

# INSPECTION REPORT

**Sudell Primary School**

Darwen

LEA area: Blackburn with Darwen

Unique reference number: 119295

Headteacher: Mrs L Pooles

Reporting inspector: Mrs G Peet  
18842

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> February 2003

Inspection number: 247990

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 to 11

Gender of pupils: Mixed

School address: Sudell Road,  
Darwen

Postcode: BB3 3EB

Telephone number: 01254 703440

Fax number: 01254 760772

Appropriate authority: Governing body

Name of chair of governors: Mr G Waddicor

Date of previous inspection: 12.01.1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18842	Mrs G Peet	Registered inspector	Information and Communication Technology Religious Education Equal Opportunities Educational Inclusion	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? What should the school do to improve further?
13746	Mr D Russell	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
25509	Mrs J Clarke	Team inspector	Foundation Stage Curriculum Geography History	
32577	Mrs L Trueman	Team inspector	English Art and Design Design and Technology	
30205	Miss T Kenna	Team Inspector	Special Educational Needs Mathematics Music	
14991	Mr A Hardwicke	Team Inspector	Science Physical Education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Chase Russell

85 Shores Green Drive

Wincham

Northwich

Cheshire

CW9 6EJ

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

This is a larger than average primary school which has 350 pupils (173 girls and 177 boys) aged between four and 11, including 41 children in two reception classes. Pupils are grouped in classes according to their age. The school is situated near the centre of Darwen. The school does not have its own nursery but most pupils have some pre-school experience gained in a variety of settings. Attainment on entry is below that expected for their age and many pupils enter with under developed language skills. Forty-two of the pupils in the school have English as an additional language, nine of these at an early stage of language acquisition. Most of these pupils are from Pakistan. There are seven pupils with statements of special educational need, which is the average for all primary schools. One hundred and two pupils are identified as having special educational needs and this is higher than the national average. Their needs vary, covering learning difficulties, speech and communication and emotional and behavioural difficulties. The number of pupils claiming free school meals is very high and well above the national average. More than the average percentage of pupils enter and leave the school at times other than the usual times. Since the last inspection there have been a significant number of staff changes with the headteacher only having been in post for one year and the deputy headteacher for only six weeks. The school is part of an Education Action Zone. Both the Education Action Zone and the Local Education Authority have provided the school with considerable support in literacy and numeracy.

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

This is an effective school. The quality of teaching and learning throughout the school is good or better. The headteacher gives strong leadership and a clear educational direction for the school. She has pulled the school through a difficult period when standards dropped and has created a team where staff work together well to raise standards and create a positive ethos for learning. Pupils achieve satisfactorily although their attainment is still below that expected nationally at the end of Year 6. Most pupils behave well and have good attitudes to school and to their work. However, the misbehaviour and attitudes of a minority of pupils is unsatisfactory. The school makes satisfactory provision to prepare its pupils for living in a culturally diverse society. The head teacher, governors, staff and parents work closely to achieve their aim of, "a school where all children can achieve their potential." Although the school has above average expenditure per pupil it gives satisfactory value for money.

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

- The quality of the leadership and management is very good and gives a clear direction for the work of the school.
- Teaching and learning are overall good and are very good in the reception classes and Years 1 and 2.
- The provision for pupils in the Foundation Stage (the reception classes) is very good and these pupils achieve well.
- Standards in art and design are above those expected at the end of both Year 2 and Year 6.
- Staff care about their pupils and have their best interests and welfare at heart.

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

- Standards in English, mathematics, science and information and communication technology by the end of Year 6.
- The behaviour of a significant minority of pupils in Years 4, 5 and 6.
- The effectiveness of the teaching assistants.
- Attendance

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the recent change in head teacher the school is making good improvements in teaching and learning and after a fall in standards following the last inspection, standards are now beginning to rise. However, previous improvement in standards had not kept pace with the national trend. Standards in reading and writing at the end of Year 2 are significantly lower than they were at the time of the last inspection. Although standards have risen in mathematics at the end of Year 2 and in English, mathematics and science at the end of Year 6 the rise has not kept abreast with the rise nationally and standards do not now compare as favourably with those of other schools. The recently appointed headteacher has put in place systems to improve the quality of education for all pupils and to raise standards across the school. The impact of these systems is not yet fully evident. The key issues of the last inspection have all been addressed well. Staff morale is now good and there is a shared commitment to improvement in the school and the school has good capacity to succeed.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	2000	2001	2002	2002	
English	E	E	E	D	Well above average A above average B Average C below average D Well below average E
Mathematics	E	E	D	B	
Science	E	E	E	C	

The results of the tests in 2002 at the end of Year 6 indicate that standards were well below average in English and science and below in mathematics. When compared to similar schools standards were below average in English, average in science and above average in mathematics. These results show a rise in standards in mathematics from the year before. There has also been a slight rise in standards in mathematics and science since the previous inspection. However, this rise has not kept up with the national rise in standards and so the school does not compare as favourably with other schools as it did then. There is no significant difference in the standards achieved in English in 1998 and 2002. The inspection judgement is that this year's Year 6 is attaining standards in all three subjects that are below those expected. However, this present Year 6 cohort of pupils has more than the usual number of pupils with special educational needs.

In the Year 2 tests in 2002, pupils' attainment was well below the national average in reading, writing and mathematics. When compared to similar schools the attainment was below average in all three subjects. Standards for the present Year 2 pupils are average in mathematics but are still below in reading and writing. This is an improvement in standards from the previous year. There are also a large number of pupils with special educational needs in this year and this is depressing standards significantly. In science at the end of Year 2 pupils are attaining the standards expected for their age. Pupils enter the school with standards that are generally below average. Overall, they achieve satisfactorily.

Insufficient evidence made it impossible to make a judgement on standards in information and communication technology at the end of Year 2 or in design and technology and music at the end of both Years 2 and 6. Standards in information and communication technology at the end of Year 6 are

below expectations. This is because the school has only recently updated computer hardware and given priority to this subject. Pupils are now learning well in lessons. In all other subjects except art and design standards are in line with expectations. In art and design they are above expectations at the end of both Years 2 and 6.

