting inspector: Mrs A Waters  
13827

Dates of inspection: 4<sup>th</sup> – 7<sup>th</sup> June 2001

Inspection number: 230432

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Exchange Street  
Accrington  
Lancashire

Postcode: BB5 OHZ

Telephone number: 01254 231584

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Appropriate authority: The Governing Body

Name of chair of governors: Mr T Martin

Date of previous inspection: May 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs A Waters 13827	Registered inspector		The school's results and achievements. How well is the school led and managed? How well are pupils taught? What should the school do to improve further?
Mr S Hussain 9981	Lay inspector		Pupils' attitudes and values and personal development. How well does the school care for its pupils How well does the school work in partnership with parents?
Mrs S Herring 29504	Team inspector	Mathematics Design and technology	
Mr P Isherwood 20301	Team inspector	Special educational needs Art and design Religious education	
Mrs J Oliver 19263	Team inspector	English as an additional language Geography History	How good are the curricular and other opportunities offered to pupils?
Mr D Lee 21003	Team inspector	Equal Opportunities Information and communication technology Physical Education	
Mrs P White 23686	Team inspector	English Music	
Mrs P Parrish 22380	Team inspector	Foundation Stage Science	
Mr M Newell 10638	Team inspector		

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated to the west of Accrington town centre. Almost all of the pupils come from the Central ward which is one of considerable social disadvantage. The school population fluctuates, with a significant number of families moving in and out of the area. Pupils, who are admitted mid-year, have often been to several schools previously. There are currently 354 pupils on roll, 178 boys and 176 girls, making it larger than the average for primary schools. Over 80% of the pupils are of Pakistani or Bangladeshi origin and almost all of these have English as an additional language. Only a small percentage of the pupils have had nursery or pre-school education and levels of attainment on entry to the school are very low. Forty two per cent of pupils are in receipt of free school meals which is well above the national average. Almost half the pupils are on the school's special educational needs register; this is very high when compared to the national average. There are 16 pupils with statements of special educational need; this is much higher than average for this size of school. The school is housed in three separate buildings. Two buildings and a mobile classroom on the main site accommodate Key Stage 1 and Key Stage 2 pupils. The two reception classes occupy premises which are about a third of a mile away.

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

This is an effective school that has improved significantly and has many strengths. It is particularly effective in supporting the large number of pupils who have English as an additional language and those pupils who have special educational needs. Pupils of all abilities are encouraged to work hard and to do their best. From a very low starting point, pupils improve their attainment in English, mathematics and science. Although standards at eleven are below average in English, mathematics and science, they are higher than they were two years ago and this reflects the good quality of learning. Leadership is very effective and the commitment to raising standards is strong. The quality of teaching is good and the staff work well together as a team. There is a very positive ethos where understanding and respect for pupils' linguistic, cultural and religious backgrounds are given a high priority. The school provides good value for money.

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

- Standards in the national standard attainment tests (SATs) have improved considerably.
- Teaching is good overall with a significant amount of good and very good teaching enabling all pupils to make good progress – especially those with special educational needs and English as an additional language.
- Provision for children in the Foundation Stage is very good enabling them to make a good start to their education.
- The headteacher and senior staff provide very good leadership and the school is very well managed. This is helping the school to improve quickly.
- The governing body is very well informed, actively involved and supportive of the work of the school.
- The school's aims and values are very well reflected in all aspects of its work and there is a strong shared commitment from all staff to raise standards.
- Relationships are very good and there is a very good level of harmony between pupils.
- The arrangements for tracking pupils' attainment and progress are very thorough.
- Pupils are very well cared for and supported.

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

- Standards in English, mathematics and science.
- Standards in information and communication technology at both Key Stages.
- Standards in art and design, design and technology at Key Stage 2 and religious education at Key Stage 1

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1999 at which time HMI judged that the school no longer required special measures and was providing an acceptable standard of education for its pupils. Since that time, the school has improved at a good rate. All the key issues from that inspection have been addressed and there is clear evidence of substantial improvements in all areas. Although standards are still below average, there has been a marked improvement and they are much higher than they were. There is an increased emphasis on higher attainment. Much work has been done in monitoring and evaluating the quality of teaching and, as a result teaching has improved significantly and is now good across the school and this is leading to improving standards. The information gathered from the extensive assessment procedures is carefully analysed and used very effectively to set targets for groups of pupils and for individuals, as well as to inform teachers' planning and curriculum development. Curriculum planning is good and there are schemes of work in place for all subjects which are regularly reviewed and refined. The headteacher, staff and governing body work very well together and show a strong commitment to improving the school's performance. This indicates that the school is well placed to continue to improve and develop further.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E*	E*	E*	E*	Well above average A Above average B
Mathematics	E*	E*	E*	E*	Average C Below average D
Science	E*	E	E	E	Well below average E Very low E*

Although the 2000 results in English and mathematics place the school's performance in the lowest five per cent of school's nationally and are well below average in science, they mask the school's good improvement. The school met its targets in English, mathematics and science. Standards have risen considerably since 1998. The trend in results is of improvement above the national trend. Indications for the current year show that this trend is continuing. The pupils enter school with well below average levels of attainment. The combination of unfavourable socio-economic indicators, the high proportion of pupils for whom English is an additional language and the very high proportion of pupils identified as having special education needs is a significant factor which should be taken into account when interpreting these results.

The pupils make very good progress in the Foundation Stage and by the end of Reception they have made significant gains in their learning. However, their level of attainment remains below the level usual for the age group in all areas of learning with the exception of physical development. By the end of Key Stage 1, although the performance of pupils is well below the national average there is a marked improvement from a low starting point. By the end of Key Stage 2, although pupils' attainment in English, mathematics and science is below average, they are making good progress. The school has set targets for up to 2002. These targets, while still below national averages, are challenging and aiming for continued improvement. Whilst standards observed during the inspection in English, mathematics and science remain

below the national expectations for 11 year olds, a growing number of pupils are attaining higher levels in English and science. Standards in religious education are good at Key Stage 2 and standards are satisfactory in all other subjects with the exception of information and communication technology at both key stages, and art and design and design and technology at Key Stage 2 and religious education at Key Stage 1, which are below the expected level.

Whilst there is room for further improvement in the standards that pupils achieve, all pupils are making good progress throughout the school from a very low level of attainment. The good support for pupils who have English as an additional language and the very good provision for pupils with special educational needs are a significant factor in the progress made by pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show a good level of interest and involvement in their school activities.
Behaviour, in and out of classrooms	Good. Behaviour is good throughout the school day. It is often very good in lessons.
Personal development and relationships	Relationships are very good and the level of harmony between pupils is a strength of the school. Pupils show a very good level of respect for the feelings values and beliefs of others. Pupils' personal development is good.
Attendance	Attendance is well below average and is adversely affected by pupils' extended holidays during the school term. A small group of pupils are persistently late for school despite frequent reminders about punctuality.

## TEACHING AND LEARNING

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

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

Teaching has further improved since the last inspection. There has been a significant improvement in the proportion of good and very good teaching. In the 77 lessons seen, teaching was very good in 29 per cent, good in 42 per cent and satisfactory in the remaining 29 per cent. Examples of very good teaching were observed at all key stages. All teachers have good relationships with pupils and maintain good classroom management.

The teaching in literacy and numeracy lessons is effective and well paced and meets the needs of children across the full ability range. A productive use of time and a brisk pace in the learning are significant features of the effective teaching. Pupils are helped to make good overall progress in reading and writing but more systematic teaching of letter sounds and more opportunities for pupils to practise reading would help to raise standards further. Spoken English is a regular feature of all lessons but now needs to be planned and taught more thoroughly.

The teaching of mathematics is good overall in both key stages resulting in good progress for all pupils. In the mental mathematics session, good questioning skills challenge all pupils at the appropriate level. However, in many lessons there are insufficient opportunities for pupils to develop understanding by explaining how they have worked things out.



Effective use is made of additional support staff and there is good teaching of small groups and individual pupils with special educational needs and those with English as an additional language. Teachers and support staff work hard and are successful in building good relationships between themselves and the pupils in their care so that they are happy in school and enjoy learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good at Key Stage 1 and 2 and very good at the Foundation Stage. It provides a wide range of interesting and relevant activities. Extra curricular activities out of school are difficult to organise as few pupils are able to stay after school because of commitments to the Mosque but school makes a good attempt to address this by providing clubs before school.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. There are very good procedures in place to ensure that all these pupils receive the help and support they need and this enables them to make very good progress towards their individual targets.
Provision for pupils with English as an additional language	The provision the school makes for pupils who have English as an additional language is good. All teachers are sensitive to the needs of these pupils and the quality of teaching is good. Pupils of all ages are given many opportunities to develop their speaking and listening skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the school makes good provision for pupils' spiritual, moral social and cultural development and the exploration of moral issues is a particular strength. The school is successful in creating an ethos in which pupils develop an acceptance of each other's strengths and weaknesses, and where peer group support has a positive impact on co-operative learning.
How well the school cares for its pupils	Very good. Pupils are very well cared for. The school is well aware of the cultural, religious, linguistic and educational needs of the pupils' and this enables the staff to respond in a sensitive and supportive manner.

The school has very good relationships with parents and is particularly sensitive to their views. Staff try hard to encourage parents to become more involved in their children's education and in easing the transition from home to school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership that gives a clear direction to the work of the school. She is well supported by a capable senior management team, staff and governors. There is a good team spirit and a shared commitment to raising standards. The school is managed very effectively.
How well the governors fulfil their responsibilities	Very good. The governors under the strong leadership of the chair are well organised to carry out their statutory responsibilities and are very supportive of the school. They are actively involved in all aspects of its work.
The school's evaluation of its performance	Very good. The headteacher carries out detailed analyses of tests and assessment data and uses this information to set priorities for improvement. She has a clear view of the strengths and the areas for development and the challenges that the school faces in the drive to raise standards.
The strategic use of resources	The school has very good procedures for allocating expenditure in accordance with the agreed educational priorities and makes good use of the available resources to support pupils' learning. Governors are committed to getting the best value for money and the effectiveness of all spending is well evaluated.
Staffing, accommodation and learning resources	The staffing levels of teachers and support staff are good. The standard of accommodation is poor. Learning resources are satisfactory overall although more are needed in English, ICT and music.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The children like to come to school, behave well and are making good progress</li> <li>• Teaching is good</li> <li>• Parents think that the school is very well led and managed</li> <li>• Parents always welcomed, can see staff at anytime</li> <li>• The school encourages pupils to show care and respect and the harmony in school community is excellent</li> <li>• The school provides good opportunities to learn about their children's progress.</li> <li>• Parents agree that they are well informed about the life and work of the school</li> </ul>	<ul style="list-style-type: none"> <li>• The amount and range of homework</li> </ul>

Inspectors agree with all the positive views expressed. Those parents who attended the pre-inspection meeting spoke highly of the school and many support it in its work. A small number of parents were concerned that their children may not be getting the right amount of homework. This is often a concern for parents in primary schools. Inspectors can assure parents that the school has satisfactory provision for homework and it is sufficiently used to support learning.

## **PART B: COMMENTARY**

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

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

1. The pupils enter school with well below average levels of attainment. Their attainment is significantly affected by the combination of unfavourable socio-economic indicators, the high proportion of pupils for whom English is an additional language and the very high proportion of pupils identified as having special education needs.
2. When pupils first start school in the reception class, few are confident in their ability to speak in English and many have no English at all. Most pupils have limited knowledge of books, writing or numbers. The pupils make very good progress in the Foundation Stage, and by the end of reception, have made significant gains although their attainment level is still below that expected for their age in all areas of learning apart from physical development. By the end of Key Stage 1, although the percentage of pupils achieving the expected level or above in reading, writing and mathematics is below the national average, there is a marked improvement in pupils' achievement. Pupils continue to make good progress throughout Key Stage 2 but nevertheless attainment in English mathematics and science is still below average by the time the pupils leave the school.
3. Although the 2000 results in English and mathematics place the school's performance in the lowest five per cent of school's nationally and are well below average in science, they mask the school's good improvement. Despite the overall average point score in the national tests for pupils aged eleven continuing to be well below average, the proportion of pupils achieving the expected level has risen sharply since 1998 and a growing number of pupils are attaining higher levels in all three core subjects. This represents very good improvement on the part of the school. The trend in results is of improvement above the national trend. Indications for the current year show that this trend is continuing. The school met its targets in English, mathematics and science in the year 2000 and has set targets for up to 2002. These targets, while still below national averages, are challenging and aiming for continued improvement. The inspection finds that pupils are making good overall progress and standards are improving.
4. Inspection findings are that although attainment is low, pupils are making good progress in speaking and listening. Pupils in both key stages have regular opportunities to talk in literacy lessons and teachers skilfully extend and broaden the pupils' knowledge of spoken language during the shared text sessions. Most pupils talk willingly and listen well to instructions. Although pupils are acquiring a good amount of subject specific knowledge many pupils lack the breadth of vocabulary to explain their thoughts and ideas clearly. They falter when attempting to use a range of sentences. When adults provide correct models of spoken English their progress improves. By the end of Key Stage 1 the majority of pupils are beginning to use an appropriate range of strategies when they are reading independently. By the end of Key Stage 2 most pupils are reading with increasing fluency and some can read with good expression. However, for many of the pupils, their comprehension skills are still developing and their understanding of what they read is limited. Generally pupils try hard to use letter sounds to help them read unfamiliar words but their knowledge of blending sounds needs to improve more quickly. Since the introduction of the Literacy Hour, the school's structured reading programme has been used less widely and this is adversely affecting reading standards, especially in Key Stage 2. Attainment in writing is below average but good progress is made throughout the school. Infant pupils are able to construct simple sentences that are sequenced logically. By Year 6

pupils are able to organise their writing reasonably well to produce stories, poems, letters, factual accounts and descriptions. The school's arrangements to raise standards in English, including the current focus on writing, not as part of the Literacy Hour, is providing good opportunities for the pupils to practise writing independently and are beginning to take effect. However, it will take time before the full impact of this initiative can be thoroughly evaluated.

