

INSPECTION REPORT

**LORD STREET COMMUNITY PRIMARY
SCHOOL**

Bolton, Lancashire

LEA area: Bolton

Unique reference number: 105179

Headteacher: Mrs P Pollard

Reporting inspector: Miss S Ramnath
21334

Dates of inspection: 28th – 29th January 2002

Inspection number: 243454

Short 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: 3 to 11 years

Gender of pupils: Mixed

School address: Lord Street
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Lancashire

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Appropriate authority: The governing body

Name of chair of governors: Mrs O Fairhurst

Date of previous inspection: 15th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lord Street is a small primary school of 222 pupils between the ages of three and eleven. It includes a Nursery with 44 children who attend part-time and four who attend full-time. All pupils have cultural roots in the British Isles. Most pupils live in the immediate locality, which is predominantly of local authority housing and rented accommodation. A large proportion of pupils come from backgrounds with social and economic difficulties and this is reflected in the proportion of pupils eligible for free school meals; at 36 per cent, this is well above average. Thirty-six per cent of pupils are on the register of special educational needs, nine of whom have statements setting out the specific provision to be made. The number of pupils with special educational needs as well as those with a statement, is above the average for schools of this size. On entry to the Reception classes, most children are assessed as being well below the expected levels. Many have had no pre-school experience and their language and social skills are poorly developed. Since the last inspection, there has been an increase in the percentage of pupils identified as having special educational needs. The accommodation, both internally and externally, has been enhanced and the school now has provision for children of Nursery age.

HOW GOOD THE SCHOOL IS

This is a good and effective school. The good quality teaching helps pupils achieve well. They therefore make good progress from the time they come to school, until they leave at eleven years old. Pupils' good behaviour, their positive attitudes and links with the community contribute to an effective learning environment. The headteacher provides good leadership and is very well supported by staff and governors. All staff work well together and share a commitment to further improvement. The school is self-critical, and gives good value for money.

What the school does well

- The quality of provision in the Foundation Stage¹ is good, so children make a very good start to their education.
- Good teaching enables pupils to make good progress in their learning and ensures that pupils achieve well in English and mathematics.
- The headteacher provides effective leadership and manages the school well. She has good support from governors and staff.
- Pupils with special educational needs are identified well, given effective support and they make good progress.
- The curriculum offers a great deal of enrichment from links with the community.
- The provision for pupils' moral and social development is good, resulting in good attitudes and behaviour which help pupils to learn well.
- The school cares very well for its pupils and relationships are good.

¹ Foundation Stage is the provision for children aged from three to the end of the Reception Year. QCA (Qualification and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development.

What could be improved

- The school has no major areas of improvement. Effective leadership and good quality teaching, plus frequent monitoring, review and evaluation, enable pupils to achieve well from a low base.

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

There are no key issues for the school to address, but in the context of its many strengths, the following area of development noted by the inspection team should be considered for inclusion in an action plan:

The provision for pupils' spiritual and cultural development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since its last inspection in September 1997. The headteacher, governors and staff have worked hard to maintain the many good features noted at that time, as well as moving forward on the key issues in the report. Much work has been undertaken in assessment and the information gained is used well to plan future work in English, mathematics and science and to track pupils' progress as they move through the school. Despite this, standards at the end of Year 2 remain below the levels expected nationally because many children start Year 1 at a low level in reading and writing and nearly half of the current Year 2 pupils are on the school's register for special educational needs. The legal requirements for collective worship are now met and religious education meets the recommendations of the locally agreed syllabus. Apart from addressing the key issues from the last inspection, the school has made significant improvements in other areas. For example, the accommodation has had its first face lift in 90 years, an information and communication technology (ICT) suite is in place and sporting provision has improved. Nursery provision is now available. The quality of teaching has improved, with a much higher proportion of good or better teaching. Given the good quality of its leadership and commitment of the staff and the support of governors, this school is well placed to develop even further.

STANDARDS

The table below shows the standards achieved by pupils, in 2000 at the end of Year 6, based on average point scores² in National Curriculum tests.

Performance in:	compared with			
	all schools			similar ³ schools
	1999	2000	2001	2001
English	B	C	C	A
mathematics	A	A	B	A
science	A	C	A	A*

Key

well above average A

above average B

average C

below average D

well below average E

² Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

³ Similar schools are defined by the proportion of pupils eligible for free school meals.