The targets set for attainment at the end of Year 6 were not met at the end of 2002 and it is unlikely that they will be met this year. They were set before the school had sufficient information to set targets that are realistic.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Most pupils have good attitudes to their learning and sometimes very good. However, a significant minority of pupils in the older classes have unsatisfactory attitudes and this has a detrimental effect on their own learning and sometimes that of others.
Behaviour, in and out of classrooms	Most pupils behave well but in some of the older classes there are examples of unsatisfactory behaviour. This unacceptable behaviour is caused by a small but significant minority of pupils. Behaviour in the playground and around school is generally good.
Personal development and relationships	For most pupils, personal development is good and most form good relationships with staff and each other. However, a significant minority of pupils in the older classes find it very difficult to share or co-operate with others. The school is giving priority to developing the ability of these pupils to improve their relationships and teachers deal with them individually and appropriately.
Attendance	Overall levels of attendance at school are unsatisfactory and below the national average, although most pupils arrive punctually. One of the significant factors in creating these low attendance levels is the number of pupils who are taken on extended holidays during term-time. This affects the achievement of these pupils.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Very good	Very 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 and learning is good overall and in the reception classes and in Years 1 and 2 it is very good. Examples of excellent teaching were seen in literacy, numeracy and physical education lessons. Basic skills are taught well in literacy and numeracy based on the National Literacy and National Numeracy Strategies. Teachers have secure subject knowledge of the subjects they teach. Key vocabulary is taught well in many lessons and this is helping to develop language skills. In the most successful lessons pupils are managed very well and they respond by having good attitudes to work and showing interest in their learning. In these lessons teachers plan activities that will discourage disruption and keep difficult pupils interested. However, not all teachers in the junior classes are equally skilled at doing this and when such planning does not occur teachers have to use management strategies to deal with unsatisfactory behaviour rather than preventing it occurring in the first place. In the one unsatisfactory lesson seen, poor organisation and planning resulted in a breakdown of discipline. In the classes where behaviour is managed most successfully, learning is presented as being exciting and

pupils want to be fully included and are well motivated to learn. A weakness in teaching throughout the school is that teachers still do not routinely plan the use of information and communication technology into their lessons and this is limiting the progress pupils can make in developing their information and communication technology skills. There is a very good whole school commitment to overcoming learning barriers for all pupils including those with special educational needs and pupils who have English as an additional language.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The school provides a broad curriculum, and all statutory requirements are met. It is enriched by a good range of visits and visitors and worthwhile learning opportunities, which meet the aptitudes, interests, and individual needs of all its pupils.
Provision for pupils with special educational needs	The school provides satisfactorily for its large number of pupils with special educational needs. Pupils who have emotional and behavioural difficulties receive very good help and support.
Provision for pupils with English as an additional language	The school provides appropriately for pupils with English as an additional language. They are fully included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development, including their spiritual, moral, social and cultural development, is well promoted by the school and is good.
How well the school cares for its pupils	This is a caring school. Procedures to care for pupils are good.

The school maintains effective links with parents and their involvement in their children's learning. Parents have good, positive views of the school.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	This is a school that is very well led and managed. The head teacher has the capacity, drive and vision of the clear educational direction it needs for the school to succeed. The recent appointment of a deputy head teacher and a special educational needs co-ordinator has created an effective senior management team.
How well the governors fulfil their responsibilities	The Governing Body are satisfactorily fulfilling their role.
The school's evaluation of its performance	The systems set up to monitor the performance of the school are good. As a result teaching and learning is now good and at times very good. The impact on standards has yet to be felt throughout the school.
The strategic use of resources	Financial resources are used well. However, the computers as yet are not fully used and there is a need to monitor the effectiveness of teaching assistants so that they can be deployed where their presence

	will have more impact.
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The school is very well staffed by appropriately qualified teachers and a higher than average number of teaching assistants. Although the accommodation is adequate the position of the hall means that there is noise interference when it is used for dance or physical education lessons because of the thin partitioning walls of adjoining classrooms. Similarly, there is a high degree of noise interference from neighbouring classes because the partitions between the classrooms are not effective sound barriers. Learning resources in the majority of subjects are good in terms of availability and quality. The extent to which the principles of best value are applied is satisfactory.

**PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That the school expects their children to work hard and achieve their best.</li> <li>• They feel comfortable approaching the school with questions or a problem.</li> <li>• Their children are making good progress in school</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The work their children get to do at home.</li> <li>• The range of activities outside lessons</li> </ul>

The inspection team agree with the parents’ positive views. Their children are making good progress in lessons. The inspection team agrees that when there have been staff changes homework has been inconsistent. However, the amount of homework is now similar to that expected for children of this age. The range of activities outside lessons is good.

## **PART B: COMMENTARY**

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

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

##### **Standards**

1. At the time of the last inspection, attainment at the end of Year 2 was judged to be in line with that expected nationally in English and mathematics but below expectations in science. Standards at the end of Year 6 were judged to be in line with expectations in English, mathematics and science. However in the end of year national tests after the last inspection in 1998 attainment at the end of Year 2 was below the national average in English and mathematics and at the end of Year 6 was well below the national average in English and below in mathematics and science.
2. In the end of Year 2 tests in 2002 standards were well below the national average in reading, writing and mathematics and were below the results of similar schools. Both reading and writing were below the level of the last inspection. Although mathematics was higher than at the time of the last inspection the rise in school standards has failed to keep up with the national rise in standards. The present inspection finds that standards in the present Year 2 are improving. They are below expectations in reading and writing but in line with expectations in mathematics. This year 49 per cent of the pupils in Year 2 have special educational needs and so these achievements are a credit to the teachers and the school. The records of individual pupils show that most pupils, including those with special educational needs or English as an additional language, achieve satisfactorily from when they enter the school in the reception class to the end of Year 2. Attainment in science at the end of Year 2 has improved since the last inspection when it was judged to be below expectations. In the teacher assessments at the end of Year 2 in 2002 attainment in science was in line with the national average. The inspection judgement is that the present Year 2 is also attaining the standards expected in science.
3. In the end of Year 6 tests in 2002 results were well below the national average in English and science and below in mathematics. When these results are compared to those of similar schools they are below in English, in line with the average in science and above the average in mathematics. The 2002 results in mathematics and science are slightly higher than they were in 1998 although they have not kept up with the national rise in standards. Standards in English are not significantly different from 1998. Standards in the present Year 6 are now judged to be below expectations in English, mathematics and science. This represents an improvement from the previous year in English and science. In this year's Year 6 class there are also a high number of pupils with special educational needs (29 per cent). Tracking records for pupils in Year 6 show satisfactory achievement from the end of Year 2. The school is very aware of the need to raise attainment further at the end of both Years 2 and 6 in English, mathematics and science and is working hard to make improvements to enable standards to rise. There is evidence that these efforts are beginning to have effect. The school is aware that for the last two years girls have generally outperformed boys in all areas tested at the end of Year 2. In response to this the school have increased the number of resources suitable for boys and have, with the support of the Education Action Zone put in a programme of support for underachieving boys. The high rate of mobility of pupils is not a significant factor affecting the standards attained.
4. At present, there are 41 children in the two reception classes. The children all start school in the September in the year in which they become five. The children have a carefully organised and staged entry, attending part-time for a short while and then full-time. The majority of the children have attended some kind of pre-school educational setting before they start school in