5. Inspection findings are that attainment in mathematics is below average but most pupils are making good progress especially in numeracy. Pupils in Key Stage 1 benefit from the clear focus on counting and looking for number patterns and this has helped to develop their numeracy skills. Most pupils have good mental recall of addition and subtraction facts to 20 and the majority are developing a sound understanding of place value with numbers up to 100. By the end of Key Stage 2 most pupils have a sound understanding of place value using large numbers. They are developing an understanding of simple percentages and their decimal and fraction equivalents. The setting arrangements in Years 5 and 6 are having a positive effect on standards, providing suitable challenge for higher attaining pupils and additional support for lower attainers. However, work is not always sufficiently matched to the lower attaining pupils, especially in Year 5. The good implementation of the Numeracy Strategy is helping to raise standards. Lessons are well structured; the mental mathematics sessions at the beginning of each lesson are generally brisk leading to a good improvement in numeracy skills. However, pupils are not given enough opportunities to develop these skills in problem solving situations. Pupils are developing satisfactory understanding of mathematical ideas but find it difficult to explain their work.
6. Attainment in science is below average overall but pupils are making good progress and achieving well. Priority is given to learning through scientific enquiry and the development of a secure subject vocabulary. This is of particular support to the great majority of pupils, who have English as an additional language. Throughout the school, pupils are provided with good opportunities to carry out practical investigations and solve problems. The majority of pupils are achieving the expected national curriculum level by the end of Key Stage 1 although few are working at the higher level. This is partly because they do not have the skills needed to collect information systematically and record their findings. By the end of Key Stage 2 most pupils have a satisfactory knowledge and understanding across all elements of the subject and have acquired a sound scientific vocabulary. On occasions, although good overall, the rate of pupils' progress slows. This is largely because in certain topics, pupils in different year groups are presented with work at a similar level and older pupils are not presented with more demanding work.
7. Standards in information and communication technology have risen since the last inspection, although they are still below average. Pupils at Key Stage 1 have low level skills and there are gaps in their knowledge, skills and understanding. Pupils at Key Stage 2 are becoming increasingly aware of what is possible with information and communication technology but their skills are uneven and there are big gaps in their knowledge. As yet, pupils cannot access the internet or send e-mails. These factors limit their progress. The school is about to implement major developments in resources, accommodation and in the organisation of the curriculum.
8. Standards in religious education by the end of Key Stage 1 are below that expected in the locally agreed syllabus although pupils achieve well. By the end of Key Stage 2 pupils are attaining above the expected level. Pupils make good progress and good and very good teaching ensures that there is step-by-step development of knowledge and understanding as pupils move through the school.

9. Standards are satisfactory in all other subjects with the exception of art and design and design and technology at Key Stage 2 which are below the expected level.
10. Pupils who have English as an additional language (EAL) attain standards that are similar to their peers in all subjects of the curriculum. The school has undertaken a thorough analysis of attainment by ethnic group and constantly monitors the progress that pupils make. The systems for tracking the progress of individual pupils are very effective and have a positive impact upon the good progress that pupils make. Trends and patterns of performance over the past four years have been analysed and individual pupils are targeted when deemed necessary. A significant number of pupils start school with communication, language and literacy skills in English that are very poor and the stages of English they attain are recorded and individual programmes of work are planned for under-achievers. A high proportion of pupils also has restricted knowledge and understanding of the world and Ethnic Minority Achievement Grant (EMAG) funded teachers and bi-lingual assistants work alongside class teachers to ensure that communication problems do not depress standards. In subjects such as history and geography this has a positive effect with EAL pupils attaining standards in line with expectations at both key stages. Despite the school's very well organised programme, good use of EMAG funds and the good progress made by the EAL pupils, their comparatively limited development in English reduces their performance in the end of key stage National Curriculum tests in English, mathematics and science.
11. Pupils with special educational needs make very good progress towards their individual educational plan targets. The progress in English and mathematics is particularly good because work is set at the right level and teachers and other staff give the pupils good support. In some subjects, for example geography and history in Key Stage 2 progress slows when teachers do not challenge the pupils fully. Pupils with special educational needs have good attitudes to their work and this has a positive effect on the progress they make.
12. Whilst there is room for further improvement in the standards that pupils achieve, all pupils are making good progress throughout the school from a very low level of attainment. The good support for pupils who have English as an additional language and the very good provision for pupils with special educational needs is a significant factor in the progress made by pupils.

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

13. Attitudes to the school are good. Pupils show high levels of interest and involvement in lessons, and other school activities. For example, in a Year 3 English lesson, all pupils were very keen to take part in the whole class question and answer session about pronouns in simple sentences. Similarly, in a Year 6 mathematics lesson pupils were keen to correct the mistakes they had made in their homework on functions, inputs and outputs. Pupils show much interest and enthusiasm in extra-curricular activities and school trips. Many pupils take part in netball and cricket clubs, before the start of the school day. Pupils in the Foundation Stage are developing positive habits in their learning. For example, in one observation, many Reception pupils raised their hands to answer the teacher's questions about the names and colours of vegetables as they were making fresh pizza. They all share equipment and learning resources with good consideration for each other and generally play and work well together.
14. Behaviour is good throughout the school. This makes a significant contribution to pupils' progress in lessons. The school is an orderly community. Pupils behave sensibly in classrooms, at break-times and as they move around the school. Lunchtime in the hall is

a pleasant occasion where pupils enjoy their meals and talk happily to each other. No incidents of bullying or aggressive behaviour were observed during the inspection. Records of past incidents show that there are very good procedures to deal with any problems. All pupils are polite and respectful towards staff and visiting adults. Staff are very patient with pupils in explaining why certain behaviour is wrong when it falls below expectations. This is successful in giving pupils a good understanding of the impact of their actions on others. Pupils are well involved in developing classroom rules, and this also supports their understanding. There were four fixed period exclusions in the last academic year for unacceptable behaviour.

15. Relationships are very good. The level of harmony amongst all pupils is a strength of the school. Parents are especially pleased about this. The manner in which pupils listen carefully to, and value each other's contributions in lessons is most impressive. A good example of this was seen in a Year 3 religious education lesson, during a whole class discussion about the value of commitment in the lives of religious leaders and others. Pupils generally show very high levels of respect for the feelings, values and beliefs of others. There are many instances of good teamwork. For example, during a physical development lesson in Reception, all pupils took turns in groups to balance bean-bags on their heads during a competition to see which team could finish the quickest. Pupils are trustworthy and care for property. They respect their own property and that of others. There is hardly any litter about the premises.
16. Personal development is good. Pupils respond positively to responsibilities they are given and when given the opportunity show initiative in their learning. All classes have monitors and helpers for various tasks which they perform in a helpful and effective fashion. For example, older pupils act as librarians to keep the books in good order. The initiative shown by Year 6 pupils in collecting 'census' information from classes was impressive. This provided useful information for the school and was a good learning opportunity. However, opportunities for pupils to gain independence in their learning across some subjects are not sufficiently developed.
17. The rate of attendance is poor, since it is well below the national average. This adversely affects the continuity of learning for many pupils and is a similar situation to that of the last inspection. The school was asked to find ways to reduce the problems caused by pupils' long-term absence and it has done this very well. For example, excellent learning packs are issued to families going on extended holidays. Much of the authorised absence is due to extended holidays to Pakistan, although even without this, the level would still be above the national average. There is hardly any unauthorised absence. Punctuality is unsatisfactory. The school has made every effort to raise attendance and improve punctuality, and more co-operation is now needed from parents.

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

18. The overall quality of teaching is good. During the week of inspection, 29 per cent of teaching was very good, 42 per cent was good and the remaining 29 per cent was satisfactory. No unsatisfactory teaching was observed. Examples of very good teaching were observed at all key stages. The teaching is better than at the time of the last inspection and there has been a significant improvement in the proportion of good and very good teaching. There are no major weaknesses in teaching.
19. The quality of teaching for the children in the reception classes is never less than good and a high proportion is very good. The teaching in Key Stage 1 and Key Stage 2 is good overall. Teachers have high expectations in respect of work and behaviour and the

pupils enjoy the good range of activities provided. The positive atmosphere created by the teachers and support staff has a good impact on pupils' learning.

20. The main strengths of the teaching in the Foundation Stage are the very good relationships between adults and children; a very good understanding of the curriculum for the age group and how children learn. All activities are planned carefully to enable children to build on their previous knowledge and understanding. The interesting range of practical activities provided, together with the teachers' sensitive awareness of the children's language needs results in children responding very positively and making very good progress. Assessment procedures are used effectively to check the children's progress and to make appropriate future teaching plans. The support staff are both trained nursery nurses and make a very good contribution to the children's progress through their interest in their work, their commitment to the children and their good understanding of their needs. Very good relationships with the children encourage maximum effort from them. The teachers and nursery nurses have a sensitive awareness of any of the children who have special educational needs and ensure that they are suitably supported and consequently make very good progress.
21. The good and very good teaching at Key Stage 1 and Key Stage 2 is typified by clear planning based on good subject knowledge and a secure grasp of the principles of the literacy and numeracy strategies and the National Curriculum programmes of study. All teachers plan their work carefully. Lessons have a sharp focus and pupils are clear about "what we will learn" in the lesson. Teachers are skilful in assessing the level of pupils' knowledge and understanding and use this information well to plan the next step in learning. In most lessons teachers give good feedback to pupils about how they are achieving. Group work is organised skilfully enabling some pupils to work independently, thus enabling the teacher to give more intensive support to others. Effective use is made of additional support staff and there is good teaching of small groups and individual pupils with special educational needs. Good features in the planning include reference to the needs of pupils with special educational needs and the key vocabulary to be introduced.
22. A good feature of the teaching is the way that teachers present information and introduce humour into the lesson. They choose interesting starting points that capture pupils' interest and imagination. A good example of this was seen in a Year 6 geography lesson concerned with the ecosystem and the rain and cloud forests. Pupils were fascinated to hear about the habits of the resplendent quetzal bird of South America who regurgitates avocado seeds. Teachers' secure subject knowledge together with a lively approach and a productive use of time ensure that pupils work hard, show good levels of concentration and develop their knowledge skills and understanding. As a result they make good progress.
23. The school has effectively implemented the National Literacy Strategy at both key stages and this is having a significant impact on standards. The better elements are the management of pupils within the sessions and the sharing of the lesson objectives with pupils so that they are clear about what is expected of them. The teaching of basic skills in reading and writing is satisfactory. However, although pupils are helped to make good overall progress in reading and writing there is not a structured programme for the teaching of reading and pupils do not have enough opportunities to practise their reading with adults. Spoken English is a regular feature of all lessons but now needs to be planned and taught more thoroughly and more opportunities presented for pupils to express their thoughts and ideas.
24. The teaching of mathematics is good overall in both key stages resulting in good progress for all pupils. The National Numeracy Strategy has been well implemented and

this has had a beneficial impact on standards. Lessons are well planned and clear learning objectives are shared with the pupils so that they can judge how successful they have been. In the introductory mental warm up session, teachers use good questioning skills to challenge all pupils at the appropriate level. This enthuses pupils and sets the tone for the rest of the lesson. However, in many lessons there are insufficient opportunities for pupils to develop understanding by explaining how they had worked things out. In addition, teachers generally provide too few opportunities for pupils to develop their numeracy skills through engaging in problem solving activities. The good co-operation between teachers working together in Year 6 ensures lessons proceed at a very brisk pace, sustaining a good level of challenge for the higher attaining pupils.

25. The quality of teaching in science is good overall with some very good teaching that is imaginative and stimulates pupils' interest and curiosity. A high priority is given to learning through scientific enquiry.
26. No direct teaching of information and communication technology was observed during the inspection but at present the planning of work is inconsistent. Over time teaching has been unsatisfactory and the overall picture is of inconsistent coverage across the school. Skills have not been taught progressively and resources are at present inadequate. The school is in the process of updating the computer equipment and a good scheme is in place to improve the quality of provision.
27. The quality of teaching for pupils with special educational needs is good. Teachers are very careful to distinguish between special educational needs and English as an additional language. There are very good quality individual education plans. Almost all targets are very clear and measurable, for example being able to read a certain number of words or recognise particular letter sounds. Individual education plans are linked particularly well to the English and mathematical aspect of the National Curriculum. Teachers are very aware of the needs of the pupils, there is regular recording of the progress pupils make. The good support that pupils receive from both teachers and support assistants in class lessons enables them to make good progress in their learning. When pupils are withdrawn for individual work they receive very good quality teaching that enables them to make very good progress towards their individual targets. For example, in a session where a Year 6 pupil was developing his vocabulary, the teacher ensured that he understood what he was going to learn and used a very good range of activities to sustain his interest. In English and mathematics the teachers set work at different levels to ensure that pupils with special educational needs make progress in line with the rest of the class. The use of questioning and additional support in other subjects helps pupils to achieve well. A minor weakness is that there are some missed opportunities to use individual targets in all areas of the curriculum. For example, in Key Stage 2, a target of using "joined up" writing is very well addressed in English lessons but not in the writing elements of history and religious education.
28. All teachers cater for the needs of pupils with English as an additional language very well and ensure that during lessons pupils are very well integrated and participate fully. The outstanding policy for educational inclusion is a strength of the school. Pupils receive extra support from language development teachers employed to work with pupils with English as an additional language in Key Stages 1 and 2. This teaching is always good and often it is very good. In Key Stage 1, pupils with English as an additional language make good progress overall as a result of close liaison between the support staff and class teachers. Focused groups of pupils are given direct teaching that matches their specific needs but there are occasions in some literacy lessons when the generous level of staffing is not capitalised upon to sufficiently promote reading skills. The quality of planning and monitoring of pupils with English as an additional language



is also good in Key Stage 2 and the majority of pupils make good progress in all subjects of the curriculum. This is as a result of the efforts of class teachers to recognise the needs of individual pupils during lessons and the extra support given by the very capable co-ordinator and her team of support staff. Despite the early stage of learning English that many pupils are at, and the subsequent problems they have with using English, teachers manage to successfully build up the pupils' self-esteem so that they feel valued and confident to contribute to all aspects of school life.

29. Teachers effectively promote pupils' personal development. They value pupils' efforts, give help and encouragement and develop very good relationships. However, there is not enough emphasis on developing pupils' independence and opportunities are sometimes missed to allow pupils to show some initiative and take control of their own learning. On occasions the lessons are over directed with teachers giving pupils too much help as opposed to letting them develop their own skills. This was particularly evident in a Year 5 design and technology lesson where adult helpers used the cutter rather than allowing pupils to do it for themselves.

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

30. The quality of learning opportunities provided by the school is good. The school provides a broad and balanced curriculum that includes all subjects of the National Curriculum and religious education. The curriculum is relevant to the ages, needs and interests of all its pupils, including those who have English as an additional language and those with special educational needs. The Foundation Stage curriculum is well planned, and the school has a clear and effective planning system at Key Stages 1 and 2 which outlines what is to be taught to each year group. The curriculum map is of good quality and is supplemented by detailed medium term plans, weekly timetables and lesson plans. The school conscientiously evaluates and refines the curriculum it provides for its pupils in order to identify gaps in the curriculum coverage or to reveal areas of weakness and misunderstanding. The effective planning system referred to in the 1999 report has been expanded and adapted to include the Curriculum 2000 national guidelines whilst also providing for the needs of all pupils, including the high percentage of pupils who have English as an additional language.
31. All statutory requirements for the National Curriculum are met and religious education complies with the locally agreed syllabus requirements. Each subject of the curriculum is taught for an appropriate amount of time and planning is monitored to ensure coverage of the programmes of study as pupils move through the school. Parallel classes plan well together and the weekly planning format is effective, particularly in guiding teachers on short-term contracts. Long-term planning is secure and the school is making good progress in customising national guidance such as that published by the Qualifications and Curriculum Authority to meet the specific needs of its pupils. However, some schemes of work such as those for art and design and design and technology have only been produced recently and have yet to have a significant impact on pupils' attainment. Information and communication technology is a major area for development and a high priority in the school's improvement plan. A new computer suite is about to be installed and the school is starting to implement its very clear and comprehensive plans for improvement.
32. The school has successfully implemented the National Literacy and National Numeracy Strategies and the overall effectiveness of strategies for teaching literacy and numeracy skills is satisfactory. There are weaknesses in the school's policy for the teaching of reading and in some aspects of mathematics and science. For example, the

opportunities for pupils to develop their skills of reasoning and to use computers in a creative way are limited. Although teaching and learning in the majority of English and mathematics lessons observed is usually good and is beginning to impact upon pupils' attainment, the skills of literacy and numeracy are not used sufficiently in other subjects such as science, information and communication technology, geography and religious education. An area of weakness is the lack of opportunities provided for pupils to write imaginatively and at length across many subjects of the curriculum. Another area of relative weakness is the lack of sufficient opportunities for pupils to apply their numeracy skills in solving mathematical problems. Pupils are capable of taking responsibility for learning but the opportunities for pupils to develop independent research skills are limited.