Pupils make very good progress and achieve very well given their low starting points. In 2001, pupils' performance in the National Curriculum tests for eleven-year-olds was well above the national average in science, above average in mathematics and average in English. When compared with similar schools, results are very favourable and are in the top five per cent of schools nationally in science and well above average in English and mathematics. Results in the subjects, taken together, have been consistently above the national average for the past three years. In 2001, the school exceeded the targets it had set for pupils and is making good progress towards its very challenging targets set for 2002. In the National Curriculum tests for seven-year-olds in 2001, results were not as good and pupils' performance was below the national average in reading, well below average in writing but above average in mathematics. When compared with similar schools, results were average in reading, below the average in writing and well above average in mathematics. Generally, results for seven-year-olds tend to be lower than those of the eleven-year-olds. This is because many pupils start Year 1 below the level expected in the key skills of reading and writing. Although results at the end of Years 2 and 6 indicate some differences in the performance of boys and girls, inspection evidence shows little difference in their performance.

When children join the Nursery, many have poorly developed language and social skills. They receive good teaching and achieve very well. As a result, many reach and some exceed the standards expected in their early reading, writing and number skills and in their personal, social and emotional development. However, a small but significant minority do not achieve the expectations set out for them within the Early Learning Goals and start Year 1 below the level expected in the key skills of reading and writing.

Work seen during the inspection indicates that overall, standards in English, mathematics and science for the current seven- and eleven-year-olds are below the levels expected nationally. Although pupils achieve very well starting from a low base, standards overall are affected by the high percentage of pupils identified with special educational needs. This is as high as 57 per cent of Year 2 pupils and 54 per cent of Year 6 pupils, five of whom have statements. All these require additional support in their learning. In religious education, standards at the end of Years 2 and 6 have improved and are now in line with recommendations of the locally agreed syllabus.

Pupils with special educational needs make good progress in their learning; they are supported and challenged effectively. More able pupils are identified and suitably challenged.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school. They are interested in what they do and are proud of their achievements. Their attitudes support progress in their learning.
Behaviour, in and out of classrooms	Good. Behaviour in classrooms and around the school is good. No disruptive or inconsiderate behaviour was seen during the inspection. The pupils move around the school in an orderly way. They are polite, friendly and welcoming.
Personal development and relationships	Good. Pupils have some opportunities to show initiative and take responsibility; they respond to these opportunities well. Most work and play together in a caring and friendly way. Pupils get on well with the staff and other pupils.
Attendance	Attendance is good. Most pupils are punctual. School and

	lessons begin and end promptly.
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Pupils' good attitudes and behaviour and good relationships make a positive contribution to the ethos of school and the quality of the learning environment. Most are well motivated and enthusiastic in their work and develop good work habits and routines. They have a good understanding of right and wrong and show care for the school. Pupils get on well together, and when they work in groups, they do so without fuss.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good. No unsatisfactory lessons were seen. In just over nine out of ten lessons, teaching was good or better; in two-fifths it was very good or better. The implementation of the National Literacy and Numeracy Strategies has resulted in good quality teaching in English and mathematics. The skills of literacy and numeracy are taught very well and teachers pay good attention to developing pupils' basic skills, such as learning relevant vocabulary in ICT and science, and writing reports in history.

Where teaching is very good, teachers have high expectations, particularly of what pupils are expected to achieve and of their behaviour. Lessons are well planned and activities are matched carefully to the needs of pupils who learn at different rates. The purpose of the lesson is made clear to pupils and very effective use is made of resources to support their learning. Questioning is often very intense and used well to probe and extend pupils' learning. Tasks set are challenging and are well matched to the different abilities and needs of pupils in the class. This ensures that all pupils make good gains in new knowledge and skills.

Teaching is consistently good in the Foundation Stage and makes a strong contribution to the rapid progress the children make in their learning and to their being happy, secure and confident. Pupils with special educational needs receive good teaching and a good level of support from learning support assistants. As a result, they make good progress and achieved the targets set for them in their individual educational plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. A broad and relevant curriculum is provided for all pupils. It is enriched through links with the cluster schools and the community and by a good range of extra-curricular activities, such as model making and computers. The clear emphasis on the delivery of literacy and numeracy is good and this contributes to the good progress that pupils make as they move through the school.
Provision for pupils with special educational needs	Very good. Pupils who need extra support are identified early and their progress is carefully tracked.

Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. Pupils are encouraged to be responsible and to have a mature, independent and reflective approach to learning. This helps their personal development. Good role models and a clear code of behaviour ensure that pupils develop a secure understanding of moral responsibilities and behave well. They have very good opportunities to develop their social skills. However, more planned opportunities could be provided to promote pupils' spiritual development and knowledge of the cultural diversity of Britain.
How well the school cares for its pupils	Good. Effective procedures are in place for child protection and very good attention is paid to health and safety. The after-school child care facility held in the school provides the pupils with a safe and caring environment. Assessment procedures are very good and have made a significant contribution to the rapid rise in standards.

The school makes good use of outside agencies to support pupils with special educational needs. Attendance procedures are good. The school has good links with parents, many of whom are becoming more involved in their children's learning. Overall, procedures for finding out and recording how well pupils are doing in all subjects are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school very well. She is well supported by all staff who work together as an effective team. They have established a positive climate for learning.
How well the governors fulfil their responsibilities	Governors have a very good awareness of the needs and priorities facing the school and this enables them to contribute very effectively to the management of the school. They maintain a close association with the school and they are very supportive. They meet all legal requirements.
The school's evaluation of its performance	The school has established effective procedures for monitoring and evaluating its performance. This enables the school to assess its performance accurately and to establish strategies for its continuing development. To this end, it sets itself appropriately challenging targets.
The strategic use of resources	Very effective use is made of the school budget and additional grants to promote pupils' learning. Governors make careful and considered financial decisions to benefit pupils by continuous school improvement.

As a result of the good level of teamwork to be found at all levels of management, the headteacher, staff and governors contribute effectively to the good quality of education provided and to the good achievement of the pupils. There is a whole-school focus on raising standards and this is reflected in the school development plan. Governors have been instrumental in significantly improving the accommodation and resources within the school.

The headteacher and governing body consider the use of all financial allocations carefully taking care to apply the principles of best value to spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents are pleased with all aspects of the school, but they are especially content that:</p> <ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • They feel comfortable approaching the school with suggestions and concerns. • The school works closely with them. • The school is well led and managed. • Children are helped to become mature and responsible. 	<p>Parents raised no serious concern. Only a very small number mentioned minor matters especially:</p> <ul style="list-style-type: none"> • the range of extra-curricular activities.

The team endorses the positive views of the parents. However, it does not share their concerns about the range of extra-curricular activities provided by the school, as this is better than that found in most primary schools.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of provision in the Foundation Stage¹ is good so children make a good start to their education.

1. Since the last inspection, there have been major improvements in the provision for children in the Foundation Stage, with the opening of the Nursery accommodation in January 2002. At the time of the inspection, there were 44 children attending on a part-time basis and four attending full-time.
2. Provision for children in the Foundation Stage is good and all children, including those with special educational needs, achieve well. Most children, when they start school, are achieving standards well below those expected of children of this age. Overall, they make very good progress in the Nursery and Reception classes so that by the time they reach Year 1, the majority of children achieve very well and attain the Early Learning Goals in personal, social and emotional development and mathematical development. In language, literacy and communication, although many children reach and some exceed the expected standards, a significant number do not reach the level expected. As a result, many children start Year 1 below the level expected in the key areas of reading and writing.
3. Not all the children who are currently in the Reception class have had the benefit of Nursery or pre-school experience. Their skills are poorly developed, compared to the other children's, because of their later start, and this has an impact on overall standards at the end of the Foundation Stage. However, with the good quality provision available in the Nursery, children should start the Reception class better prepared.
4. The overall quality of teaching and learning in the Foundation Stage is good. The curriculum is well planned and firmly based on the Early Learning Goals recommended for children of this age. Teachers in both classes plan very closely together to ensure that there is a good level of continuity between the classes. All members of staff who teach in the Foundation Stage have a secure understanding of how children of this age learn and a commitment to raising standards. In both classes, assessment information is used well when planning activities, and the progress of children is reviewed regularly. Homework, in the form of borrowing books, is used particularly well in the Reception class to enhance the children's progress. The range of resources is good and is used effectively to support learning. Induction arrangements are also good. Strong links with home are established and the children are able to visit the class before they start school. Parents are kept fully informed of their child's progress.