one of the reception classes. The majority of children enter the reception classes with attainment in all areas of learning that are below those expected of children of this age. The children achieve well throughout their time in reception classes as the result of the very good teaching and learning they receive. Consequently most of the children are likely to achieve at the levels expected by the end of the reception year in all areas of learning.

5. In English standards of attainment at the end of Year 2 and Year 6 showed an improvement in 2002 following a significant drop in the previous year. Girls outperform boys in English by a significant margin in both key stages but the school has strategies in place to address this. Pupils have good opportunities to use their speaking and listening skills in a range of situations such as in personal and social education when they discuss issues such as bullying. In many lessons there is a focus by teachers on developing the good use of technical vocabulary and this is helping to develop pupils good speaking and listening skills.
6. Standards in reading are below average although pupils' records indicate that pupils achieve satisfactorily. Boys' reading does not develop as well as that of girls but the school is trying to encourage higher standards and have selected new books for class libraries and for guided reading on the basis of their appeal to boys as well as to girls.
7. In writing, pupils' make satisfactory progress throughout the school, but this is not yet sufficient to bring pupils' attainment up to national expectations. The inspection found that in writing many pupils in the current Year 2 classes are in line to reach national expectations by the end of the year. Overall school standards are depressed by the large number of pupils with special educational needs in both the present Year 2 and Year 6 cohorts. In the current Year 6 classes pupils of average ability and above are in line to reach national expectations in writing, but less able children are not, nor are some pupils with special educational needs. Handwriting is usually legible and work is neatly presented, but is inconsistent in the style used and is not consistently joined.
8. In mathematics, pupils' achievement is satisfactory. In Year 2, many of the pupils are close to the expected levels of attainment for the end of the year in number. Their ability to solve problems using their skills in other areas is developing well. Higher attaining pupils make simple calculations of addition and subtraction to 100. In Year 6, pupils' number skills are weak particularly in the area of mental recall. Their understanding of relationships in areas such as shape, space and measurement is under-developed. However, problem-solving skills are developing well. Overall girls have outperformed boys at the end of both Year 2 and Year 6 over the last few years. By focusing on individual needs the school is now beginning to rectify this imbalance and both last year and the year before, boys outperformed girls at the end of Year 6.
9. Since the last inspection staff changes have resulted in standards in the end of Year 6 tests in science failing to keep up with the national upward trend in standards in science. Progress through the older classes is unsatisfactory. The inspection findings are that standards in science this year are below expectations. In the Years 3 to 6 classes there has been insufficient consolidation of knowledge and understanding, and the continuity of learning between classes has been badly affected by the large number of staff changes over the last few years.
10. Standards in information and communication technology at the end of Year 6 are below expectations and below that found at the time of the previous inspection. This is because the school has only recently updated computer hardware and given priority to the subject. Pupils have not yet had sufficient opportunities to attain the standards expected. It was not possible to gather enough evidence of pupils working at computers in Years 1 and 2 to make a secure judgement on standards. The school is making good progress towards improving standards. The scheme of work has only just been established in the school and this term all pupils are generally making good progress in developing graphics skills.

11. Standards in art and design have improved at the end of Year 6. At the time of the last inspection they were judged to be above expectations at the end of Year 3 and in line with expectations at the end of Year 6. They are now above expectations at the end of both Year 2 and 6.
12. It was not possible to make a judgement in standards in music or design and technology because insufficient examples of either were seen during the inspection. Planning indicates that the curriculum is planned in both subjects to give pupils full opportunities to attain the required standards.
13. In the other subjects of geography, history and physical education standards have been maintained since the last inspection and meet national expectations. Standards in religious education meet the requirements of the locally agreed syllabus.
14. Pupils with special educational needs make overall satisfactory progress in their learning. The pace and quality of the learning of these pupils are good, whether in a small group or one-to-one situations because the specialised teaching is well tailored to meet their needs. However, in some class lessons seen in the older classes, learning varied due to the disruptive behaviour of a significant minority of pupils. Whilst this does not affect the attainment of other pupils the school has evidence that a number of pupils with unsatisfactory behaviour are not achieving satisfactorily in English or mathematics. The school is diligent in its procedures for identifying pupils with special educational needs and good individual programmes are set to target their needs. This is particularly evident where pupils have statements of special educational need. These pupils progress well. There is a combination of in-class support and withdrawal groups to promote pupils' progress. However, the withdrawal of pupils at inappropriate times from lessons does not impact well upon their learning.
15. Teachers know their pupils well and as a result they give sensitive support to encourage all pupils who have English as an additional language, and often specially target their questioning towards these pupils. Pupils at an early stage of language acquisition receive support from a visiting specialist.
16. The targets set for attainment at the end of Year 6 were not met at the end of 2002 and it is unlikely that they will be met this year. They were set before the present records of attainment gave the school sufficient information to set targets that are realistic. The school does now however have tracking systems that enable realistic forecast of pupils' achievement to be made. From these, personal targets are set. Evidence suggests that most pupils are on course to achieve their targets.