33. Curriculum provision for children in the Foundation Stage is very good. Planning is matched well to the six areas of learning for this age group. Teachers in the Reception classes plan closely together using the national 'Stepping Stones' guidance. This enables the children to progress successfully to learning from the National Curriculum programmes of study. The early years' curriculum is particularly well designed to develop the children's personal, social and emotional development and their language and communication skills. Stronger areas of curriculum planning such as in the Foundation Stage and in history and geography are having a positive effect upon raising standards
34. The provision for pupils with English as an additional language is good. The access to support staff and teachers funded to support these pupils is well organised and effective and helps pupils with the greatest need to take part in all subjects of the curriculum. The school has a very good Equal Opportunities policy that ensures all pupils have equal access to the curriculum. Pupils are well supported in classes by classroom assistants, many of whom can offer bi-lingual help and specific arrangements to provide extra help for pupils who need it are organised by an efficient team leader. The school has very good systems in place for tracking the progress made by individuals and for using this information to ensure that pupils of all abilities and backgrounds are provided with an appropriate and relevant curriculum that offers social and educational inclusion for all.
35. The school makes good provision for pupils' personal, social and health education. Classes have activities relating to a formal personal and social education programme each day, which sometimes includes circle time. This programme helps to provide pupils with guidance in personal and social issues relevant to their ages. Teacher led discussions about the problems of bullying and misuse of drugs and alcohol were observed in Years 4 and 5. Other class teachers present these aspects informally, or develop them within the religious education and science curriculum. The school has recognised the need to develop a more detailed personal and social education programme for the whole school but progress has been hampered since the co-ordinator left the school earlier this year. However, the school mission statement of "Care, Consideration, Co-operation and Accomplishment" is reflected in all areas of the curriculum and all teachers are sensitive to the personal and social needs of their pupils. A healthy lifestyle is promoted through the curriculum and supplemented when a "Life Education" van visits the school for a week each year with a full programme about "Your Body is special –look after it". This programme includes elements of drug awareness and sex education but is sensitive to the cultural diversity of the pupils and is presented in such a way that it helps pupils to make informed choices. The school's formal sex education policy has now been agreed following full consultation with governors, parents and community leaders.
36. The school has good links with the community and very good relationships with partner institutions. The headteacher and EAL co-ordinator both regularly attend meetings with

other local school representatives and community leaders and are currently involved in a project to provide out of school study in partnership with the local mosque. Home visits are regularly carried out when deemed necessary and staff work very hard planning strategies to welcome parents in to school. Pre-school and parent/teacher meetings, the toy library, workshops and English classes for Asian ladies are starting to pay dividends, although the attendance is often disappointing as it was at the recent "Bring Your Mum and Dad to School" day.

37. There are secure arrangements in place for the transition of pupils to the main receiving high schools. These involve visits to the school by high school teachers who teach the pupils. A good example of this was the welcome that an ex-pupil received when he returned in his role as a member of staff at the local high school to teach science to the Year 5 classes. The school regularly welcomes teaching students from the local colleges to undertake teaching practice, and provides many opportunities for NNEB students to fulfil their work experience. There is a small but reliable group of parents who work in school and teachers are very appreciative of the help they give.
38. The school has satisfactory provision for extra-curricular activities. Several before school activities take place regularly. These include netball and cricket. Pupils are encouraged to take part in inter-school and other competitions and enjoy considerable success. A number of excursions and school trips are arranged each year, and this positively enhances pupils' studies and topic work.
39. Provision for pupils' spiritual, moral, social and cultural development is good overall. This is a similar picture to that of the last inspection, with a notable improvement in opportunities for moral development.
40. Spiritual development is sufficiently provided for through religious education, general assemblies, circle time and the wider curriculum. Pupils are introduced to the beauty of the world around them and are invited to think about and reflect on many important issues. They consider the natural world, the achievements of others, the strength of the human spirit, poverty and suffering. Pupils are also invited to think about values such as friendship, teamwork and caring for the less fortunate. Pupils are encouraged to appreciate the magnificence of the world around them and to express their feelings of wonder and amazement. A good example of this was seen in an English lesson based on poems about silence and one pupil wrote that it was so silent that he could hear "the twinkling of the stars in the night sky".
41. Provision for moral development is very good. The school has implemented a very effective behaviour management policy and through this, pupils receive consistent messages about right and wrong in their behaviour. Assembly themes are well developed, containing a number of appropriate themes and stories. Religious education includes many stories with moral messages. For example, in a Year 3 lesson pupils discussed the themes of dedication and co-operation. The teacher emphasised a number of moral aspects and pupils fully appreciated the benefits of having personal goals and teamwork. Circle time is very flexibly used and opportunities are taken to discuss friendship, caring and bullying in a moral context. Pupils are enabled to form very strong and clear opinions about drugs misuse, as was evident when Year 5 pupils discussed the advantages and disadvantages of many drugs in our society.
42. Provision for social development is good. Staff provide very good role-models for pupils to base their own behaviour and relationships. Social skills are consistently encouraged and re-inforced and good manners, co-operation and helpful attitudes towards others are strongly promoted. This has resulted in the very good relationships in the school and has a beneficial impact on pupils' learning. A residential opportunity is organised

regularly for older pupils to experience many outdoor pursuits. This enables them to develop co-operation and leadership skills. In school, there are a number of responsibilities on offer in each class so that pupils can experience responsibility for others. Year 6 pupils regularly listen to Year 2 pupils read and this is a good opportunity for them to help younger ones in their learning.

43. Overall, there is sound provision for pupils' cultural development. Pupils study several world faiths in religious education and this enables them to find out about the beliefs, festivals and customs of others. In art, there are opportunities to learn about the lives and work of artists such as Monet and Lowry. Music from other cultures is sometimes the focus of lessons, and occasionally used as a backdrop in assemblies. In history, pupils have done some work on ancient civilizations, such as the Greeks, Romans and Egyptians. School trips take place regularly to a number of museums. For example, Year 2 recently went to a Toy Museum to support work they did about 'Toys past and present', and Year 6 pupils visited Gawthorpe Hall and role played life in the hall in the Victorian times, supporting their class work. The 'correspondence club' has successfully linked the school to one in Sweden, and this allows pupils to find out about European life. There are a few displays about the cultures of pupils in school. However, these could be more extensive. Although it is not a major weakness, the school could do more regarding opportunities for pupils to gain a deeper appreciation of cultures different from their own.
44. Pupils with special educational needs have full access to the curriculum. They are fully included in all aspects of the school life; this has a positive effect on progress. When they are withdrawn from lessons it is part of a well thought out programme. The provision for pupils with special educational needs is good. Outside agencies, such as the educational psychology service and visual impairment service have a very positive impact on the school curricular provision.
45. The school has worked very successfully to ensure that both staff and pupils have every opportunity to fulfil their potential. Pupils of all abilities are sensitively included in every area of the curriculum. Great efforts have been made to ensure that girls are fully included in swimming and the school has gained the trust and respect of parents to allow their participation. Activities for pupils, for example football, cricket and netball, are held before school so that boys and girls have the opportunity to attend and do not have to miss out because of their attendance at the mosque. Staff are actively encouraged to develop their qualifications, both in school and at local training venues. Pupils with mobility difficulties and those with hearing and visual impairment are sensitively included in all curriculum areas. The school is an open, welcoming place where parents and staff mix freely after school as pupils are collected. The school's strong commitment to equality of opportunity and its efforts to ensure everyone fulfils their potential is a very significant strength.

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

46. The school provides very good pastoral care for all its pupils. This is a strength of the school. Many positive steps are taken to ensure pupils' health and safety and the level and quality of support in this regard is very good. The educational and personal support and advice given to pupils is good. These factors contribute significantly to the caring and family ethos of the school, and are effective in supporting pupils.

47. There are good arrangements for the induction of new pupils to the school. Prospective pupils to the Reception classes have the benefit of three well-planned sessions to meet staff and experience class routines. This gives them confidence to begin school life.
48. The teachers in the reception classes make on-going assessments of the children's personal, social and language development and the information is used to identify children who may have specific language or learning needs. The teachers then plan to meet these needs appropriately. The children's progress against the Early Learning Goals is recorded systematically and regularly.
49. At the time of the last inspection in 1999, an issue for the school was to extend the assessment techniques and to make more extensive use of the information gathered to identify gaps in curriculum coverage. Good improvements have been achieved since then and the school now has very good assessment procedures which help to sustain the good levels of teaching and learning and contribute to the good and very good progress which the pupils make. There are also good procedures for monitoring the pupils' academic performance and their personal development
50. The very good use the school makes of assessment information to guide curricular planning and to support the pupils' academic progress is a strength of the school and forms the basis of the on-going improvement in standards. In the reception year the children are assessed using the "Pips" baseline test. Information from the "Pips" tests together with a thorough analysis of the end of key stage test results is used to identify areas for development with future classes and to set whole school targets. These results are also used very effectively to measure the progress of different groups of pupils as they move through the school and to set individual targets for improvement.
51. All staff, and particularly the head teacher, know the pupils well. They are alert and responsive to the pupils' needs and their personal and social development is monitored very effectively. Several of the teachers carry out home visits, the Breakfast Club is a social time where the pupils can chat about their problems or concerns, and personal and social issues are further addressed in classes during circle time. The pupils who have a specific problem or emotional need know that all staff will support them sensitively.
52. Arrangements for child protection are very good. There are good partnerships with the educational welfare service and external support agencies. All staff recently had considerable training in the school's procedures, and show high levels of care and vigilance at all times. The designated officer is appropriately trained and deals with issues very effectively. There are good and effective arrangements to identify and remedy potential hazards to health and safety. Risk assessments are carried out regularly by staff and a designated governor. Arrangements are made to ensure that all equipment and appliances are regularly tested. Accident and emergency procedures are effective in dealing with problems. Fire drills are carried out regularly and are appropriately recorded. Four staff are fully trained and qualified in administering first aid.
53. A considerable amount of work is done in the curriculum to promote health and safety, for example, in various science topics. Year 5 and 6 pupils do much of this work in their 'health and safety' books. The school works closely with a number of external agencies in raising awareness of health and safety matters. For example, the community police officer visits the school regularly and gives talks about 'stranger danger' and personal safety. Other visitors include the road safety officer, fire service and railway police. The school nurse is currently working with staff to plan activities and talks that she will carry out in the next academic year.

54. Procedures to monitor and improve attendance are very good; the school is extremely pro-active, and a great deal of data is collected regularly and frequently. There are many displays regarding the importance of punctuality and attendance around the school. Class attendance graphs are displayed in each class. An attendance trophy and punctuality cup are awarded each week for the best class. An educational welfare officer attends the school every week and gives good support to families. The school is to be commended on the effort that it puts into trying to improve attendance. However, without the full co-operation of all parents these efforts cannot be fully successful.
55. Procedures for monitoring and promoting good behaviour are very good. Very detailed records are kept of any incidents of bad behaviour. This allows the school to identify any worrying patterns and trends very early on. 'Blue books' are very well used to encourage better behaviour in individuals. Very good use is made of a wide variety of rewards and sanctions. For instance, trophies, certificates and 'power points' are awarded in assemblies.
56. The school has very good procedures for identifying pupils with special educational needs. The class teacher and special educational needs co-ordinator set very specific targets for the pupils. Progress towards individual targets is checked very regularly and as a result teachers and support staff are able to modify targets when necessary. There are very good links with outside agencies including the educational psychological service and the service for the visually impaired. The school uses the advice and support from these services very well. Very good quality teaching in withdrawal sessions and support in lessons ensures that the pupils with statements of special educational needs make good progress. Pupils are aware of their own targets and know what they have to do to improve, for example a lower Key Stage 2 pupil explained that he would not be receiving a tick on his card because he called out more than once in an introductory session.

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

57. Parents have very positive views of the school. Replies to the inspection questionnaire, and responses given at the parents' meeting show that they have a very high level of confidence in the school and its staff. They are very supportive of the school's work. Inspection evidence supports these positive views.
58. Some parents are concerned that their children may not be getting the right amount of homework, but parents can be assured that the school has satisfactory provision for homework and it is sufficiently used to support learning.
59. The quality of information to parents, especially about pupils' progress is good overall. Much of the information, for example, the home/school agreement is translated for parents for whom English is a second language. Pupils' annual reports provide a helpful pen picture of their academic, personal and social development. Strong features include sections on how "to improve further" and "general progress, attitudes and behaviour". The school regularly sends newsletters home and these effectively keep parents abreast of developments in the life of the school. Noticeboards around the premises are well used to display information, for example, on how parents can help with their children's learning at home. Pupils' weekly planners allow for teachers to give information about forthcoming work in Key Stage 2 classes. A very strong feature of the school is the quality of work packs provided for pupils taking extended holidays. This enables parents to give their children many constructive assignments whilst absent. The school has held a number of information sessions for parents on topics including literacy, numeracy and regarding the behaviour policy. The majority of parents are pleased at the information they get.

60. There are very good links with the parents of pupils with special educational needs. The teachers inform parents at an early stage if there are concerns about a child's learning. Parents are kept very well informed about their child's progress and are given copies of their child's individual education plan so they can help develop learning at home. Parents are invited to attend annual reviews. Comments from parents praise the way the school deals with pupils with special educational needs.
61. Links with parents are generally effective, and parents' involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is sound. This is a similar picture to that of the last inspection. The school works very hard to organise events to increase parental involvement in the school, and in their children's learning. Several parental courses are available in school, for example, English as a second language for women and 'parents as educators'.
62. The Parents' and Teachers' Association continues to fund-raise at events such as the recent autumn fair. Money raised is put into the school fund. Currently, there are seven parents with positions on the governing body and this is a higher number than is sometimes found. It gives parents a strong voice on the governing body. A few dedicated parents help with school activities such as maintaining the library, preparing learning resources and accompanying school trips. The warmth of relationships between the school and parents is very impressive. However, the high rates of pupils' absence and lateness are significant issues for the school. It is clear that the school does all it can to improve attendance and punctuality but more co-operation is needed from parents in this regard.