Personal, social and emotional development

5. Many children enter the Nursery with poorly developed social skills. However, progress is very good and within a short time, children become familiar with the class routines and are establishing relationships with each other and with adults. Most are confident when moving around the Nursery and share and take turns amicably, for example when

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using out-door equipment or playing in the sand and water tray. They begin to make their choices with increasing confidence and they tidy up after themselves. In the Reception class, children are constantly encouraged to feel confident about what they can achieve in a variety of learning situations. Most are attentive and eager to learn and are able to sustain concentration for long periods of time.

6. By providing useful opportunities to develop children's confidence and independence, teachers promote this area very effectively. For example, in the Nursery, children register themselves when they start school in the morning by placing their names on the board. All the adults working in the Foundation Stage provide good role models for the children; they treat children with courtesy and respect. Children are developing a clear understanding of right and wrong. Older children treat equipment and the classroom environment with care and respect and willingly tidy up after activities.

Communication, language and literacy

7. Many children have limited language skills when they start school, and levels of speaking and listening are low. They make very good progress throughout the Foundation Stage in this area of learning and achieve well. Nevertheless, because so many have poorly developed communication skills when they enter school, their attainment overall when they enter Year 1 is still below the level expected for their age.
8. Children are given plenty of informal opportunities to develop speaking and listening skills in the Nursery through the many well-planned opportunities that the teacher and support staff provide. All staff are aware of the importance of speaking and use opportunities to engage the children in conversation and increase their vocabulary in every area of the classroom. Through structured play, children develop their speaking and listening skills and are beginning to use language appropriately to express their ideas in the role-play area set up as a kitchen. In both classes, adults support children in the task and take time to talk to them about what they are doing, encouraging them to explain and describe their work. This was demonstrated well in the sessions when children discussed what they see during winter and the type of clothing they would wear. Nearly all children listen well. Even the youngest children in Nursery listen attentively in small and large groups. They develop good skills when listening to story tapes, to adults reading stories or giving instructions about the activities. In the Nursery, children answer questions when asked, but their limited vocabulary often hinders their attempts to engage in discussion or extended conversation, and many lack confidence when speaking aloud. Older children in the Reception class reply using simple sentences. Some are beginning to use a growing vocabulary with increasing fluency to express their ideas and to respond to the thoughts of others during focus sessions. Staff introduce books well and children can find the front of a book and know which way to turn the pages. They are aware that print carries meaning and a significant number of children in Reception accurately recognise and read simple words. Higher attaining children are already familiar with the school's reading scheme and use pictures, meaning and their knowledge of initial sounds to help them to read. There are group sessions during which children learn the letter of the week. These are effectively followed up through stories and classroom displays in which the letter features and most know that 'fish', 'flat' and 'fun' begin with the letter 'f'. All children are encouraged to take books home regularly to share with adults. Children realise that writing can be used for many purposes. In the Nursery, they are beginning to use pencils with increasing confidence to make marks and 'trace' pictures. In the Reception class, writing is developed systematically and, as a result, many children are beginning to write independently and with increasing confidence. Most copy their names and read labels displayed around the classroom. Higher attaining children copy words from the board

and write short sentences with some help. They form letters and words accurately. Children are encouraged to spell correctly and some are starting to use capital letters and full stops accurately in their writing. The Reception class takes part in the school's literacy programme and has a designated time for literacy every day. The teacher's adaptation of the content and organisation of this time to suit the ages and interests of the children is good and contributes to children's good progress.