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

17. Pupils' attitudes to school and to learning are satisfactory for the majority but for a significant minority of pupils are unsatisfactory. Although most pupils behave well and their attitudes to work are good there are wide variations particularly between the pupils in the reception classes and Year 3 where behaviour and attitudes to learning are good, Years 1 and 2 where they are very good and in Years 4, 5 and 6 where there are examples of unsatisfactory behaviour. A significant minority of pupils cause this bad behaviour and it has a detrimental effect on their learning. A number of these pupils are underachieving in English and mathematics. The school has identified these pupils and has put in strategies to improve their attitudes. Occasionally the behaviour of some pupils impacts on the learning of all. This was seen when a physical education lesson had to be stopped because bad behaviour made it impossible for the teacher to continue.
18. In the classes where behaviour and attitudes are good there is a happy and friendly atmosphere that greets those who enter their classrooms. Most pupils in the school are friendly and polite to visitors and most form good relationships with each other and with adults.

19. A significant minority of pupils in some of the older classes exhibit unsatisfactory behaviour. They are often not interested in the lesson, become difficult and refuse to cooperate with the teacher. This sometimes affects the working atmosphere of the class they are in. It is a credit to the other pupils in the classes that on most occasions when bad behaviour occurs most of the pupils in the class ignore it and continue working.
20. The children in the reception classes have good attitudes to their work. They try hard with the tasks that their teachers set them. They understand the need to take turns in answering the teachers' questions and to wait patiently for their turn when they play games. The children develop good relationships with the staff and they try hard to do as they are asked. The children develop good levels of independence as they work and play. They learn to take responsibilities and tidy up after lessons. They get themselves changed for physical education lessons. They cooperate well with each other. For example when in physical education they make a parachute ripple.
21. In Years 1 and 2 very good teaching keeps pupils interested and behaviour is good or very good. Similarly in the older classes where teaching is stimulating, behaviour is good. This was seen in a Year 6 physical education lesson when a class, which included some difficult pupils, played games cooperatively together.
22. In lessons, most pupils show interest in the activities that teachers have planned for them and usually set to work with interest. They react more positively when lessons are challenging and practical and less well when teacher talk dominates the lesson.
23. Most pupils with special educational needs have a positive attitude to their work and develop their self-confidence well. However, the small, though significant minority of pupils whose needs include emotional and behavioural difficulties, sometimes cause disruption through their lack of self-esteem when tackling new and challenging tasks. Their negative attitudes to work affect their ability to learn.
24. Most pupils form good relationships with staff and work well together when they are in pairs or in groups. For example, when they work together at the computer or when Year 6 compare the effectiveness of different washing tablets. Unfortunately, a significant minority of pupils in some of the older classes find it very difficult to share or co-operate with others. The school is giving priority to improving the ability of these pupils to improve their relationships and teachers deal with them individually and appropriately.
25. For most pupils, personal development is good. For example, Year 6 pupils prepare the hall for assembly and organise the merit system for the whole school. Each class in the school has two Year 6 pupils attached to it for this purpose. They count the merits and identify who is eligible for a certificate. Almost all pupils care well for the school and the school environment and they are aware of the need not to drop litter.
26. Overall levels of attendance at school are unsatisfactory, and below the national average, although most pupils arrive punctually. One of the significant factors in creating these low attendance levels is the number of pupils who are taken on extended holidays during term-time. This affects the achievement of these pupils.

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

27. Overall the quality of teaching and learning are good and in the Foundation Stage and in Years 1 and 2 are very good. Seventy two per cent of the lessons seen were good or better, thirty seven per cent were very good or better and three excellent lessons were seen. There was one unsatisfactory lesson
28. Teaching and learning for the children in the reception classes are very good. The teachers, nursery nurse and teaching assistant are all knowledgeable and skilful. They plan carefully

structured work that moves the children's learning on. The teaching of basic skills is particularly effective with the building of early writing, reading and mathematical skills being systematically taught in very effective ways. For example, the teachers group the children according to their abilities for language and mathematics and this means that they are able to tailor very accurately the learning for the children to match their needs almost at an individual level. Planning is clear and builds securely on what has gone before. The nursery nurse and the teaching assistant are used very effectively by the teachers to ensure that the children have very good opportunities to make good progress during lessons. The children in the reception classes who have special educational needs are fully included in all lessons and work happily alongside their peers. Very good teaching of social and moral skills together with high expectations of behaviour leads to a calm, busy and productive learning environment for all the children.

29. Teaching and learning of literacy is good overall and nearly half the teaching observed was very good. One excellent lesson was seen. In the excellent lesson the strategies used to engage the pupils' interest were exciting and highly motivating for pupils. Because they were allowed to become fully involved in the lesson through acting out the characters in the story they made excellent progress in their learning. Introductions to literacy lessons are good. In these, good links are made with previous work and learning objectives for the lesson are clearly explained. Questioning is used well and is often targeted appropriately at different pupils. In most lessons the pace is good and pupils stay well on task. Teaching is based on the National Literacy Strategy and learning objectives are usually very clear. Planning is well focused to achieve these objectives. In a lesson that was satisfactory, learning objectives for each group were not clearly defined and all pupils did not make good progress.
30. Teaching of numeracy is overall good and half the lessons observed were very good or better. One excellent lesson was seen. Teachers are confident in teaching the National Numeracy Strategy and have a secure understanding of what they are teaching. Mental and oral starters to lessons are usually well managed and pupils respond well when there is good pace to this part of the lesson. In the best lessons activities are challenging and strategies that motivate pupils well are used. For example, in Year 1, pupils developed their number skills by counting how many were on the bus as people got on and off. In these lessons teachers develop mathematical vocabulary well. In the excellent lesson the pupils were kept on task throughout by a lively pace, and a good range of strategies to help pupils learn. Pupils started the lesson with a physical and mental warm up and then recited a number of action rhymes to help them recall important facts. Pupils clearly enjoyed this and found it easier to learn using these techniques. Sessions at the end of lessons are generally used well to consolidate learning. In the lessons that were satisfactory, the pace of the lesson was slower and pupils were less excited or motivated by the activities
31. Teachers generally have good subject knowledge of the subjects they teach. The basic skills in literacy and numeracy are taught well and pupils learn well. Key vocabulary is identified in many lessons and this is helping to develop language skills.
32. Teachers plan very carefully and thoroughly and in the very good lessons use a wide range of strategies within one lesson to maintain pupils' interest and involvement. Teachers make learning relevant to pupils. This was seen in a very good geography lesson. The resources used to help pupils understand the weather conditions in Dublin included an out of date passport, a suitcase containing clothes suitable for Spain and a letter inviting Barnaby Bear to visit. These resources engaged pupils' interest and they learnt very well.
33. A weakness in teaching is that teachers still do not routinely plan the use of information and communication technology into their lessons.
34. Teachers generally have high expectations of pupils and most pupils respond well to this challenge. Learning objectives are explained to pupils at the beginning of lessons and often

clear time limits are set for activities. This was seen in a Year 4 lesson when the class were engaged finding words that could be used instead of 'good'. Pupils worked with interest and a greater focus because they knew that time was limited.