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

63. The school is very well led and managed by the headteacher who is well supported by the deputy head and staff. The headteacher provides very effective leadership which gives a clear direction for the work of the school. She displays a strong personal example of commitment and dedication and has established effective strategies to enable the staff to work together to bring about significant improvements over the last few years and especially since the last inspection in 1999. Together they have worked hard to raise standards although it will take time before the full impact of the school improvement initiatives is felt. This leadership is a major factor in ensuring that there has been an upward trend in the standards attained since the last inspection.
64. Governors fulfil their responsibilities very well. They have a clear view of how the school is progressing from the information provided by the headteacher and from analysis of performance data. They are active in supporting future developments and many governors are regular visitors to the school. This frequent contact linked to an effective governing body structure, ensures that governors are up to date with their information about the school and are able, not only to fulfil their statutory duties, but also to play a full part in shaping the direction of the school. The School Development Plan is carefully prioritised and sets realistic yet challenging targets. It is a valuable tool for long term management of change. The good leadership and management of the school has been central to the good progress that has been made since the last inspection, especially in improving standards and in raising the quality of teaching generally.
65. The school's evaluation of its own performance is very good. The school recognises its strengths and weaknesses and the headteacher has a very strong sense of how to improve the school. Following the last inspection, appropriate priorities were set and all the key issues identified at that time have been fully addressed. There has been good progress in the monitoring and evaluating of teaching. The procedures are very

thorough. The headteacher and deputy head have undertaken lesson observations and the records of observations are perceptive and the suggestions for improvement are useful. As a result teaching has improved significantly and is now good across the school and this is leading to improving standards. The school with the help of the local education authority, analyses pupils' performance in standardised tests carefully. Pupils' work in English, mathematics and science is also appraised regularly. The information gathered is used very effectively to set targets for groups of pupils and for individuals, as well as to inform teachers' planning and curriculum development. This, together with an increased emphasis on higher attainment has played a significant part in the overall improvement in standards. The effective leadership of staff with management responsibilities and subject co-ordinators has been key to raising standards.

66. The management of the provision for special educational needs is very good. The special educational needs co-ordinator performs her role very effectively, meeting fully the recommendations of the Code of Practice for special educational needs. There are very good procedures in place to ensure that all pupils with special educational needs receive the help and support they need.
67. The school has very good procedures for allocating expenditure in accordance with the agreed educational priorities identified in the School Improvement Plan. Specific grants are appropriately allocated and the school's investment in training is imaginatively and effectively managed. A strong feature is the careful consideration given to funding longer term courses for support staff with a positive effect on the quality of classroom provision. The Governing Body, headteacher and senior staff work closely together to establish priorities and to allocate the budget accordingly. The school is very assiduous in exploring sources of additional funding, including a successful bid for European money to fund a joint project with the Mosque to provide after school clubs for improving standards of literacy and numeracy. Careful consideration is given to achieving the best value for money through making careful comparisons of costs and through checking how effectively resources are used; the decision to allocate consumable resources directly to the classrooms rather than to store them centrally led to more effective use. The school office procedures are efficiently managed and satisfactory use is made of information technology.
68. The management of the Ethnic Minority Achievement Grant (EMAG) programme is very effective and the school makes very good use of the additional funding, linking decisions on spending to educational priorities. The co-ordinator has considerable expertise that ensures clear direction for all staff and enables pupils with English as an additional language to make good progress. The policy is very well organised with staff trained to highlight language features of lessons taught and to monitor the progress of targeted pupils. The school is successful in creating an environment that facilitates both learning a new language and full access to the National Curriculum.
69. The school has an appropriate match of staff who are trained and experienced to reflect the demands of the curriculum. Teachers who co-ordinate subjects have access to professional development; they have considerable expertise between them. The large number of support staff play a major part in the school's ambition to raise pupils' standards of attainment. They support pupils with a wide range of special educational needs as well as helping the many pupils who have English as an additional language. They, too, have access to professional development and have all completed local authority training. The school rightly takes great pride in developing its staff's potential. Several members of staff have particularly benefited from this policy and have undertaken longer training periods in order to become better qualified. The site manager, cleaning staff and lunchtime supervisors all make valuable and valued contributions to the smooth running of the school and the welfare of pupils. The site



manager provides valuable expertise in running a before-school club; he thoroughly enjoys this and pupils value his enthusiasm and expertise greatly. The secretarial staff ensure that visitors are greeted appropriately and that administrative affairs run smoothly and efficiently.

70. The standard of accommodation is poor, although staff have worked extremely hard to improve the learning environment for pupils. Many attractive corners, displays and open areas have been created to minimise the bleak exterior and poor internal decoration. New furniture has been purchased for some classes. However, the infant hall has been put out of use until the end of term because of rising damp. There is a strong smell of damp in certain areas of the infant building, and the playgrounds are regularly flooded during normal rainfall. All concerned with the school are fully aware of the building's shortcomings. The local education authority is committed to rebuilding the school on nearby land within the next three years. This has brought much needed encouragement to those who work in the school on a daily basis. The junior playgrounds are in a poor state of repair; the top area is covered in some loose shingle and is quite dangerous. The lower junior area is sloping and has a poor camber that causes some pupils to over-balance when they are playing games and concentrating on learning new skills. The accommodation is on different levels and includes staircases and is not suitable for pupils with severe physical disabilities. The lack of suitable toilet facilities for the disabled restricts the independent development of pupils with physical disabilities in Key Stage 1. There are no ramps at the entrances to some of the school buildings. A temporary ramp is needed to ensure pupils with mobility difficulties can fully access the buildings. The school governors are aware of these shortfalls and have applied to the local education authority for funding to improve the situation. Additional resources are provided to ensure that pupils with sensory difficulties have full access to the curriculum. The lack of a field limits physical education activities, for example athletics, football. That said, staff have made the best of things; pupils work in orderly rooms, decorated with appropriate displays and are generally careful when moving round the buildings. They are as excited as the staff at the thought of a new school.
71. The provision of learning resources is broadly sufficient to meet the demands of the curriculum. Exceptions are in information and communication technology, music and for supporting pupils with English as an additional language. The new computer suite, due to open next term, will help to improve provision in information and communication technology. Teachers generally make good use of visual resources to help pupils at an early stage of learning English, but more materials of this type would benefit these pupils further. The libraries in both infant and junior buildings are adequately stocked, although there are not many non-fiction books to support pupils' research and information gathering. The junior library is currently under-used by pupils. This limits opportunities to improve their study skills and independent working. The school makes good use of resources outside the school, for example working with art and music experts, sport specialists and community leaders. Pupils benefit from a range of visits and visitors to the school, for example during the inspection, the youngest pupils visited a nearby zoo.
72. The headteacher, staff and governing body work very well together and show a strong commitment to improving the school's performance. This indicates that the school is well placed to continue to improve and develop further. Taking all factors into account the school is providing good value for money.

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

73. To improve the standard of education offered to pupils, the headteacher, staff and governing body should

### **1) Further improve standards in English, mathematics and science by:**

- improving pupils' spoken English by ensuring it is planned and taught more thoroughly in lessons and providing more opportunities for pupils to use spoken language in all areas of the curriculum (*paragraphs 23, 92, 94, 173*);
- improving pupils' reading and writing by establishing a more structured and systematic approach to the teaching of reading and phonic skills (*paragraphs 4, 23, 96, 102, 103*);
- providing more regular opportunities for pupils to practise their reading skills (*paragraphs 23, 28*);
- providing more opportunities for pupils to produce their own written work and to write at greater length (*paragraphs 32, 96, 98*);
- providing more opportunities for pupils to use their numeracy skills for problem solving activities both in mathematics and in other subjects of the curriculum (*paragraphs 24, 32, 111*);
- ensuring that all pupils are consistently given more demanding work especially in science as they progress through the school (*paragraphs 6, 127*).

### **2) Raise standards in information and communication technology, art and design and design and technology at Key Stage 2 and religious education at key Stage 1 by:**

- implementing and evaluating the new schemes of work (*paragraphs 31, 136, 41*);
- clearly identifying pupils' current levels of attainment and using this knowledge to improve planning (*paragraph 158*);
- ensuring information and communication technology is clearly identified in weekly planning and that skills are highlighted and practised (*paragraph 26*).

### **3) Improve attendance and punctuality by maintaining current efforts and by continuing to try to work more closely with parents.**

#### **Minor issue**

- Seek to encourage pupils' independence skills and share with them ways in which they can improve their attainment (*paragraphs 16, 29, 32, 71, 150, 173*).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	77
Number of discussions with staff, governors, other adults and pupils	39

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	29	42	29			

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		354
Number of full-time pupils eligible for free school meals		149

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		16
Number of pupils on the school's special educational needs register		166

English as an additional language	No of pupils
Number of pupils with English as an additional language	288

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	54

### Attendance

#### Authorised absence

	%
School data	12.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	25	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	16
	Girls	18	19	20
	Total	26	29	36
Percentage of pupils at NC level 2 or above	School	57 (52)	63 (59)	78 (72)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	16	14
	Girls	19	21	22
	Total	28	37	36
Percentage of pupils at NC level 2 or above	School	61 (58)	80 (73)	78 (75)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	36	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	19
	Girls	14	12	22
	Total	26	25	41
Percentage of pupils at NC level 4 or above	School	39 (45)	38 (37)	62 (55)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	19
	Girls	14	12	22
	Total	27	25	41
Percentage of pupils at NC level 4 or above	School	40 (43)	37 (40)	60 (55)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	235
Bangladeshi	8
Chinese	
White	61
Any other minority ethnic group	1

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

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

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

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

Total number of qualified teachers (FTE)	13.9
Number of pupils per qualified teacher	18
Average class size	22.1

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	18
Total aggregate hours worked per week	362

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

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	

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

Number of pupils per FTE adult	
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
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	£
Total income	876041
Total expenditure	851558
Expenditure per pupil	2124
Balance brought forward from previous year	23629
Balance carried forward to next year	48112

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

### **Questionnaire return rate**

Number of questionnaires sent out	354
Number of questionnaires returned	114

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	1	1	0
My child is making good progress in school.	47	41	4	3	5
Behaviour in the school is good.	44	44	6	2	4
My child gets the right amount of work to do at home.	46	30	17	3	4
The teaching is good.	62	27	5	2	4
I am kept well informed about how my child is getting on.	43	37	11	4	5
I would feel comfortable about approaching the school with questions or a problem.	64	30	2	1	3
The school expects my child to work hard and achieve his or her best.	68	27	4	0	1
The school works closely with parents.	51	38	4	4	3
The school is well led and managed.	59	27	4	4	6
The school is helping my child become mature and responsible.	65	24	8	1	2
The school provides an interesting range of activities outside lessons.	46	30	6	3	15

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

74. The school makes very good provision for the children in the Foundation Stage, maintaining the high standards reported in the last inspection. Children are generally admitted in the September before their fifth birthday, and are taught within two reception classes located in a building about a third of a mile from the main site. The building provides ample space for the children's needs and the learning resources made available are thoughtfully arranged and of high quality. The great majority of the children are learning English as an additional language to their home language of Punjabi. To enable the school to provide appropriately for their differing needs, the children are sensibly placed in classes according to previous educational experience, with one class including mainly the children who have not attended a pre-school or nursery class. The school does not have its own nursery facilities.
75. Early assessments by the staff indicate that on entry to school, most children are achieving at a very low level in reading and mathematics skills when compared to the average for four-year-olds. In both reception classes, teaching is of high quality and the children make very good progress. The highest attaining children, about a third of the year group, are likely to reach the early learning goals set nationally for the age group. Although a great majority of children make very good progress during their first year in school, their level of attainment remains below the level usual for the age group in most areas of learning. In communication, language and literacy, most children are likely to be well below the level expected overall on their transfer to Year 1. Because of the time needed to develop their English to an appropriate level, most children are likely to achieve many of the 'stepping stones' and be close to the goals in most other areas of learning, but are unlikely to fully achieve them. Physical development is the exception, and the great majority of children are likely to reach these goals by the end of the year.

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

76. Very good progress is made in developing personal, social and emotional skills. The children are very interested in the activities made available each day and are very keen to learn within the relaxed, busy atmosphere in both reception classes. They co-operate well, relationships are very good and they learn to take turns and share fairly. The children know what is expected of them, show confidence in themselves and their teachers within all activities, and are keen to do their best. They readily settle to the tasks made available as they arrive each morning, and know the routine of answering to their name at registration time. They learn to listen carefully and most concentrate and participate well, both during the whole class teaching and learning sessions and within individual or small group tasks. With occasional reminders, they remember to leave equipment tidy after use. When playing outside, the children can work in pairs and co-operate well when acting out parts of the story of 'Jack and the Beanstalk'. Children in both classes show an interest in other people, welcoming visiting adults and willingly answering questions about their work. The children with more advanced language skills, who have previously attended a nursery, chat fluently together and establish a good understanding of the differing characteristics and views of others, and develop good inter-personal skills. However, most children have an insufficient command of English to engage in more than basic conversations, so are unable to fully explain their own feelings in discussions, or understand well enough the needs and views of others. This means that personal and social skills are unlikely to be fully achieved for most by the time they transfer to Year 1.

77. Teaching is very good and the promotion of personal and social skills is given a suitably high priority. The very good relationships between the adults and the children provide an effective and friendly foundation for learning. Good daily routines are established which promote the children's confidence and their personal development well. Every opportunity is taken to reinforce concentration and good behaviour through praise and encouragement. The small classes, each with a teacher and a nursery nurse, mean that children get frequent guidance and support where necessary. Independence is nurtured and children are given frequent opportunities to make personal choices, and to work without close guidance from an adult, although help is never far away when needed. Both classrooms are very well organised to allow children easy access to activities and to allow them to help put away equipment themselves after use. The staff have high expectations of the children and show great patience in taking as much time and effort as necessary to ensure that the children cope with all activities to help them get the most out of their learning. Staff provide very good role models, showing concern for all colleagues, parents and children and creating opportunities for the discussion of feelings, such as when reviewing the responses of the animals in the 'Rumble in the Jungle' collection of poems. Plants and small creatures, such as snails, are cared for by the children and this helps to develop their sense of responsibility, as well as their awareness of the world.