Mathematical development

9. Children's attainment is well below average when they enter the school. They make very good progress and many reach the expected standard by the time they start Year 1. The promotion of children's mathematical development is very good and through games, practical and written work, all children learn to sort, match and count. In the Nursery, they enjoy pattern making and most successfully sort and match objects by colour and shape, using appropriate mathematical language such as circle, triangles and rectangles to describe flat shapes. They begin their first steps in understanding the concepts of volume and capacity through sand and water play. In the Reception class, most children count reliably to ten, and higher attaining children understand the value of larger numbers and can also write them. Their recognition of written numbers is good and they are usually accurate when assessing how many numbers are in a set. Children learn about the days of the week from hearing the story 'The very hungry caterpillar' and reinforce their counting skills when counting what the caterpillar had eaten. Many begin to use mathematical language such as 'longer than' and 'shorter than' in context and measure objects using non-standard measures with confidence. Good use is made of computers to support children's mathematical development and many are well prepared for the next stage of their learning in their early number work. The Reception class takes part in the National Numeracy Strategy and has a daily numeracy session, which is appropriately adapted and contributes to the very good progress that children make.
10. The quality of teaching is very good overall in this area of learning. This has a strong impact on children's learning. This is seen in the good progress they make from entry into the Reception class and what they have achieved by the time they start Year 1. Well-managed classrooms mean that children are secure and confident to try new experiences. Teaching is clear and precise so that the children know what is expected of them and work is effectively planned to meet the needs of all the children. The very good collaboration between the teacher and the learning support assistant effectively reinforces the children's learning. Clear objectives ensure that the children progress well towards the expectations of the Early Learning Goals.

Good teaching enables pupils to make good progress in their learning and ensures that pupils achieve well in English and mathematics.

11. Teaching is good overall and is the main reason why the overall progress made by the pupils is good. Over nine-tenths of lessons observed were good or better. In forty-one per cent of these, teaching and learning were very good. There was no unsatisfactory teaching seen during this inspection, whereas seven per cent of lessons were judged unsatisfactory at the last inspection. The improvements in teaching are partly due to the increased monitoring in English and mathematics, implementation of schemes of work and to improvements that have been made in assessment procedures. Teachers plan lessons carefully. In literacy and numeracy lessons, tasks are selected which address the learning needs of all pupils. Teachers are clear about what it is they want pupils to learn. At the beginning of literacy and numeracy sessions, teachers share this information with pupils. At the end of these lessons, teachers help pupils to assess the

level of success in their learning by returning to these shared objectives in order to consider how well they have been achieved. Teachers manage pupils very well in lessons giving them opportunities to work in a range of ways. Pupils work independently, in pairs and in groups. In whatever way pupils are working, they are encouraged to be responsible for their learning. Pupils respond well to teachers' high expectations and behave well in classrooms displaying good levels of concentration.

12. The main strengths of teaching in the Nursery and Reception classrooms are the very good relationships between adults and children, combined with a good understanding of how young children learn. Expectations are high and children respond very positively. Activities are carefully planned to enable children to build on their previous knowledge and understanding. Children are provided with a wide range of practical activities, to which they respond positively, making good progress.
13. Throughout the school, pupils with special educational needs are supported well by teachers and classroom support staff and, as a result, make good progress. For example, in one Year 6 literacy lesson, a group of six pupils was receiving effective adult support to help them select appropriate words from dictionaries in order to use them in drafting out a letter of complaint. With this support, these pupils generated a range of ideas which they were able to incorporate into their writing. In this context, these pupils made good progress in their learning. In a literacy lesson observed in the Year 2 class, a well-planned lesson was enhanced by a group working with a classroom assistant in which specially targeted support was provided for previously identified underachieving pupils with underdeveloped literacy skills. In this lesson, these pupils made good progress with their learning.
14. The teaching of English and mathematics is good overall and in a significant number of lessons it is very good. This good quality teaching is ensuring that pupils make very good progress and achieve very well. However, current standards remained below expectations at the end of Years 2 and 6 because of the high percentage of pupils with special educational needs. Teachers use the frameworks provided by the National Literacy and Numeracy Strategies well, adapting them effectively to meet the learning needs of pupils of all levels of attainment. Teachers know pupils well and, as a result, they provide work that is well matched to their needs and attainment levels.
15. Mental and oral activities are used effectively in both mathematics and English lessons. For example, in a Year 2 class, a range of mental activities proceeded at a lively pace and developed pupils' skills and understanding of addition and subtraction. Pupils consolidated their understanding of pairs of numbers that total 20 and they constructed their own number sentences that included the words 'add', 'take away' and 'equals'. Teachers provide a good range of opportunities to develop pupils' speaking and listening skills in a variety of settings. In a Year 6 class, pupils were observed working in small groups learning how to present a balanced argument. Higher attaining pupils enjoyed using a given text in order to extract the main arguments for and against vivisection. These pupils then discussed the arguments and added their own. During the lesson, pupils applied a range of skills effectively. They used bullet points to highlight and record what they considered to be the main ideas from the text. Working in small groups, they co-operated well and produced cogent arguments for and against vivisection. Several pupils volunteered to present these arguments orally to the class. These pupils spoke clearly and with good levels of confidence.
16. Teachers provide a wide range of opportunities for pupils to write in a variety of forms and for different purposes including creative, descriptive and poetry writing. As a result, pupils make good progress in writing skills and achieve well. For example, Year 6 pupils