35. In the most successful lessons pupils are managed very well and pupils respond by having good attitudes to work and showing interest in their learning. In these lessons teachers plan activities that will discourage disruption and keep difficult pupils interested. However, not all teachers in the junior classes are equally skilled at doing this and when such planning does not occur teachers have to deal with the unsatisfactory behaviour rather than preventing it occurring in the first place. In the one unsatisfactory lesson seen, poor organisation and planning resulted in a situation where pupils had opportunities to misbehave and this resulted in a breakdown of discipline. In the classes where behaviour is managed most successfully, learning is presented as being exciting and pupils want to be fully included and are well motivated to learn. In all the lessons that were good or very good the lesson content interested pupils and the organisation kept pupils busy. This was a major factor in managing the behaviour problems that are evident in some of the older classes. Although there is an agreed behaviour policy there is a variation in the way it is applied in different classes.
36. There is a higher than average number of teaching assistants supporting teaching and learning. Most make a very effective contribution to pupils' learning. However they are not always deployed where they can be most useful. Some classes have a higher than average number of pupils with behavioural difficulties to manage but this is not fully reflected in the support they receive. There were occasions in some classes where there were a greater number of teaching assistants than needed and their skills were not fully utilised.
37. Day-to-day assessment of pupils' needs is very good in literacy and numeracy and lessons are planned well to meet the full range of learning needs. Teachers know their pupils very well. In other lessons, pupils needing extra help are identified and well supported by the teaching assistants. Homework is appropriate and used to support the learning that takes place in class.
38. A strength of the teaching is in the good use teachers make of visits and visitors to make learning more meaningful. During the week of the inspection a nurse visited Year 2 to explain the correct use of drugs. Year 1 pupils visited a mosque and reception pupils visited the local fire station.
39. Pupils with special educational needs are supported well by staff, both in class and, when necessary, in small withdrawal groups. This enables pupils to make satisfactory progress. However, when extra support in lessons is unavailable, the pace of learning, although remaining satisfactory, drops. Without in-class support, pupils, particularly those with behavioural as well as learning problems, find it difficult to sustain interest and maintain a good pace of learning. Both individual education and behaviour plans are good. They set clear targets, detailing success criteria, strategies and resources. Differentiation is well planned for in all lessons, ensuring that all pupils are fully involved.
40. All pupils are fully included and involved in the school activities. Pupils with special educational needs or English as an additional language are always fully included and given tasks appropriate to their needs. Sometimes they are well supported by teaching assistants. Pupils at an early stage of learning English are given appropriate extra support and this helps them make good progress in learning English. Other pupils with English as an additional language are identified by teachers who ensure they are fully included in lessons and supported when needed.

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

41. The school provides a broad and balanced curriculum, and all statutory requirements are met. A good range of worthwhile learning opportunities is provided, which meets the aptitudes, interests

and individual needs of all its pupils. Since the school's last inspection satisfactory provision has been maintained. National guidelines for schemes of work have been adopted. These arrangements provide helpful direction to teachers, and afford a framework to ensure that pupils systematically acquire skills, knowledge and understanding.

42. The curriculum for the children who are taught in the reception classes is good. A wide range of experiences are planned for them and the teachers work hard to provide a stimulating and stretching range of activities both indoors and outdoors. The nationally recommended, initiatives in planning learning for young children have been fully implemented by the school.
43. The school has worked hard to implement the National Literacy and Numeracy Strategies, following the recommendations for the structure and content of lessons. The school makes satisfactory provision for pupils personal, social and health education, through assemblies and aspects of science and religious education. The introduction of 'circle time', where pupils can discuss relationships and personal issues, has just begun. It is already having some impact on pupils' understanding of the effects of their actions on others. Aspects of personal development, including sex education and drugs awareness, are covered by the Governing Body's agreed policy.
44. The school makes good provision for inclusion and equality of opportunity for all its pupils. The school's aims and objectives fully address these issues, as well as its curricular planning and organisation. Pupils with the full range of abilities, including those with special educational needs, are all given work that is well matched to their individual needs.
45. The school provides satisfactorily for its large number of pupils with special educational needs. It has a higher number of pupils on roll who have special educational needs than in most other schools. It has diagnostic systems, which along with teachers' observations that efficiently identify individual needs. Pupils who have emotional and behavioural difficulties receive very good help and support, through the rigours of the very recently introduced behaviour strategies. If their problems are compounded by learning difficulties, then clearly defined individual educational programmes address this, matched very specifically to their needs. Pupils' needs vary from emotional difficulties to a wide range of severe and moderate learning problems. The school addresses these needs effectively and enables pupils to achieve satisfactorily in relation to the targets set for them. There are an average number of pupils who have statements of special educational needs and the school matches their prescribed needs well.
46. There is a good balance between in-class support from teachers and teaching assistants, and individual and group support outside the classroom. Good use has been made of additional funding provided through the Education Action Zone, and a range of specialist agencies, which make a good contribution to the school's work. However, there are occasions when pupils who go out of class for additional support, miss the same lessons each week. This means that they are not fully included in all aspects of class lessons, but they benefit from their out-of-class work matched to their specific needs.
47. Teachers and other staff offer a good range of extra-curricular activities, which are well supported by the pupils. These include breakfast club, and musical activities including flute, recorder and guitar lessons, and choir. Sporting activities include two football groups, netball, cricket and orienteering, and the school also participates in Blackburn with Darwen Sports Association competitions, including cross-country running, swimming and athletics. There are also after-school clubs throughout the year, including art, gardening and computer clubs, reading, recycling, health and hygiene, cookery and sewing clubs.
48. A good programme of additional educational visits is provided to support and enhance pupils' learning. During the inspection pupils from the reception class went to the local fire station, and older pupils visited a nearby mosque. Such visits also contribute to the school's good links with

the local community, as do activities such as the school's involvement with a building developer in choosing a name for a local housing project. Visitors to the school, such as the Harlequin Theatre Group, an underwater photographer, and the Life Education van, all made valuable contributions, and the school is good at sustaining links with its partner institutions.