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

78. The majority of children start nursery with a low level of English and, for most, their communication skills and range of vocabulary are unlikely to reach the early learning goals set nationally for the end of the reception year. Early literacy skills develop well for the small group of most able children, but for most, their lack of familiarity and fluency in English causes problems with understanding their reading and their confidence and accuracy in writing. For the great majority of children, including those with special educational needs, progress is very good in relation to prior attainment, but standards are well below what is expected nationally by the start of Year 1.
79. Individually, and in small and large groups, the children are encouraged to join in discussions within teaching activities but, for most children, their fluency and vocabulary is limited for their age, even for the children with English as their first language. Co-operative play is limited within imaginative play situations, such as the 'home corners' or the 'hospital' except when the higher attaining children or the nursery nurse are present. The higher attaining children enjoy retelling stories using picture books, but still need help in doing so. The average and lower attaining children need considerably more support than usual in doing so. The meaning of stories is highlighted through the use of support resources made available, such as the flannel graph pictures linked to the 'Little Red Hen' story, and creative work based on the stories of the week. The children have the confidence to act out a story, such as 'Jack and the Beanstalk' to the rest of the class, and with guidance from the teacher, many use animated dialogue in 'story-book' style. In both classes, the children know and thoroughly enjoy a wide range of songs and rhymes, and their daily use promotes the children's style of speaking and clarity of pronunciation.
80. The children learn to recognise their own names and this learning soon develops into writing their own name and beginning to recognise those of others. The teachers set a very good pace in learning letters and their sounds, and the words frequently used within the school's chosen reading scheme. Learning to write is made interesting through, for example, opportunities to make their own books about stories, and to write messages on the leaves of the giant's beanstalk constructed in the classroom. The captivating model of a giant made by the children enriches the meaning of the word *giant*. The children take home books to share with their families and this helps to extend



their reading skills. Higher attaining children are already able to read simple books independently, and recognise a suitable range of words and these children already reach the learning goals set nationally for the end of the year with regard to reading. Others are unlikely to quite reach these goals. Average children are reading most of the text from memory but recognising some words and using their good understanding of letter sounds to help them to build or guess others. The lower attaining children turn the pages appropriately, try to answer simple questions about the pictures and 'read' from memory some of the pages. However, even the highest attaining children have a very limited ability to discuss the text independently and misunderstandings occur because of a lack of fluency with English. Those with English as their home language also lack a suitable level of fluency with understanding texts. In both classes, story-times are very much enjoyed and this provides a good beginning to learning to read.

81. The quality of teaching is very good particularly for the development of the early stages of learning to speak English. Teachers and nursery nurses show an instinctive ability to support and extend the children's use and understanding of language. The language opportunities provided for the children within every adult-led activity are of very good quality. The frequent opportunities for meaningful discussion with adults, together with the good role models provided by staff, are a significant factor in the successful progress of the children, including those with special educational needs. There are frequent examples of good quality interaction between staff and individual children, effectively building on speaking and listening skills. The staff are adept at asking a good range of questions to encourage the children to seek and provide answers for themselves.

### **Mathematical development**

82. The children make very good progress with counting and calculating, but are less secure with the language needed to compare quantities and describe shape, space and measures. The limited English skills of most children restrict both their learning and the voicing of their ideas and understanding so far. By the end of the reception year, most children are therefore unlikely to quite meet the nationally set early learning goals. Nevertheless, all children learn to count reliably to ten and beyond. Every opportunity is taken to count and the majority of children know or can join in with a range of number rhymes. Activities such as finding the date each day help to familiarise most children with figures to thirty. A small number are secure at this level and able to demonstrate their counting skills beyond this level. One higher attaining child using the computer could find and read many of the numbers to 100. Most children are learning to add on or take away small numbers and some of the higher attaining children can combine numbers such as  $13+6$  by counting on independently. Most children can recognise and reproduce a pattern of one or two colours, or place a sequenced pattern of three beans on a spiral reminiscent of a snail's shell. They know and can usually remember the names of the basic shapes.
83. The teaching of mathematics is very good. Activities are well planned and many opportunities are found to practise counting and using figures each day in both classes. Tasks are suitably practical and the teachers' expectations are high. The atmosphere for learning is good; the teachers are skilled at motivating the children, keeping them on task and know their stage of learning well. They understand that for most children, their counting skills are developing more quickly than other mathematics skills and make sure that the children are fully challenged.

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

84. The children show great interest in the world around them, encouraged by the very interesting activities made available. As a result, most make very good progress in

acquiring knowledge and understanding of the world. However, for most children, their limited skills in English significantly reduce their success in developing their thoughts and expressing their knowledge of the world around them. For this reason, most are unlikely to fully attain the national early learning goals by the end of the reception year. Many activities of high quality are provided to improve the children's familiarity with the outside world. They make visits into the locality and like to look at the photographs taken of landmarks displayed on the simple map on the classroom wall. These include a view of Accrington from the top of a hill. However, to talk about their homes and families, or what happens in the play 'hospital', most children rely on lots of simple questions to provide information. The children in one of the reception classes are fascinated by a collection of snails kept for a few days in an aquarium. They use magnifying lenses with great concentration to study the different patterns on the snails' shells, and the way the snails manage to balance along vertical surfaces and edges of the aquarium, leaving a trail of silver. In the other class, the children decide on the best way to construct a bag to hold the grain collected by the Little Red Hen in preparation for her visit to the windmill. The Little Red Hen's need for a suitable bag to carry grain is demonstrated by their own efforts to design a bag, and they soon spot problems as grain is tipped into the bag they have made.

85. There are regular opportunities to mix and bake cakes such as 'butterfly buns' or 'marzipan wasps', biscuits, pizzas and similar items, where children can watch the changes involved and share out the resulting food. Plants are grown in both classes, and children watch the buds of poppies unfurl to reveal their colourful petals. The small group of children with English as their home language find it easier to remember the words *petals*, *stems* and *leaves*, but all children know that plants grow and need water and care to do so. The children learn about the past through the regular collections of artifacts such as old toys and photographs brought into the classes by the teachers, and most understand, for example, that feathers from birds, such as the Red Hen, were once used for writing. The children celebrate Christmas, Eid and the Chinese New Year as a means of finding out about the different cultures of the world, and hear stories, such as 'Handa's Surprise' to begin to understand the different ways of life in other countries. In both classes, children have opportunities to use the computer, learning to control the 'mouse' through clicking and dragging on shapes, such as fruit to be put in the right container. They are beginning to find out how to use the computer as a word processor through writing their names and copying short sentences linked to their reading lessons.
86. Teaching is very good with a wide range of learning opportunities provided to help the children to learn more about their world. The teachers capture the children's interest through their own enthusiasm and, as always, they are adept at using these experiences to teach the relevant vocabulary and encourage worthwhile discussions to help to extend the children's language skills.

### **Physical development**

87. The children are developing control and co-ordination of their bodies through the use of indoor and outdoor equipment and when participating in a wide range of high quality activities. The great majority of children are making good progress and are likely to achieve the early learning goals set for physical development by the end of the reception year. They show appropriate control of their bodies and a good sense of the space around them. The children have access to a secure area for outdoor activities and this is used daily. However, there are limited opportunities for using large apparatus and wheeled toys because of the sharp incline of the play area. In both classes. The children show great enjoyment in the activities that are made available and demonstrate at least adequate skills for their age. They can all run and jump with good co-ordination, and most can skip and hop. Their manipulative skills are well developed through frequent

opportunities to use a range of writing implements, through threading beads, making models with construction toys, completing jigsaws and using the computers. The children demonstrate a confident and accurate use of scissors when cutting out words for their literacy work. Pencil control is developing well, and children use paintbrushes with confidence and an appropriate sense of space.

88. Teaching is good, with a very useful and varied range of well-planned activities and high expectations of independence.

### **Creative development**

89. The children use an interesting variety of materials, which help to develop their creative skills and enables them to make good progress. They enjoy all opportunities made available. They use collage materials to make class models and pictures, such as those to illustrate 'Jack and the Beanstalk'. Regular opportunities are provided for the children to make music, playing percussion instruments and some of the shaker instruments they made themselves, containing dried peas and beans. Singing is enjoyed by both classes. All the children develop their imaginative play through opportunities for role-play, such as the home corners in both classes, and the shared 'hospital', complete with reception and treatment areas. The children enjoy using these facilities and ideas and their use of language is helped when adults, such as the nursery nurses, join the 'story'. However, the early stage of English for most children means that play generally remains at an early stage of creativity for their age. Dialogue is limited even when the higher attaining children have decided to arrange a birthday party for a friend. The children display a pleasing individuality in their work and they have good opportunities for making choices and expressing individual preferences but their limited communication skills reduce the expression of their ideas, thoughts and feelings. As a result, their skills do not fully reach the early learning goals set for this area of development by the end of the reception year.
90. Teaching is good, activities are well organised and the staff encourage best efforts and independence of choice. This helps the children to develop creatively, understand their own preferences and to respect those of others.

### **ENGLISH**

91. The results of the Year 2000 National Curriculum tests show that standards at the end of both key stages are very low, being in the lowest 5 per cent when compared with all schools nationally and with similar schools. However, although standards remain low overall, the school's improvement over the past four years has been consistently above the national trend and the school has met its challenging targets. Since the last inspection in 1999, the pupils' performance in English at both key stages has improved significantly. The improvement is continuing and in the most recent tests of May 2001 over half the pupils in the current Year 6 attained the average level for their age.
92. Inspection findings show that in the current Year 2 and Year 6, standards in reading, writing and listening are below average. In speaking, standards are well below average at the end of both key stages. There is no significant difference in the attainment of boys and girls.
93. The pupils make good progress overall with some very good progress made, particularly in Key Stage 2. The pupils with special educational needs and those who need additional support with speaking English also make good progress. This is because, their particular needs are identified early and appropriate work is provided for them. The

pupils' individual education plans set out targets to improve their skills in speaking, listening, reading and writing. The targets are reviewed regularly and the pupils' progress towards them is monitored consistently.

94. When the children enter Year 1 their speaking and listening skills are very low but much hard work is done in Years 1 and 2 to encourage the pupils to speak fluently and to listen carefully and they make good and very good progress. For most pupils, this good progress is sustained throughout the school. However, although almost all of the pupils listen well, by the end of both key stages standards of spoken language are well below average with a significant minority of pupils who lack the skill and confidence to speak out clearly. The school acknowledges this and targets these pupils for extra support. They receive additional input from teachers and learning support assistants and their progress is tracked through careful assessment and monitoring. However, in each year group there are several pupils who did not start at the school but came into it when they were older and this movement, together with extended absence for visits abroad, means that despite the school's best efforts the pupils do not achieve well. By the end of Key Stage 2, many pupils can speak out when they have prepared what they are going to say. For example, in a lesson with the Year 5 pupils a small group prepared and read a poem for a tape-recorded performance. Through rehearsal and good advice and support from the teaching assistant they gained confidence and were able to speak out with good expression. In the shared text sessions of the Literacy Hour, the teachers work hard to extend and broaden the pupils' knowledge of spoken language but many pupils lack the breadth of vocabulary to explain their thoughts and ideas clearly. Although in literacy sessions the majority of the pupils are provided with opportunities to speak in front of their peer group there is insufficient emphasis on spoken language in other subjects. By the end of Year 6 too many of the pupils still do not have the skills required to express their thoughts and opinions in an articulate manner.
95. Standards in reading are below average at the end of both key stages. By the age of seven, the average and higher attaining pupils know some key words and are beginning to use appropriate word attack skills. The majority of pupils make good use of these strategies when they are reading independently. But some pupils, especially those with lower ability, find it difficult to make informed guesses as to the meaning of unknown words and text. Generally pupils try hard to use letter sounds to help them read unfamiliar words but their knowledge of blending sounds needs to improve more quickly. By the time they are eleven most pupils are reading with increasing fluency and some can read with good expression. However, for many of the pupils, their comprehension skills are still developing and their understanding of what they read is limited. Since the introduction of the Literacy Hour, the school's structured reading programme is being used less widely and this adversely affects reading standards, especially in Key Stage 2. Additionally, the pupils' individual progress in reading is not monitored carefully or rigorously enough and this affects standards in this aspect of English. A few of the higher attaining pupils can talk about their preferences for particular authors and titles but inspection evidence shows that not enough of them read for pleasure on a regular basis.
96. At the end of both key stages standards in writing and spelling are below average. The further development of writing is a current priority of the school improvement plan and inspection evidence indicates a significant improvement in the overall standard of written work throughout the school. Pupils' written work reflects some good progress in the quality of the pupils' writing as well as in the development of their handwriting style although this is variable across the school. In Key Stage 1 the pupils learn the letter sounds and many pupils are beginning to try to write and spell simple, unfamiliar words. In both key stages word lists, including the key words from the National Literacy Strategy, are regularly taught and tested but the impact of this has yet to be fully effective and many pupils are still writing and copying words and text inaccurately. The higher attaining pupils in the Key Stage 2

classes are able to make effective use of dictionaries to find the meaning of words. The current focus on writing provides opportunities for the pupils to practise writing independently as they produce stories, poems, letters, factual accounts and descriptions. However, the prescriptive nature of some of the tasks and the pupils' limited command of language means that, by the age of seven and eleven, not enough of the pupils are able to write imaginatively and at length using their own interesting words and ideas.

97. In the Literacy Hour the Year 6 pupils show a sound understanding of the different genres of writing and make a good attempt at understanding the descriptive language used in some of the poems in T.S. Eliot's 'Old Possums Book of Cats'. For example, the reading of 'Macavity the Mystery Cat' led to a good discussion on different mystery stories and several pupils were able to talk about the type of language used, particularly adjectives. In both key stages there are displays of the pupils' writing using a word processor and during the inspection, two pupils in Year 6 were observed using the computer to produce a limerick.
98. Throughout the school, there are opportunities for the pupils to write in connection with their work in other subjects, for example in history, science and geography, but the writing produced is often in the form of copying, or inserting words into sentences on worksheets. It is particularly evident in Key Stage 2, that the pupils' below average writing skills affect their learning in other subjects.
99. The overall quality of teaching in English is good with some very good teaching observed in Key Stage 2. This good quality of teaching makes a significant contribution to the good and very good progress made by the pupils and it represents a good improvement since the last inspection. In all of the lessons the pupils are managed very well. They are quite clear about what it is they are going to learn because it is carefully explained to them. The teachers use the plenary session effectively to assess and reinforce learning as well as to share successful outcomes with the class. A good feature in all of the lessons is the way in which the teachers include pupils of all abilities in class discussions and the value given to all contributions.
100. Teachers use a range of teaching methods and resources to good effect. For example, in a very good writing session in Year 4, a bank of key words and sentence starters helped the lower attaining pupils to organise their views and opinions and helped them to structure and sequence their written reasons for 'Why Children Should be Allowed to Eat Sweets'. During literacy lessons teachers use the Big Books very effectively. Many are skilful in asking open-ended questions to draw out the pupils' observations of the similarities and differences between pairs of animals. Questions such as, 'How can you tell that?' and 'What makes you think that?' moves their learning forward and encourages the pupils to answer with more than a single word. Further good features of the teaching are the high expectations of success for all the pupils and the links made with work in other subjects such as science.
101. Planning and teaching in English is firmly based on the National Literacy Strategy Framework. Year group teachers plan together using a common framework and the plans are monitored by the headteacher and the co-ordinators. Whilst this provides consistency and a clear progression in the pupils' learning across the school, the strict adherence to the guidance in the framework occasionally results in the work not being sufficiently well matched to the pupils' abilities. For example, in a minority of lessons observed, the chosen text was too difficult for some of the average and lower attaining pupils and, coupled with their limited comprehension skills, this meant that their learning was less effective and their rate of progress slower.