learn how to write a persuasive letter. They draw on their existing understanding of the conventions of letter writing in order to set out the letter with the sender's address and the date written in an acceptable manner. They develop their ideas thoughtfully and present arguments clearly. The standard of handwriting of most pupils in Year 6 is at least satisfactory and therefore pupils present their letters well.

17. In both literacy and numeracy lessons, group work is organised well to enable some groups to work independently thus enabling the teacher to give more intensive support to others. For example, in a Year 2 class numeracy lesson, the teacher worked and supported a group of higher attaining pupils making complex symmetrical patterns using pegs and pegboard. As a result of this support, these pupils achieve well in mathematics.

The headteacher provides effective leadership and manages the school well. She has good support from governors and staff.

18. The school is well managed. The headteacher's positive leadership and her clear vision for the development of the school contribute to the good quality education the school provides. The governing body and the whole-school staff effectively support the headteacher. All adults linked to the school have clearly defined roles and responsibilities, and they work well as an effective team successfully promoting the school's appropriate and positive aims and values.
19. The governing body plays a very effective and supportive role. A well-informed chairperson very ably leads it. Governors are aware of their responsibilities and they ensure that statutory requirements are met. Many governors are regular visitors to the school and, as a result, they have a very good awareness of the strengths and weaknesses of the school. They act to improve identified weaknesses in provision. For example, in partnership with the headteacher, governors recently have improved the accommodation significantly.
20. The school development plan clearly identifies the school's priorities and is directed at raising standards. It is linked to the school budget and is regularly reviewed. Financial planning to support educational initiatives is good. Specific grants are used very well to support development. As a result, standards in literacy and numeracy are steadily rising and pupils with special educational needs make good progress.
21. The school reflects critically on its work. It has established effective procedures for monitoring and evaluating its performance. Good systems are in place for monitoring the quality of teaching and learning, and these have contributed to the raising of standards at the school. Assessment data are carefully analysed. Trends of achievement are plotted and challenging targets for improvement set. Pupils requiring additional support are identified. As a result, the school has put in place effective strategies for continued development. These strategies have contributed to the steady improvement year on year in levels of attainment in English and mathematics.

Pupils with special educational needs are identified well, are given effective support and make good progress.

22. The provision for pupils with special educational needs is very good. These pupils generally attain levels that are below national standards in literacy and numeracy, but which are appropriate to their assessed needs in their individual education plans. With effective and sensitive support from teachers and other staff, these pupils make very good progress against the targets set as seen in their reviews and in their class work.

There is early identification of such pupils, clearly targeted, individual programmes of work for them and good involvement of outside agencies in their support. All this is efficiently and effectively organised by the special educational needs co-ordinator. There is good provision of learning support staff in lessons and they are well briefed as to how they can best support pupils with special educational needs. All staff working in the school are aware of the need to implement these, and the work for these pupils is carefully matched to their individual needs. There are small group sessions, which clearly are of great benefit and help the pupils to improve their learning skills. The school gives a high commitment to meeting the special educational needs of pupils, as can be seen in the close collaboration between staff at all levels and by the high financial investment in support staff. The liaison governor supports developments and monitors progress well.

The curriculum offers a great deal of enrichment from links with the community.