49. Pupils' personal development, including their spiritual, moral, social and cultural development, is well promoted by the school. Opportunities are taken in a wide variety of subjects and situations, to promote pupils' spiritual awareness and provision for this is good. In a Year 1 lesson, for example, pupils were captivated by the magic of a story when given a tiara, magic wand and cloak to wear. In an assembly during the inspection the whole school enjoyed a performance of 'Joseph and his Amazing Technicolor Dreamcoat'. Teachers often provide moments for quiet reflection and prayer at the ends of lessons, and newly introduced circle time lessons are providing many opportunities to explore spiritual ideas.
50. The school makes good provision for pupils' moral development. There are clear rules for behaviour and respect for others, and for the ways in which pupils conduct themselves in and around the school. The school aims to develop pupils' understanding of right and wrong through positive reinforcement. This is promoted through a variety of strategies, including the 'golden ticket' reward scheme, which is highly thought of by pupils. They appreciate the weekly celebration of successes, and understand that it encourages them to behave well and work hard. Pupils in the older classes also learn about the balance between rights and responsibilities as part of their developing understanding of citizenship. In lessons such as science and geography pupils are given an understanding of conservation issues, and how human activities can have an impact on the environment.
51. Provision for pupils' social development is good. Pupils of different ages and abilities, including those with special educational needs, are encouraged to work and play together. The older pupils are given the opportunity to go on a residential visit, which gives them the opportunity to undertake exciting and adventurous activities, and to live in a communal environment with their friends. This helps them become more confident, and boosts their self-esteem. Much has been done to address problematic behaviour, and, although there are still areas where improvement is needed, the strategies now in place are making steady improvement. However, the application of behaviour management strategies is still inconsistent, and this has a negative effect of pupils' social development. The good range of clubs and activities provided by the school help to develop pupils' co-operation and team spirit, as well as their confidence and skills. Pupils have also participated in community events, such as the naming of the local 'Clearwater Village' development, and the Easter bonnet parade, and have successfully raised funds for charities such as Red Nose Day, and Help a Local Child.
52. The school provides a good range of activities that contribute to pupils' cultural development. They celebrate their local cultural traditions, through visits to Blackburn Rovers Football Club, and listening to a visitor talking about life during the Second World War. Good opportunities are also provided to explore and celebrate the diversity of world cultures, and to prepare pupils for life in a multi-cultural society. Displays around the school show aspects of different world faiths, such as Hinduism, Islam and Christianity. In religious education lessons pupils learn about the festivals and practices of different religions, and visitors representing Buddhism and Islam have come to talk to pupils and explain their beliefs. During the inspection a group of pupils visited the local mosque, thus developing their understanding of the Muslim religion. This good range of experiences raises pupils' awareness of cultural differences, so that they can recognise and celebrate the diversity of life in the United Kingdom, as well as around the world.

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

53. This is a caring school. Teachers know their pupils well. Through identification of pupils' needs the school is able to introduce support systems that encourage all pupils to achieve their

potential. This vision, and a well-established approach to being an all-inclusive school, creates a clear ethos that permeates throughout all year groups. Since the last inspection the school is maintaining the relatively high level of care and support.

54. Procedures for child protection and for ensuring pupils' welfare are good. The head teacher, as the designated person for child protection, regularly liaises very closely with external agencies. All staff are aware of the need to use correct procedures.
55. Health and safety procedures are good. Risk assessments for school trips and school premises are carried out. Assessments do, however, need to be more rigorous and constantly reviewed. Some lesson observations show routine health and safety assessments are overlooking minor potential hazards, such as the risk of digging outside. Whilst not serious, and not impinging too much on the learning environment, the potential for harm is evident.
56. The school's main focus is to improve standards in core subjects for all pupils. Non-teaching assistants support pupils in every lesson where English, mathematics and science are taught. Support given to pupils at lower levels of achievement, via booster classes, is appropriate for the pupils' needs.
57. The recently introduced procedures for monitoring and recording pupils' progress are good. Good and detailed records are kept of pupils' attainments, especially in English and mathematics and this is beginning to inform future planning. This assessment is in the process of being extended to include all foundation subjects. As soon as the children begin their schooling they are checked against a recommended baseline and the results are used very effectively by the class teachers to group the children so that they are able to plan work specifically for them. This way of checking the understanding of the children gives good information about each child, enabling the school to target areas for individual development. This initial assessment forms the basis of a record that tracks pupils' progress through the school. This information is used to identify pupils who are underachieving to be identified and for them to be given extra support in, for example, booster classes. It is also used to set individual targets for pupils in reading, writing and numeracy. Although these systems are good, they have only been in place for a short time and the full impact on standards has yet to be felt.
58. There is inconsistency by some teachers in implementing the good procedures for monitoring and promoting good behaviour. This adversely affects some pupils learning. It is particularly noticeable with older pupils in some classes. The school has undertaken a school improvement project to evaluate the levels of achievement of badly behaving pupils. Initial findings show a direct relationship between poor behaviour and pupils' under-achievement.
59. The school is concerned to support the pupils who have difficulty managing their anger and their behaviour. They have introduced a lunchtime club for some of these pupils. This gives those pupils the opportunity to avoid confrontational situations and start the afternoon lessons in a calm frame of mind. Pupils indicate that they enjoy this opportunity. As a result lunchtimes in the playground are enjoyable for all and pupils play sensibly.
60. Procedures for monitoring and eliminating oppressive behaviour, including racial discrimination, are good. Bullying is not an overriding problem at the school although there is evidence to suggest that bullying does take place from time to time. A circle time session in a Year 3 class suggests that up to half of the pupils experience some form of bullying in their lives.
61. The school provides an appropriate level of care for pupils with special educational needs. Staff know their pupils well and provide effectively for their needs. This is well planned to take account of the provision outlined in the pupils' statements. The school makes very good use of both visiting specialists and outside agencies. All staff are aware of the effective and consistent procedures for identifying pupils with special educational needs. These procedures though very recently introduced are effectively implemented by the special educational needs co-ordinator in

collaboration with the class teachers and support assistants. Pupil's targets are reviewed each term and pupils are fully included in these reviews through self-evaluation, and collaboration in the writing of their individual education plans. When necessary further assessment and advice is sought from outside agencies. Class teachers and support assistants are responsible for the daily needs of pupils with special educational needs and together keep comprehensive records of achievement. These provide a very good record of each pupil's personal achievements and academic progress through the school.