102. Regular and rigorous assessments of the pupils' written work are carried out and samples of work collected during 'evidence week' provide an on-going record of progress and achievement. The results of the end-of-key-stage and optional assessment tests are analysed thoroughly and the information is used well to target areas for improvement and to plan further work. The school is experimenting with a new assessment record for attainment in speaking and listening and, although at an early stage, this should provide useful information for individual target setting and lead to an improvement in the pupils' spoken language skills. The school now needs to focus on more rigorous monitoring and recording of the pupils' on-going progress in reading.
103. Resources for English are sound overall. The school has a range of big books for shared text work in the Literacy Hour and there is a wealth of reading scheme books which could be better used by all staff to provide a more structured progression in the teaching of reading. Each classroom has a collection of books for free choice reading, and there are two libraries. Class groups use the libraries, but the older Key Stage 2 pupils do not have the opportunity to use them for independent study or research and as a consequence their research skills are limited. Across the school only limited use is made of information and communication technology equipment during the course of lessons to support pupils in their writing endeavours or for research purposes.
104. Literacy targets for the pupils in Key Stage 2 are written in the front of their English books and consequently, the pupils are well aware of them and are frequently reminded of their progress towards them in lessons. The reports to parents also include information about what the pupil's need to do to improve. As well as the day to day assessments made by class teachers, information is gathered during regular 'evidence weeks' where teachers assess pieces of work in English, mathematics and science in order to track the progress of groups and individuals. The information is used systematically and rigorously to plan the next steps in learning. This very good use of assessment information results in clear, well focused planning and is the basis of the good and very good teaching that the pupils receive.

## **MATHEMATICS**

105. The school's 2000 end of Key Stage 1 and Key Stage 2 National Curriculum test results in mathematics were very low being in the lowest 5 per cent when compared with all schools nationally and with similar schools. However, although standards remain low overall, the school's improvement over the past four years has been consistently above the national trend and the school has met its challenging targets. Since the last inspection in 1999, the pupils' performance in Mathematics at both key stages has improved significantly. The gains are due to the improvement in teaching following the introduction of the National Numeracy Strategy and its attendant training, which has led to an increase in teachers' confidence.
106. Pupils' attainment on entry to Year 1 is very low compared with that expected for this age group. The percentage of pupils identified as having special educational needs is well above the national average and the number of pupils for whom English is an additional language is also very high. Many pupils have very limited language skills and their mathematical vocabulary is restricted. These pupils are supported well by the teachers and the bilingual classroom assistants and they make good progress. Pupils with special educational needs are also supported well and make good progress in relation to their ability. Whilst higher attaining pupils achieve the standards expected nationally, the high proportion of lower attaining pupils means that overall attainment is well below the national average.

107. The inspection findings indicate that pupils' overall attainment in mathematics is below expectations by the end of Key Stage 1, with a comparative weakness in pupils' ability to solve problems. Standards are improving year by year and the in the 2001 end of key stage tests, 82% of seven-year-olds achieved the expected level, compared with 77 per cent last year. Evidence from the inspection shows that standards are also improving in Key Stage 2 although they are still well below the national average. There has been a good improvement in pupils' attainment over the last three years and particularly in this current year. Classroom observations confirm this good improvement.
108. Pupils make good progress in both key stages and achieve well, steadily building on their prior learning. The setting arrangements in Year 6 are having a very positive effect on standards, providing suitable challenge for higher attaining pupils and additional support for lower attainers. However, in Year 5 the setting arrangements, although potentially effective, are not always as successful. This is because not enough attention is given to planning suitably challenging work for pupils of different ability. For example, during the inspection the same lesson plan was used for both the higher and lower attaining groups without the necessary adjustments being made to ensure that all pupils especially the lower attainers were given work of which they were capable. This resulted in some pupils not making sufficient gains in their learning.
109. Pupils at Key Stage 1, are developing an appropriate mathematical vocabulary and an awareness and knowledge of shapes and their properties. Most pupils recognise two-dimensional and three dimensional shapes and can create repeating patterns by rotating their shapes. They are consolidating their knowledge of number facts. Most pupils have a good understanding of patterns in numbers and know the difference between odd and even. The majority of pupils can count in twos and many can follow the pattern on a 100 square to count in threes. By the end of the key stage most pupils have good mental recall of addition and subtraction facts to 20. Higher attaining pupils have a sound understanding of place value with numbers up to 100 and an understanding of simple multiplication. They can carry out simple calculations accurately. Lower attaining pupils are still not secure in their understanding of the value of a digit in two or three digit numbers. They are less secure in their recall of number facts but are able to use apparatus to aid them in their calculations. They can use money effectively and can work out simple problems mentally. Pupils of all abilities have a growing understanding of different measurements. Most pupils have a satisfactory understanding of shape, space and simple measures. They can draw and measure lines in centimetres and can measure the distance that a child walks across the room in metres. They can weigh objects using cubes. They can tell the time in o'clock and count how many hours they are asleep. Pupils are developing simple data handling skills and have a satisfactory understanding of the purpose of graphs to display information. Pupils in Year 1 contributed to a pictogram of their favourite fruit, and pupils in Year 2 were able to answer questions about their pictogram showing information about their favourite food.
110. By the end of Key Stage 2, most pupils have a satisfactory understanding of place value using large numbers. The higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. They are developing an understanding of simple percentages and their decimal and fraction equivalents. Higher attaining pupils understand and recognise square numbers and know the effect of multiplying and dividing numbers by 10 and 100 and recognise that taking a large number from a smaller number gives a negative number. Lower attaining pupils can perform simple addition and subtraction and can divide two digits by a single digit with some support. However, lower attaining pupils still have a poor knowledge and recall of multiplication tables and addition and subtraction facts. Their mental arithmetic skills are weak and this affects the speed at which they can work. Pupils can measure length, weight and capacity with a reasonable degree of accuracy although overall,

throughout this key stage pupils have limited experience of different forms of measurement. By the end of the key stage, pupils can measure and draw angles using a protractor and can find the area and perimeter of simple shapes. Pupils in Year 5 are developing a sound understanding of symmetry through good practical activities. Pupils are becoming confident when handling data and learn to display information on a good range of graphs. For example pupils in Year 4 used a computer to generate a graph about the temperature on different planets and pupils in Year 5 drew a line graph as they counted the frequency of the number of words in each sentence on a page. Pupils in Year 6 conducted a census and displayed the information on pie charts and bar graphs.

111. The National Numeracy Strategy is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. Nevertheless, despite the improvements and the good progress made, standards of numeracy at the end of each key stage are still below average. Attainment in problem solving is not yet secure because, throughout the school, there are insufficient opportunities for pupils to develop their numeracy skills in problem-solving situations. Higher attaining pupils are able to use their multiplication tables effectively and handle number satisfactorily in mental work. Lower attaining pupils do not have the necessary skills, knowledge and understanding of the processes required. At both key stages pupils develop appropriate mathematical vocabulary, although weaknesses in their English language development impair this process. Lower attaining pupils have some difficulty with interpreting the questions and knowing which mathematical skills are required to arrive at a solution. On occasions, pupils make effective use of mathematical skills in other areas of the curriculum. For example, pupils in Year 2 used right angles to make a picture in the style of Mondrian and pupils in Year 6 weighed ingredients when making biscuits. However, in general, there are insufficient planned opportunities for pupils to use and extend their mathematics skills in other subjects.
112. Pupils with special educational needs and those for whom English is an additional language make good progress through a good level of classroom support, through specially adapted resources such as the enlarged materials provided for the visually impaired and through clear demonstrations and explanations. Bilingual and special support assistants are well briefed and make a good contribution to pupils' learning.
113. The majority of pupils display positive attitudes to their work. They behave well and respond to the challenges presented. They are keen to answer questions and settle quickly to their work. Their positive attitudes to learning have a beneficial effect on their learning.
114. The teaching of mathematics in both key stages is good overall resulting in good progress for all pupils. Lessons are usually well planned and clear learning objectives are shared with the pupils so that they know what they are expected to learn and the review at the end of the lesson enables them to judge how successful they have been. The final session in most lessons is used well to assess pupils' understanding and to extend their thinking. For example in Year 3, pupils completed a complex Venn diagram on the board, using their understanding of multiples of 2, 5 and 10. Teachers generally make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Day to day assessment is good and teachers know their pupils well.
115. Lessons are well structured and proceed at a brisk pace. The mental mathematics sessions at the beginning of each lesson are generally brisk, leading to a good improvement in numeracy skills. In both key stages during these introductory sessions



teachers use good questioning skills challenge all pupils at the appropriate level. The clear focus on counting and looking for number patterns and the good use of simple resources, such as counting sticks, number lines and 100-squares has helped to develop pupils' arithmetic skills well. However, in some lessons there are insufficient opportunities provided for pupils to reinforce their understanding by explaining how they have worked things out.

116. Very good use is made of simple resources to help children understand and work is well matched to the pupils' stage of development. For example, pupils in Year 2 learned how to round numbers to the nearest 10 and through a well prepared game using cardboard frogs and ladybirds they learned that 5 is rounded to the next 10. Throughout the school good use is made of an appropriate range of practical resources to assist pupils in acquiring mathematical concepts. However, in general, insufficient use is made of information and communication technology to support pupils' learning in mathematics.
117. Teachers are enthusiastic and this encourages pupils to try hard to succeed. They give clear explanations that promote understanding and enable pupils to start their tasks quickly. With the notable exception of one lesson in Year 5, the activities are usually well planned to suit different groups of pupils. The good co-operation between teachers working together in Year 6 ensures lessons proceed at a very brisk pace, sustaining a good level of challenge for the higher attaining pupils.
118. The subject is well led and managed. The co-ordinator has a good overview of mathematics throughout the school. She has provided useful guidance to support colleagues in the implementation of the Numeracy Strategy and the school appreciates the good support it has received from local authority advisory staff as part of this staff development. There are effective systems in place to monitor the quality of planning, teaching and learning. The results of optional tests in years 3,4,and 5 are used to set targets for individual pupils. These are reviewed and evaluated regularly. The school analyses the results of National Curriculum tests and uses the information to set targets for improvement. Following a careful analysis of test results, data handling was identified as an area of weakness. The curriculum was adapted to teach this aspect in a more concentrated way early in the term and the extensive array of graphs on display through the school show that this has been successful.

## **SCIENCE**

119. In the national tests for eleven-year-olds in 2000, results were well below both the national average and the average for schools with a similar background. However, they represented a rapid rise over the previous two years. Inspection evidence indicates that the school is maintaining these standards this year and working to move them steadily forward. About a quarter of pupils are consistently achieving at a high level for the age group. There are no tests for pupils aged seven but on the basis of teacher assessment standards are below the level expected nationally but improving steadily, although as yet very few pupils are achieving at a higher level.
120. Inspection findings are that although standards of attainment are below average by the end of both key stages, pupils are achieving well. Standards have risen rapidly over the past three years from a very low level and are now on a steady upward trend. There are several reasons for this improvement including: the introduction of a comprehensive scheme of work which sets the topics for learning into a clear order throughout the school; good quality teaching across the school and its effective impact on pupils' learning; a focus on developing the pupils' scientific vocabulary; and the consistent monitoring of standards by the subject co-ordinator.

121. By the end of Key Stage 1, the majority of pupils have a satisfactory knowledge of living processes. They know the main parts of plants and what helps them to live. The thriving young horse chestnut tree in their classroom, grown from a 'conker', gives them great pleasure. They know the difference between plants and animals, and can compare objects by whether they have been alive or not. They also have a sound understanding of how different materials change when they are heated or cooled, and know their source, such as trees for paper. They enjoy 'making things work' and have a very clear understanding of how to make an electrical circuit. They know how important it is not to have a break in the wiring for the circuit. The higher-attaining pupils readily remember past work and what was learned but are not yet attaining fully at the higher level for the age group. This is partly because they are not experienced in collecting information from investigations in a methodical way, for example, when experimenting with the conditions needed for plants to maintain growth.
122. By the end of Key Stage 2, most pupils have a suitable knowledge and understanding in all elements of the subject, with a sound use of scientific vocabulary. The higher attaining pupils can provide very clear explanations of topics such as organs of the body and their function, solutions and filtration; and the apparent motion of the sun. They know how to set up a fair test, where all conditions are constant, except for one which is variable. For example, when testing for solubility, they were able to explain that the same amount of water and the same number of stirs must be used for each substance, and that the experiment must be conducted in the same place in case differences in temperature affect results. Pupils are given opportunities to explain their understanding when selected for the 'hot seat' and given the task of explaining their learning to the rest of the class.
123. Teaching is good, overall, throughout the school and sometimes very good. Strengths are the priority given to learning through scientific enquiry and the development of a secure subject vocabulary. Teachers regularly introduce and use appropriate scientific terminology and this is a strong feature in the good progress made by most pupils and is of particular support to the great majority of pupils, who have English as an additional language. The practical approach to learning starts in Year 1, where pupils are taken to look for small creatures in grassland near their school, then study plants brought into school, to see the differing leaves, stems, flowers and petals. In a very good lesson in Year 2 pupils were provided very good opportunities to learn how to investigate a large number of well-prepared electrical circuits to check for breaks in wiring, recording their observations in logical order. Their next task was to find out which materials might bridge a gap within a wired circuit.
124. Teachers pass on their enthusiasm to the pupils and take time to plan the use of interesting resources to broaden pupils' experiences. For example, pupils in Year 3 were provided with a wide range of materials to find out which were magnetic, and in Year 4 pupils used a wide variety of models, to group living creatures into observable groups, such as *vertebrates* and *invertebrates*. They also had the use of a computer microscope to extend their awareness of the differences, for example, between feathers and snakeskin.
125. Pupils are occasionally taught by teachers from the local high school, and benefit from their specialist subject knowledge in their work to discover the effects on forces of gravity, friction, air resistance and the 'up-thrust' that exists when items are immersed in water. Teachers encourage pupils to record their work carefully and to look for discernible patterns. For instance, pupils in Year 6 investigated the changes in their pulse-rate that occurred during different forms of exercise and recorded the results and made suitable comparisons.

126. Teachers generally plan their lessons well, and in most cases provide a balance between listening and active learning. Most lessons begin with a good, interesting introduction, which includes clearly set learning objectives. A good example of this was seen in a lesson in Year 6, where individual pupils explained their understanding of the working of the heart and the body's circulation system before moving on to investigating changes in pulse rates.
127. Where teaching is most effective, for example in Years 2 and 6 it provides suitable challenge and reaches at least a suitable level for the pupils' age, with opportunities for higher attaining pupils to exceed the expected level. The pupils' learning is assessed at regular intervals, and results thoroughly analysed to provide a basis for future plans. However, this is not the case in every year group, where a review of previous work indicates that work is sometimes repeated at the same level at different stages in the school. For example, the working of the inner ear is studied at a similar level in Years 2, 3 and 5. Some topics are dealt with thoroughly, but in others, the teaching does not reach a suitable level of difficulty for the age group. This was particularly evident in the work on heat insulation, or 'how to keep a drink hot the longest', in Year 3. Pupils were not given enough opportunity to learn to bring measurement into their investigations by taking and recording readings at specific time intervals. These variations are mainly due to differences in teachers' expertise in the subject. The scheme of work is clear in setting topics for teaching and learning into specific year groups, but it leaves the way in which the activities are to be organised for each year group and the expectations for the differing levels of attainment within the class to the discretion of the teacher. This results in some inconsistency in the quality of teaching and on occasions reduces pupils' opportunities to extend their knowledge and thereby slows their progress.
128. Pupils' behaviour is generally good in all lessons and pupils show a keen interest and curiosity. Only occasionally if the pace of the lesson slows do pupils become restive. Most pupils present their work well, and in Year 6, it is presented very well.
129. The subject co-ordinator is efficient and well informed through consistent monitoring of standards through the school. She works to improve standards in the school through providing helpful feedback to staff. She has identified the inconsistencies in the provision for science and is making adaptations to the curriculum as a result of assessments of teaching and learning. The greatest benefits of her work are seen in Year 6, where her good subject knowledge enhances the pupils' learning and thorough assessments make sure that all pupils have good opportunities to achieve their best. She is compiling a portfolio of work collected through the school to exemplify standards required at each level of attainment to help improve standards further. Resources are suitable, well-ordered and maintained, and easily accessible to staff and pupils. At present there is insufficient use of information and communication technology to support pupils work in science.