23. The school has good links with the community, which make an effective contribution to pupils' learning. As part of a cluster of primary and secondary schools, pupils are benefiting from a richer curriculum. For the last three years, the cluster has worked closely together on a programme of activities to meet the needs of higher attaining pupils. Each term, a school from the cluster group hosts the work, for example composing music, design and technology, food technology, science and dance for two representatives from each school. Constructive relationships with other institutions also help the school to deliver the curriculum well. For example, links with Rivington and Blackrod Technology College, to which most pupils transfer, as well as with St Joseph's High School which gained Sports College Status in 2000, provide additional support. Higher attaining Year 6 pupils received additional support in science, whilst girls were given football coaching. In addition to the academic and sporting contacts, there are strong social links and the Year 7 leader from Rivington and Blackrod school visits the school on a regular basis to lead assemblies. Good contacts are also made with the local colleges and teacher training institutions. Undergraduates who are training to be teachers bring new ideas and approaches to learning, and students on placements to gain experience of the working environment, contribute their support to individual pupils and groups.
24. The curricular opportunities for all the pupils are enriched and enhanced by visitors to the school. These include governors and the police who support work on bullying, vandalism and drugs. A very valuable learning experience has been the link the school has developed with much older members of the community. They visit the school to talk about their experiences in the war, and members of Rivington House Residential Home support the many school functions and take a keen interest in the school. They count the crisp packets for the 'Books For Schools' scheme, Tesco vouchers for computer equipment and with the school garden. The school enjoys strong support from the wider community. For example, the benefit from a link with British Telecom in the area of ICT has been used successfully to set up a video-conferencing link with partner schools in Pretoria, South Africa, and the 'Learning Towns Initiative' has brought weekly ICT study support for pupils of all abilities.
25. What is provided outside normal school time is good and includes a variety of sports, model making, choir and ICT clubs. The school takes part in sporting competitions and has been successful in football. The choir has also met and performs for special events. All activities are well attended. At the meeting before the inspection and in response to the questionnaire, a small number of parents said that they would like more out-of-school activities. However, inspectors found that extra-curricular provision is better than is normally found in similar schools.

26. Overall, links with the community make a significant contribution to pupils' learning experiences and to their personal development and Lord Street Primary is becoming a true community school.

The provision for pupils' moral and social development is good, resulting in good attitudes and behaviour, which help pupils to learn well.

27. The school's provision for the pupils' moral development is good which results in the good attitudes to school. A suitable behaviour policy is in place, which is consistently adhered to by the staff. The pupils know the difference between right and wrong and are encouraged to be self-disciplined. Pupils behave well in classrooms and around the school. They are aware of the school's high expectations of behaviour and are involved in devising their own class rules, taking seriously the implication of signing these to show that they will abide by them. Adults provide good role models, showing respect and consideration; lunchtime supervisors for example, are friendly and supportive of individual children and show a high level of care. This degree of respect and concern is reflected in turn in the way in which children treat each other. Older pupils are helpful to younger ones in the dining hall and those who are hurt in the playground are readily supported by concerned friends. During the inspection, the pupils were quiet and orderly in the dining hall and behaviour in the playground was good. No bullying or inappropriate behaviour was seen. Moral development is promoted in assemblies and during visits from the community policeman. Achievements are celebrated with the award of merits. During the inspection, the Year 7 teacher from the local high school led the whole-school morning assembly which was on the theme of teamwork, caring, sharing and helping each other.
28. Very good provision is made for the pupils' social development, which begins at the Parents and Toddler Group where the children are encouraged to socialise. In the Nursery and Reception classes, children develop good work habits and are well-motivated learners. They readily take responsibility for their activities and share equipment sensibly where necessary. Throughout the school, adults provide very good role models and pupils learn what is appropriate behaviour in different situations. They are polite and courteous with adults and each other. They learn to work together in pairs and small groups, listening carefully to others and taking account of what they have to say, as many Year 2 pupils did when discussing the best material needed to keep their ice pop frozen on a picnic. The school has successfully integrated several pupils who have been permanently excluded from other primary schools. Pupils are successful in sporting events and at the annual sports day. They have the opportunity to take part in the school choir, football, netball and tennis at the after-school clubs. The school has also established design and technology, gymnastics, and ICT clubs. The pupils in Years 4, 5 and 6 are offered the opportunity to participate in activity weekends and encouraged to become involved in community events, such as music festivals. Overall, by the time these pupils leave the school, they are well prepared to benefit from the next stage in their education.
29. Members of the local community are invited into school and close links are maintained with a nearby residential home for the elderly. The pupils are encouraged to socialise with pupils from other local primary schools at the after-school child care sessions and the school plans to develop a School Council.

The school cares very well for its pupils and relationships are good.

30. The day-to-day care of pupils is very good. The teachers know their pupils well and show high levels of concern for their well being. They have created a safe and happy

school with a purposeful learning environment where the pupils are well supervised at all times. The community policeman is a frequent visitor to the school and has established good relationships with the pupils and staff.