62. Procedures for monitoring and promoting attendance are unsatisfactory. The school does not utilise any form of optical marking system for registration purposes. With such a high number of pupils on roll, this makes monitoring of attendance very difficult and time-consuming. There are no procedures in place to promote good attendance. It is not surprising that attendance and unauthorised absence levels are unsatisfactory. The school recognise this shortfall and has plans to rectify the situation.

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

63. Since the last inspection the school continues to maintain effective links with parents and their involvement in their children's learning. Parents have good, positive views of the school. They are satisfied with what the school are providing for their children. The school is proactive in sustaining these meaningful links. The appointed co-ordinator has clearly defined objectives to further develop parental involvement.
64. The quality of termly newsletters, and letters sent to parents, is good. However, parents could become more involved with the work of the school if more detailed information about curriculum topics was provided. This would benefit the pupils' learning and progress in all areas of the curriculum.
65. The teachers in the reception classes have good links with parents. There are good procedures to help the parents, carers and children settle in school and so they become involved in their work. Children take home words to learn and reading books so that parents and carers can help them with their work and create an effective partnership with home.
66. Reception children's progress reports are well structured. They give parents a good, clear view of how their children can improve. The reports on pupils' progress in other classes are disappointingly weak. There is far too much emphasis on how pupils are progressing with core subjects with comments and grades for effort and attainment. In non-core subjects there are virtually no worthwhile comments on progress.
67. Parents of pupils with special educational needs are kept fully informed and involved in the progress their children make. They are invited to discuss their children's individual education plans each term.
68. The school prospectus is satisfactory. The stated aims are not a true reflection of the school's vision of "a school where all children can achieve their potential." There is a need to rigorously review the document for the next academic year. The prospectus does not meet statutory requirements because of an omission relating to pupils' authorised and unauthorised absence levels. The governors' annual report conveys easy-to-understand information for parents. However, there is no statement relating to the school's targets for pupils at the end of Year 6.
69. Parents make a satisfactory contribution to children's learning both at school and at home. They listen to children reading and ensure that any homework set is completed. This helps to establish good practice. "Friends of Sudell" contribute useful levels of funds for the school to acquire additional learning resources.

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

70. This is a school that is very well led and managed. The headteacher has only been in the post for twelve months and in that time she has had to steer the school out of a very difficult period with no permanent deputy head teacher or senior management team. Since her appointment, staff morale has improved and commitment re-established in the school. It is now making effective and steady progress in addressing dropping standards in teaching, learning and pupils' attainments and standards are now rising.
71. The recent appointment of a deputy head teacher and a special educational needs co-ordinator to work alongside the two key stage heads is positively strengthening the senior management team. The leadership has the capacity, drive and vision of the clear educational direction it needs to take to succeed.
72. The Governing Body is satisfactorily fulfilling its role in supporting the school. Governors are actively involved in school life and some are regular visitors to the school. Through close liaison with the head teacher and performance monitoring systems the governors have a satisfactory understanding of the strengths and weaknesses of the school.
73. There is a very well defined school development plan in place to move the school forward. Funds are available to implement the various stages of the plan. The extent to which the principles of best value are applied is satisfactory. The school needs to evaluate the effectiveness and deployment of non-teaching assistants since spending in this area is higher than normal. Financial benchmarking is available to compare their expenditure to similar schools. The school's administrative systems are well organised and staffed by two efficient clerical assistants. Orders and invoices are well controlled and approved appropriately.
74. One of the major priorities of the management team is monitoring, evaluation and development of teaching. Appropriate performance management targets are set for teachers and regular monitoring by the head teacher and members of the Governing Body is improving teaching standards. Improvement in teaching is now impacting positively on pupils' learning although it is still not consistently as good in some of the older classes. The impact on standards has yet to be fully felt.
75. The very recently appointed special educational needs co-ordinator is very knowledgeable and efficient. She understands the needs of the school very well, and has written a prioritised action plan that draws well on national and local initiatives for the benefit of the pupils. All pupils are tracked and monitored very carefully as they progress through the school. These systems support their learning and behaviour effectively. Thus, the special educational needs provision is gathering its own momentum and efficiently supporting the maximum possible number of pupils. A particular strength of the special educational needs provision is in the learning support assistants who make a strong contribution to the provision with their expertise in both daily planning and assessment.
76. In accordance with statutory requirements the school has in place a policy for racial equality. The school is aware of the need to ensure that systems allow all pupils full inclusion to all aspects of school life and to prepare pupils for life in a culturally diverse society and it is effective in doing this.
77. To meet the demands of the curriculum the school is very well staffed by appropriately qualified teachers. Support staff are actively encouraged to understand the lesson learning objectives and to develop strong working relationships with the pupils. However, these staff are not always deployed in the classes where their support is most needed or where their skills are best utilised.
78. New staff induction is effective. There are two newly qualified teachers and two recently qualified teachers on temporary contracts at the school. There is sufficient support and

encouragement for these teachers to gain confidence in teaching. The school has high expectations of these staff to meet agreed targets set by their respective mentors.