## **ART and DESIGN**

130. Since the previous inspection standards in art have fallen slightly at Key Stage 2 but have been maintained and are still satisfactory at Key Stage 1. Pupils achieve well in Key Stage 1 and their attainment is in line with that expected by the age of seven. In Key Stage 2 although pupils are making satisfactory progress in relation to their prior attainment by the end of the key stage, standards are just below the expected level. Pupils with special educational needs make good progress in relation to their ability and pupils with English as an additional language are fully involved in all lessons and make progress in line with their classmates.

131. At Key Stage 1 the quality of teaching is good. The teachers give the pupils a wide range of opportunities to explore different media such as paint, pencils and crayons and modelling materials such as Modroc. This enables pupils to develop their artistic skills through the use of a variety of tools and techniques. Pupils in Year 1 produced effective coloured patterns using fabric crayon. Teachers are skilful in providing opportunities for pupils to develop their powers of observation and to promote pupils drawing and painting skills. For example, pupils looked closely at daffodils and produced some good results in pencil and paint. Pupils learn to mix colours and show a good understanding of the effect that can be achieved. They use this knowledge to good effect when they select red, orange and brown to illustrate 'The Great Fire of London'. In Year 2, the teacher links weaving using paper very well to the production of a collage on the seaside. Pupils' understanding of different styles of painting is well developed when teachers use the work of famous artists such as Lowry and Mondrian.
132. Teaching at Key Stage 2 is satisfactory overall and pupils continue to develop their knowledge, understanding and skills. However, until recently there was no planned programme which ensured step-by-step development of skills, and consequently progress depended on the expertise and enthusiasm of individual teachers. As a result pupils' progress over time has been patchy and there are gaps in their knowledge and understanding. There are some good examples of pupils' work on display and work based on the style of famous artists is particularly good. In Year 5, pupils produced good quality work using sponges after studying paintings by Monet. Pupils demonstrate a sound understanding of proportion and this enables them to produce satisfactory drawings of human figures. On occasions, teachers do not give the pupils enough opportunities to improve and adapt their work. The lack of sketchbooks restricts pupils' ability to try out their own ideas and improve them. Teachers do not always ensure that there is attention to detail and as a result standards of observational drawing are unsatisfactory. For example, pictures of daffodils on display in the hall could be improved if more attention were to be given to looking for variations in shade and colour. Opportunities to develop pupils' skills in three-dimensional work are not fully developed although when pupils are given the opportunity they produce good quality work, as was evident in the pots made by Year 4 pupils.
133. In both key stages, the teaching draws on a range of appropriate starting points to broaden and enrich the art curriculum and good links are made with other subjects. There is a particularly good link with mathematics in Year 2 when pupils produce good quality work using straight lines and right angles in the style of Mondrian. In a link with literacy the pupils illustrated posters for 'The Great Witches Steeplechase' from the 'Jolly Witch' by Dick King Smith. Information technology is used satisfactorily in Key Stage 1. The pupils use draw and paint programs to produce pictures and draw diagrams of themselves and houses.
134. In both key stages the teachers have high expectations of behaviour and as a result no time is lost managing the class and pupils quickly settle into their tasks. Resources are used well to provide variety of experiences and develop pupils' skills.
135. Pupils have good attitudes to art. They enjoy their lessons and discuss their work with pride. They concentrate well and persevere even though they find it hard. This was very evident in a Year 2 lesson on weaving. When teachers display pupils' work to best effect it shows them that their efforts are important and valued.
136. The co-ordinator has only been in place for a very short time and has not yet been able to have an impact on raising standards. She has not yet been able to monitor the quality of teaching and learning to identify areas of good practice or areas for development. However, she has recognised the need for a consistent approach to the subject to

ensure that there is step-by-step development of skills as pupils move through the school. A new scheme of work has recently been introduced but has not been in place long enough to have an effect on standards. Although progress since the last inspection has been unsatisfactory, the school is now in a good position to move forward.

## **DESIGN AND TECHNOLOGY**

137. Pupils' attainment is broadly in line with national expectations by the end of Key Stage 1 but the evaluating process is not as strong as other elements of the work. Pupils are making satisfactory progress in developing the skills of designing and making and benefit from the range of experiences provided for them. By the end of Key Stage 2, although pupils' attainment is slightly below national expectations, overall achievement is satisfactory and pupils make satisfactory progress. This is largely because, until recently, pupils' design and technology skills and understanding have not been developed progressively throughout the key stage. There has been insufficient opportunity for pupils to evaluate their designs and to decide what works well and what could be improved. Pupils have had only limited experience in choosing and using a variety of tools. Inspection evidence indicates that the situation is now much improved and pupils of all abilities and those with English as an additional language are making satisfactory progress. However, pupils in Year 6 have not worked in sufficient depth in all aspects of the subject and consequently the standards by the end of the key stage are below those expected nationally.
138. At Key Stage 1, pupils achieve a satisfactory standard and take part in a good range of designing and making activities to develop their skills. Pupils develop a good understanding of the design process. Pupils in Year 1 designed a home using junk materials and are starting to use a simple evaluation sheet, relating that "My home is good!" When engaged in making a greetings card they made simple annotated sketches of their proposed design showing the front and inside. They listed the materials they would need and described how they intended to make a simple hinge. Pupils have satisfactory skills of marking, cutting and joining materials. Pupils extended these skills in Year 2 when they designed and made a mask. The finished product looked very similar to their original sketch. Throughout the key stage there are good opportunities for pupils to develop their skills using a variety of construction equipment. For example, pupils designed and made a simple wheeled vehicle, with a chassis, wheels and axle. Pupils now need to be more involved in evaluating their finished product and talking about their work and discuss how they might wish to change it.
139. At Key Stage 2, pupils are involved in a planned programme of activities to develop their skills and build systematically on their developing skills and understanding. They make satisfactory progress and demonstrate a satisfactory knowledge and understanding of the design and making phases of the subject. When involved in making a package pupils in Year 3 disassembled a cereal box before designing their own packaging. Pupils consider the purpose of their designs, for example, when pupils in Year 5 were designing a book for the infant children, they used levers to make a moving page more attractive to young children. Pupils are able to consider the range of materials they could use for suitability for the intended purpose. They experiment with different ways of joining materials and have satisfactory skills of sewing, cutting and sticking. However, evaluation of the finished product as an integral part of the design and making process is not firmly established.
140. Teaching is satisfactory overall in both key stages. In Key Stage 1 work is generally well planned and good questioning skills get children involved in the activities. There are good opportunities for developing literacy skills in the food technology lesson as the

teacher makes a list of the words children use to describe the taste of the fruit. In Key Stage 2 work is planned over several weeks, and teachers use the introduction to the lesson well to question pupils to recall their previous work. Good links are established between other subjects of the curriculum. For instance pupils' knowledge of electric circuits was put to good use when they used batteries to make their lamp designs work. A suitable range of tools is available. However, too often it is the teacher using the device rather than teaching the pupil to use the tool safely and so develop their skills and independence.

141. The co-ordinator for design and technology has a clear understanding of the requirements for the subject. A new scheme of work, based on the national guidelines has been produced and staff consulted and supported. This is beginning to have a positive effect on standards, although it has not yet been in place long enough to enable pupils in Year 6 to accomplish enough to meet the required standard.

## **GEOGRAPHY**

142. By the end of both key stages, standards in geography are in line with national expectations. Although the standard of written work that pupils produce is often below average, they have good knowledge and understanding about places and themes. All pupils, including those with special educational needs and those with English as an additional language make good progress as they move through the school.
143. Key Stage 1 pupils have a good knowledge of local places due to a strong emphasis on fieldwork. They are taken for walks in order to look at different buildings and local facilities. The pupils develop appropriate mapping skills by drawing simple plans of objects and of their routes to school. Year 1 pupils talk about the 3D models they have made of their local area and can talk about shops and factories in their locality. They address envelopes to themselves which increases their understanding of the postal system. They take part in a traffic survey and identify problems associated with parking cars and reasons for vehicle usage such as lorries going to a nearby factory. They use a computer programme to show how they would like their new school to look. Pupils in Year 2 talk about parts of a river such as the source and can name things found on a river such as bridges and waterfalls. On maps of the imaginary island of Struay they mark roads, hills and lakes in sensible positions and plan journeys from Accrington to Struay. Their awareness of localities beyond their own is weaker but some are able to locate countries and prominent cities on a map of the British Isles and talk about animals in different parts of the world such as penguins and pandas. Most pupils have a satisfactory knowledge of weather patterns and conditions, which they appropriately link to the different seasons of the year.
144. In Key Stage 2, pupils are beginning to use geographical language appropriately. Year 3 pupils know that tropical temperatures are hot and can link this to Pakistan. They locate temperate and polar regions in atlases and understand the effects of weather on human activity. Pupils in a Year 4 class understand the importance of clean water and the problems of pollution in different parts of the world. In Year 5 the pupils name hemispheres and meridians and understand the environmental problems that the tourist industry poses in contrasting areas such as the Lake District and St. Lucia. Some older pupils demonstrate satisfactory levels of study, as seen in their work on local rivers and routes that connect settlements. Year 6 pupils show good mapping skills and can use keys and interpret map symbols.
145. The quality of teaching in geography is good overall. Teachers are particularly good at imparting information and in the best lessons the teachers plan challenging tasks that

extend the pupils' literacy and numeracy skills. Occasionally in some lessons, the tasks lack challenge and pupils in lower ability groups spend too long cutting out pictures or designing posters and opportunities are lost to use their developing literacy skills. A good lesson was observed in a Year 6 class where the teacher had high expectations of her pupils and they responded by showing much interest in the eating habits of the resplendent quetzal and this bird's role in the ecosystem of the rain forests. The teachers manage pupils well and the pupils respond by behaving well and showing interest in their work.

146. The scheme of work is well structured through a clear topic framework and lessons are carefully prepared. National guidance has been adapted to incorporate topics that celebrate the pupils' own culture, for example, in Year 3 the pupils study life in a village in Pakistan. The good curriculum design and high level of consistency of practice supports teachers in their planning and helps the pupils to know exactly what is expected of them. Overall, resources are adequate but information and communication technology equipment is insufficiently used to enhance geographical enquiry.

## **HISTORY**

147. By the end of both key stages, standards are in line with those expected for pupils of a similar age. The subject is well led and is supported by a good scheme of work. Although the level of written work that pupils produce is not always as high as expected for their age they make good progress in their learning. All pupils, including those for whom English is an additional language and those with special educational needs are making rapid gains in extending their awareness of the past and their historical knowledge.
148. By the age of seven, pupils have a satisfactory understanding of chronology and how things change over time. Pupils demonstrate this in Year 1 when they rearrange pictures of toys and irons starting with the oldest and ending with the most up-to-date. The pupils evaluate old and new objects in kitchens and in their school. They know, for example, that the infant building is much older than the carpet laid in the classroom. The lives of famous people capture the imagination of pupils in Year 2. They talk enthusiastically about the work in their books, including the achievements of Florence Nightingale and Grace Darling, the exploits of Guy Fawkes and the beheading of Charles 1. More able pupils were impressed by the legacy of Samuel Pepys and know that old diaries are a source of information about life in the past. Some pupils' written work is limited by low attainment in English but bilingual support staff and all teachers work hard to ensure that pupils understand the work that they are doing. Pupils' discussions and paintings about topics, such as "The Great Fire of London", show a keen interest and understanding about past events and their sense of the passing of time is developing well.
149. Pupils continue to build upon their knowledge as they progress through Key Stage 2. Pupils' experience of the history of other eras and cultures, such as the Vikings, Tudors and Victorians is extended through a well-planned programme of topics. Year 3 pupils know where the Vikings came from and talk about their boats and artefacts. In Year 4, pupils write about the wives of Henry VIII and can empathise with the life of a Tudor sailor. In a Year 5 lesson the pupils find information about Greek Gods such as Poseidon and Zeus although some pupils find the concept difficult. Year 6 pupils understand time-lines and their written work shows that they have gained knowledge and understanding about many aspects of life in the time of Queen Victoria. They talk about famous people such as Darwin and Lord Shaftesbury and have good knowledge about diseases and inventions in Victorian times. By the age of eleven, the pupils show good understanding of the sequence of historical periods.

150. Throughout the school the quality of teaching is good. A strength of the teaching is the very good level of planning that underpins all lessons and provides for good continuity of skill development. Lessons have clear learning objectives and teachers show good subject knowledge when introducing topics to their pupils. A weaker aspect of the teaching is that pupils are given limited opportunities to undertake personal research. Pupils compare many aspects of the past with the present but are not given the opportunities to examine different perspectives or aspects they find of particular interest and thus develop their initiative and independence. Teachers make good use of textbooks and commercial worksheets but sometimes it is difficult for teachers to bring the subject to life and stimulate pupils' imaginations. For example, in a Year 6 lesson pupils showed good interest in and factual knowledge about life in Victorian Britain but little enthusiasm for the worksheet task requiring them to compare Victorian and present day toys. In contrast in a Year 3 lesson where teaching was very good, pupils made good gains in their knowledge and understanding of Viking beliefs because the teacher made learning exciting. The pupils enjoyed retelling and recording Viking sagas and then hearing their voices when the tape was played to the class. This resulted in pupils showing very good levels of concentration and an eagerness to learn. The teacher showed a very good command of the subject through a mixture of questioning, prompting and explaining and was effective in getting pupils to understand that the Vikings used storytelling to relate their history.
151. Resources are satisfactory and are supplemented by artefacts loaned from local museums and from occasional visits the pupils make to places of interest. These and the use of ICT equipment could usefully be extended now that the school has a good scheme of work in place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

152. Standards have risen since the school was inspected in 1997, although they are still below average by the end of both key stages. The school is about to implement major developments in resources and accommodation and in the organisation of the curriculum. However, at present the resources are inadequate and the lack of regular planned opportunities for pupils to access computers during the course of their daily lessons impedes their progress. As a result, pupils of all abilities including those with English as an additional language do not make the gains in their learning of which they are capable.
153. By the end of Key Stage 1, pupils' standards of attainment are below the national expectations and pupils do not make satisfactory progress. Many pupils have a low level of skills and there are gaps in their knowledge and understanding. Most pupils need assistance to load programs and to access the different features of the program. Once this has been done, they can then use the computer largely without adult help for numeracy and literacy exercises. Some higher attaining pupils know how to word process their work and save it on hard disc. However, few pupils know what a font is or can change the size and appearance of their text. Pupils have limited knowledge of terms such as "icon" or "menu". The youngest pupils can control the mouse and use it to click on screen images and "drag" them from one place to another. When supported pupils are able to use a simple art package. Year 1 pupils have produced designs of their ideal school, and others have drawn pictures of themselves. Pupils' attainment in understanding the part information and communication technology plays in their lives is the stronger feature of their knowledge. They use cassette machines with multi-point headphones for listening to stories, and know about calculators for helping in their mathematics.