31. Very good provision is made for child protection. The headteacher is the designated person responsible and all staff are aware of procedures and have received appropriate training. A suitable health and safety policy is in place and a whole-school risk assessment has been carried out. The medical needs of the pupils are well catered for by the trained first aider and records are well maintained.
32. The after-school childcare facility run from the school is effective provision for the safe care and protection of the pupils and over 20 children attended a session during the inspection. The school also teaches personal, social and health education. This teaching incorporates sex education, drugs awareness and citizenship. Relevant topics such as bullying, are covered in discussion periods called 'circle time'. The Nursery staff also makes home visits to establish links with children and parents before they begin school.

WHAT COULD BE IMPROVED

Pupils have too few opportunities to develop and apply their scientific skills.

33. Pupils achieve satisfactorily in science. Since the last inspection, there has been an increased emphasis on learning through experimental and investigative work. Despite this, work in pupils' books shows that scientific enquiry is still under-represented, an area recognised by the school.

Provide further opportunities to promote the pupils' spiritual and cultural development.

34. The school promotes pupils' spiritual development satisfactorily. Assemblies offer good opportunities to reflect on themes that often have a moral or social basis, and during the discussion period called 'circle time', pupils reflect on their actions and feelings. Opportunities for reflection occur throughout the curriculum. For example, learning about plants and animals provide awe and wonder. However, much of the spiritual development of the curriculum is incidental rather than planned.
35. Provision for the pupils' cultural development is satisfactory. The school choir performs at functions and contributes at the local Music Festival. Cultural development is also promoted within subjects such as geography and history. Religious education lessons discuss Hinduism, Islam and Judaism and the school maintains links with schools in South Africa. The festivals of Eid and Diwali are celebrated. Some visits have been arranged to a Hindu Temple, Mormon Church, Mosque and Pentecostal Church but no visitors of other faiths have been invited into the school to speak to the pupils. However, the headteacher has acknowledged that the school could do more to reflect the diversity of cultures in Britain and plans to address this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. Lord Street Primary School is a good place in which to learn. In order to build upon the many positive aspects of the school and further improve the standard of work and quality of the education provided, the governors, headteacher and staff in co-operation with the local education authority should:

- Improve the provision for pupils' spiritual and cultural development by:
 - ensuring that there are more planned opportunities to promote pupils' spiritual development across the curriculum;
 - increasing the opportunities offered to pupils to celebrate the richness and diversity of cultures in Britain.

(paragraphs 34, 35)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

12

Number of discussions with staff, governors, other adults and pupils

15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	6	1	0	0	0
Percentage	0	42	50	8	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

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)	26	196
Number of full-time pupils known to be eligible for free school meals	0	70

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	4	70

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	14	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	13	15
	Girls	14	12	13
	Total	28	25	28
Percentage of pupils at NC level 2 or above	School	90 (86)	81 (75)	90 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	12	12	12
	Total	25	24	25
Percentage of pupils at NC level 2 or above	School	81 (86)	77 (86)	81 (82)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	17	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	16	20
	Girls	13	12	16
	Total	31	28	36
Percentage of pupils at NC level 4 or above	School	84 (69)	76 (59)	97 (78)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	15	20
	Girls	14	13	16
	Total	32	28	36
Percentage of pupils at NC level 4 or above	School	86 (72)	76 (72)	97 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	28
Average class size	19.4

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	120

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	419,754
Total expenditure	424,989
Expenditure per pupil	1,985
Balance brought forward from previous year	13,833
Balance carried forward to next year	8,598

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	0.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	11	0	0	2
My child is making good progress in school.	70	20	0	0	9
Behaviour in the school is good.	68	18	7	0	7
My child gets the right amount of work to do at home.	55	32	7	2	5
The teaching is good.	68	23	0	0	9
I am kept well informed about how my child is getting on.	64	25	0	0	11
I would feel comfortable about approaching the school with questions or a problem.	84	11	5	0	0
The school expects my child to work hard and achieve his or her best.	84	11	0	0	5
The school works closely with parents.	70	20	2	0	7
The school is well led and managed.	80	14	0	0	7
The school is helping my child become mature and responsible.	77	14	0	0	9
The school provides an interesting range of activities outside lessons.	55	18	9	0	18