154. At Key Stage 2, standards are lower than they should be and the rate of pupils' progress is too slow. Although pupils make some limited progress in their understanding of what is possible with information and communication technology, their skills are uneven and there are big gaps in their knowledge. Pupils can talk confidently about saving work to disc, moving text around on the screen, producing simple graphs on a range of subjects and using CD Roms. There is a good quality display on the recent Census. Year 6 pupils designed their own questions for their school population, produced question sheets with the help of their teacher and collated results. Younger junior pupils have produced temperature graphs, pie graphs and used an on-screen microscope. Pupils use the computer in history and geography to access information and undertake research. Older pupils have written their own music and taped it successfully. Despite these positive features, pupils have a limited understanding of what is meant by a data base or the language associated with a spread sheet. They have a very limited knowledge and understanding of control technology and have not used computers for monitoring with sensors, and have little experience of creating graphics with a screen turtle. As yet, pupils cannot access the internet or send emails. They do not have their own discs. These factors limit their progress.
155. Pupils with special educational needs and those who learn English as an additional language make satisfactory progress when they receive appropriate help from support staff and teachers. Some pupils used a CD Rom to help with their reading skills, and they made good progress as a result. The co-ordinator is providing overlay lower case letters for the keyboards that will help pupils to recognise them more easily.
156. No direct teaching of information and communication technology was observed during the inspection. Teachers usually set up the computers with the programs they want the pupils to work on. Few pupils were observed using computers during the inspection and there is little evidence of teachers showing pupils how to acquire a new skill. There is much room for improvement in this area to ensure pupils receive a regular and consistent experience in the use of information and communication technology. Over time teaching has been unsatisfactory and the overall picture is of inconsistent coverage across the school. Skills have not been taught progressively and the school has identified a clear backlog of learning. Resources are at present inadequate – with one machine between around 30 pupils. Many opportunities are missed in lessons to ensure pupils have regular access to computers.
157. Pupils are enthusiastic and willing learners. Older pupils talk earnestly about what they can and cannot do, and what they could do if they had the right equipment. When pupils do use the computers, they do so enthusiastically, with respect and take turns appropriately.
158. The school is only too aware of its shortcomings. Information and communication technology is a major area for development in the school's improvement plan. The range of software covers the basic requirements for communicating and handling information but there are shortages in monitoring, modelling and control. The school has been working on a comprehensive and effective development plan for information and communication technology that will reach a significant stage next term when the computer suite will be in use, and will be accompanied by improvements in software and peripherals. They hope to share the use of a technician who will support them in maintaining hardware so that pupils get maximum access to machines. Ongoing negotiations with local community leaders hope to achieve funding for pupils to use computers both at school and at the local mosque, linking their school work with homework. Staff have committed themselves to intensive training and the co-ordinator has worked hard to highlight information and communication technology in school. She has a realistic and well-informed view of the subject and is providing good guidance to

staff. Development planning for next year includes release time, monitoring of planning and teaching, support from experts and a collection of pupils' work to assess attainment. A new scheme of work is being introduced in September – this will inform teachers what to teach, when and at what level. The co-ordinator is well aware that the use of information and communication technology needs to be more clearly identified in regular planning in order to improve teaching and learning. She also shares the view that teachers need to know exactly pupils' current levels of attainment in order to plan for rapid improvement in standards.

## MUSIC

159. When the school was inspected in 1997, standards in music were judged to be unsatisfactory. There has been an improvement since that time and the majority of pupils, in both Key Stages now achieve standards that are broadly in line with those expected nationally. Almost all of the pupils, including those with special educational needs and whose first language is not English, make satisfactory progress.
160. In Key Stage 1, the pupils enjoy singing and know a range of songs and rhymes. They can keep to a beat and sustain a rhythm whilst listening and singing. They understand the need to vary the dynamics according to the mood of the song and, the Year 1 pupils achieve a degree of success as they vary their singing in response to a range of 'expressions' on cards shown to them by the class teacher. Many of the pupils know the names of untuned percussion instruments and they know that they can be shaken, tapped or scraped to produce the sound. In Key Stage 2, the pupils continue to enjoy singing, and improve their voice quality through learning about correct breathing and posture. They have good control of their own voices and they know and can sing a range of songs. The pupils in Years 3 and 4 learn about sounds and their work includes writing and drawing about a variety of percussion instruments. By Year 6, the pupils are able to evaluate their own singing performance as they record their efforts and provide constructive criticism as to how it might be improved. The pupils also learn about the different genres of music, including jazz. They respond well as they listen to a range of music at the beginning and end of assembly and this makes a positive contribution to their spiritual and cultural development. This is an improvement since the last inspection when the opportunity to listen to a range of music in assemblies was identified as an area for improvement. An opportunity for the pupils to enjoy singing together in assemblies was a further area for improvement and this has yet to be addressed.
161. The quality of the teaching in music is satisfactory overall with some good teaching in Year 1. Music sessions are usually well planned and incorporate the elements of listening, appraising and performing. In the best lessons, the teacher uses demonstration very effectively as a way of improving performance. For example, in the lesson in Year 1, the teacher demonstrated singing in various moods. This gave the pupils' confidence and provided them with a good model as a starting point for their own efforts. Consequently, their learning about expression was good. In a singing session with Years 1 and 2, the teacher included pupils of all abilities as she used questions skilfully to make the pupils think more deeply about the words of the song and their reactions to them. She provided good support and encouragement as the pupils chose instruments to add 'atmosphere' to the song. Her firm singing voice and accomplished piano playing also provided good support and the pupils' self esteem was raised as they quickly became confident in singing the new song.
162. In accordance with the priorities of the school improvement plan, music has only recently been a focus for development. Consequently, it is too early to judge the impact of the new scheme of work with its planned progression in the teaching of music skills.

Although levels of teacher confidence have risen, the co-ordinator is aware that the profile of music is still a developing one. Her most recent monitoring has revealed that a greater emphasis needs to be placed on the composing element of the music programmes of study. Currently, there are few musical activities such as choir or recorder groups, which the pupils may join. However, a few pupils have weekly tuition from visiting teachers of the violin and brass instruments. Additionally, the pupils in Year 5 have benefited from the expertise of a visiting musician who provided five workshop sessions where the pupils composed songs which they performed as part of the Hyndburn Festival.

## PHYSICAL EDUCATION

163. By the end of both key stages, pupils demonstrate standards of skill and performance that are in line with national expectations. This reflects an improvement since the 1997 inspection when standards were found to be below those expected for seven and 11-year-olds.
164. In Key Stage 1, pupils develop their physical skills through a well-planned programme of activities including gymnastics, dance and games. They show good co-ordination and control and an awareness of space. During games lessons, pupils make good progress in learning how to control the ball with their feet. They show good dodging skills, evaluating their partner's performances well, and learning from each other. They use a variety of equipment in an appropriate way and show satisfactory skills when aiming throwing and catching. Younger pupils reinforce and refine their catching and throwing skills before moving on to bat and ball. Pupils, including those with English as an additional language, make satisfactory progress because they are challenged in a series of well planned activities. Pupils with special educational needs are imaginatively included in all lessons, including a pupil with mobility difficulties, and they make good progress.
165. At Key Stage 2, pupils make satisfactory progress and learn to refine their skills of control and to evaluate their own and others performances. In a gymnastic lesson Year 3 pupils were observed to make satisfactory progress when travelling, using floor work and small apparatus. Pupils used their imaginations well in moving with different parts of their bodies and those who demonstrated some lack of control noticeably improved during the lesson. Most pupils show a satisfactory level of agility and co-ordination when moving backwards, forwards and sideways. Pupils participate well in team games such as *Kwik Cricket*. In games lessons they learn the skills of catching, fielding, throwing, batting and bowling. They make good progress because their teacher gives them very clear points on how to improve their technique, and they work very hard to do what is suggested. During the before-school clubs they show a good level of skill when practising netball, football and cricket techniques. Standards in swimming for 11-year-old pupils are in line with those expected nationally.
166. Pupils enjoy their lessons and work hard. They respond well to the challenges presented to develop their movements. They follow instructions well and try to improve. Pupils co-operate well in small groups and in team situations and show regard for others when moving in a confined space. Pupils talk enthusiastically about their involvement in inter-school sporting events.
167. The quality of teaching is generally good at both key stages. Pupils are challenged to do their best and are shown good examples of skills, and taught in a brisk, rigorous way. Lessons are invariably well planned; resources are used effectively to support pupils' progress. Teachers prepare pupils well in class before going into the lesson so that they

are clear what they are going to do, and why. Each lesson ends with a brief discussion about how pupils have improved. Teachers are aware of the need to use simple, direct language whilst trying to use appropriate words relevant to each activity to help those pupils who have English as an additional language. Football, netball and cricket activities, held for pupils before school, are well run, well taught and add greatly to their development of skills. More importantly, pupils are taught that being committed, part of a team and having a good attitude to winning and losing is more important than just being good at something. They have learnt this well and are committed to this way of thinking. They accept without question that teams to play in tournaments and against other schools are chosen on the basis of commitment to the activity, not the level of skill shown. The headteacher and site manager, who run these activities, have been very successful in developing pupils' ideas of fair play and co-operation.

168. From time to time, sports specialists from the local community, train pupils in a particular sport, for example athletics or football. The school has ensured that girls have equal access to swimming by ensuring that local community wishes for separate lessons for girls and boys are respected. Outdoor education is at present under-developed; the residential centre that was used by the school to fulfil a large part of their outdoor education requirements is closing. The school is currently re-thinking its strategies for maintaining this aspect of physical education.
169. In recent times physical education has not been a high priority. It is, however, well organised, with a comprehensive scheme of work that tells teachers what to teach and when. Resources are broadly satisfactory overall, although there is no field attached to the school. This limits certain activities, for example athletics and football. At present the infant hall is out of use and this means that until the summer break, infants cannot access their hall for gym. Staff manage their resources well and pupils benefit from using them during lessons. Pupils' attainment is at present assessed by each class teacher. The co-ordinator is considering introducing a consistent way of ensuring judgements are accurate throughout the school, for example by using an extensive range of photographs each term that clearly show pupils' standards in gym, dance and games. She is aware that teachers require some training in order to maintain their sound quality of teaching.

## **RELIGIOUS EDUCATION**

170. Very good progress has been made since the last inspection and the subject now meets the requirements of the locally agreed syllabus. The pupils enter the school with very poor standards of attainment and although they achieve well their knowledge and understanding in religious education does not reach the expected level by the age of seven. Throughout Key Stage 2, all pupils, including those with special educational needs, achieve very well and make very good progress. As a result, by the time they reach the age of 11, most pupils reach the expected level and a significant proportion exceed it. The use of carefully framed questions and work at the correct level ensures that pupils with English as an additional language make very good progress overall. This improvement reflects the very hard work put in by the co-ordinator in introducing a very good quality scheme of work. This has given the staff confidence, improving the quality of their teaching, and ensuring that there is step-by-step development of knowledge and understanding as pupils move through the school.
171. The quality of teaching at both key stages is never less than good and at Key Stage 2 it is consistently very good. Teachers are skilled at using what the pupils already know as a starting point. For example, in Year 2 work on special people started with the teacher talking about each child being special and then developed this well so the pupils came

to an understanding that many people think that religious leaders are special people. Stories are effectively used to develop learning but, sometimes, important points are not reinforced enough. As a result, for example, a number of pupils in Key Stage 1 do not understand the significance of Christmas for Christians. Teachers use a variety of very interesting methods to motivate pupils. For instance during a lesson on preparation for Pentecost in Year 2, pupils learned a significant amount about the importance of fire and wind by looking at photographs and postcards showing good and bad effects.

172. Teachers build on pupils' knowledge and understanding of their own religious beliefs and cultural background to develop learning. Muslim pupils in Year 6 wrote and talked about their own experiences of Eid-ul-Fitr. In discussion, the pupils are able to draw on their own religious knowledge and understanding, for example, when they talk about being a person 'with purpose'. By the time the pupils reach Year 6, the very high quality of teaching has given them a good understanding of some of the world's major religions. Pupils of all attainment levels explain the main features and festivals of other world faiths and display a secure understanding of the links between them. Pupils can explain that Christians believe Jesus is the Son of God, while Muslims believe he is a prophet.
173. Good links are established with other subjects and this helps to illustrate and deepen religious beliefs. Understanding of new life is well taught by the study of plants in a link with science. In Year 4, a discussion session on the reasons for rules was used very well to ensure the pupils have a good understanding of the 'Five Precepts (or Rules) of Buddhism. Literacy skills are developed satisfactorily and opportunities for pupils to apply their skills in speaking and writing are presented but these are not always fully developed. In whole class sessions the teachers ensure that all pupils, including those with special educational needs are fully involved by asking questions to ensure pupils have understood. However, they sometimes miss opportunities to extend pupils' learning through discussion and there are few opportunities for pupils to develop their independent learning skills by carrying out research. There are some notable exceptions and a particularly good example was seen in a Year 6 discussion group where pupils were confident in saying what they felt and showed respect for the views of others. There is very limited use of information and communications technology to support pupils' learning in religious education. Displays in most classes are very well used to support teaching and have a positive effect on learning.
174. Pupils see religious education as a very interesting and important subject. The teachers expect high standards of behaviour and pupils respond well to this, showing good levels of concentration. The good attitudes of pupils allow the teachers to concentrate on imparting knowledge and giving help to pupils who need it. Pupils eagerly recall stories from many years before, when talking about the subject. Work in the pupils' books is well presented.
175. Subject co-ordination by the former deputy head teacher who left the school shortly before the inspection to take up a headship in another school, has been very good. A very good quality scheme of work has been introduced which ensures that the requirements of the locally agreed syllabus are met and there is step-by-step development of knowledge and understanding as pupils move through the school. There is a well-balanced religious education programme based on very good knowledge of the subject. Her expertise and enthusiasm for the subject have played a large part in raising standards in the subject. Monitoring of pupils' books has enabled the co-ordinator to identify where teaching and learning needed to be improved. Links with a local church and a visiting Christian minister enhance the curriculum. However, links with other faith groups are not yet well developed. Religious education is a strength of the school, contributing very well to the pupils' spiritual, moral, social and cultural development.