79. The adequacy of the accommodation is satisfactory. All classrooms are of a good size and teachers display learning materials effectively to enhance pupils' learning. The building in the infants is a modern construction. It blends in well with the much older buildings in the juniors. Both buildings are in good decorative order.
80. The accommodation for the reception classes is good. The area is large airy and is well appointed with areas for role-play, creative work, and space to work on tables or the floor. There is a pleasant outside area that is used well by the staff to promote learning, but it is not secure. It is carefully controlled by teachers during playtime. Plans are in place to create a more secure area with better facilities for playing with tricycles and other large equipment. Resources are of good quality and quantity and they are used imaginatively to engage the children and encourage them in their learning.
81. The school hall is of a suitable size. However, there is noise interference when it is used for dance or physical education lessons because of the thin partitioning walls of adjoining classrooms. The hall is also a thoroughfare for older pupils when their lessons take them outside for activities. Similarly, there is a degree of noise interference from neighbouring classes because the partitions between the classrooms are not effective sound barriers. This can have an adverse impact on pupils' learning.
82. The computer suite is not a good design. Some pupils using computers near the entrance are cut off from the rest of the class and it is difficult for the teacher to monitor all pupils' progress well.
83. Learning resources in the majority of subjects are good in terms of availability and quality. Resources for religious education, information and communication technology and design and technology are satisfactory.

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

84. In order to improve standards of attainment in English, mathematics, science and information and communication technology by the end of Year 6 the headteacher, the staff and the governors should:
  1. Continue to fully implement the strategies recently introduced to improve pupils' attainment.  
(paragraphs – 3, 6, 8, 10, 16, 43, 57, 59, 61, 74, 105, 109, 112, 114, 118, 125, 132, 133, 141, 145, 165, 174)
  2. Include more opportunities for using information and communication technology in the teaching and learning of other subjects.  
(paragraphs – 33, 116, 125, 130, 152, 156, 160, 162, 168, 179)
  3. Improve the behaviour of the minority of disruptive pupils in the older classes by:
    - Sharing existing good practice so that all teachers plan lessons that motivate disaffected pupils to want to learn and avoid opportunities for pupils to misbehave;
    - Consistently and rigorously implementing the existing agreed systems for managing behaviour;
    - Continue to provide troubled and troublesome pupils with strategies to help them take responsibility for their own learning and behaviour.  
(paragraphs – 17, 19, 23, 24, 25, 35, 51, 58, 59, 123, 130, 139, 149, 159, 161, 172, 178)

4. Review the deployment of all teaching assistants to ensure that they are providing support to teachers where it is most needed and to more effectively use their individual skills.  
(paragraphs – 36, 77, 149)
  
5. Increase attendance rates by:
  - Rigorously following up unauthorised absence;
  - Contacting parents promptly on the first day of pupils' unexplained absence.
  - Introducing more incentives for pupils to attend regularly.(paragraphs – 26, 62)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	45

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	24	25	20	1	0	0
Percentage	4	33	35	27	1	0	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	350
Number of full-time pupils known to be eligible for free school meals	0	159

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	102

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	42

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	56
Pupils who left the school other than at the usual time of leaving	41

### *Attendance*

#### **Authorised absence**

	%
School data	5.1

#### **Unauthorised absence**

	%
School data	1.2

National comparative data	5.4
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National comparative data	.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	24	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	19
	Girls	22	20	21
	Total	37	36	40
Percentage of pupils at NC level 2 or above	School	73 (71)	71 (67)	78 (78)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	19	23
	Girls	20	21	23
	Total	34	40	46
Percentage of pupils at NC level 2 or above	School	67 (76)	78 (86)	90 (84)
	National	85 (85)	89 (89)	89 (89)

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
	2002	25	27	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	19	20
	Girls	17	13	19
	Total	31	32	39
Percentage of pupils at NC level 4 or above	School	60 (51)	62 (63)	75 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	19
	Girls	14	16	19
	Total	27	35	38
Percentage of pupils at NC level 4 or above	School	52 (54)	67 (71)	73 (75)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils******Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	312	5	0
White – Irish	0	0	0
White – any other White background	6	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	24	1	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	19
Number of pupils per qualified teacher	
Average class size	

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

Total number of education support staff	20
Total aggregate hours worked per week	380

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	11

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-2002
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	£
Total income	937,197
Total expenditure	911,245
Expenditure per pupil	2604
Balance brought forward from previous year	88,334
Balance carried forward to next year	114,286

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

**Questionnaire return rate**

Number of questionnaires sent out	350
Number of questionnaires returned	60

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	22	5	1	0
My child is making good progress in school.	71	28	0	0	1
Behaviour in the school is good.	52	40	0	1	7
My child gets the right amount of work to do at home.	48	35	7	8	2
The teaching is good.	68	32	0	0	0
I am kept well informed about how my child is getting on.	53	42	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	23	2	0	0
The school expects my child to work hard and achieve his or her best.	80	20	0	0	0
The school works closely with parents.	55	40	5	0	0
The school is well led and managed.	56	37	5	2	0
The school is helping my child become mature and responsible.	65	28	5	0	2
The school provides an interesting range of activities outside lessons.	38	38	8	0	16

## **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**

85. This section of the report focuses on the children who are taught in the two reception classes. In the last inspection the children were judged to have made sound progress, teaching was sound with some that was good. The school has built on this strong position and has worked hard to bring about further improvements. Teaching has developed further and is now very good, enabling the children including those with special educational needs and those with English as an additional language to achieve well and make good progress.

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

86. In personal, social and emotional development, by the time they complete the reception year most children are likely to attain the nationally agreed standards. Children achieve well, because the teachers, nursery nurse and teaching assistant have high expectations of them. They work hard in a busy, calm environment. All the children, including those who have special educational needs, or those who speak English as a second language are encouraged to join in with class discussions, play together and help each other with their work.
87. The children are encouraged by the staff to share equipment, play together and to collaborate in their play. Children understand that they need to put up their hand when they wish to answer the teachers' questions or offer suggestions or ideas. They line up quietly when they are going to assembly or for their lunch. They chat to one another as they work and often choose to work in sociable groups, especially in the role-play areas. The children are polite and respond positively to one another. They share resources well and when they get changed for physical education they are able to place their clothes carefully in the baskets provided for them.
88. Teaching and learning in this area of the children's work are very good. Members of staff are patient and caring with the children and this enables the children to learn and develop their self-confidence. They happily work individually, in pairs and groups and they learn to work together well and include everyone in their play. All staff give clear ideas of what is expected of the children. This helps the children's moral and social development. Patient, supportive teaching results in a calm working environment where the children are happy and self-confident and make good gains in their learning.

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

89. The children achieve well in communication, language and literacy as a result of very good teaching and learning. By the end of the reception year most of the children are likely to attain at the levels expected of them.
90. The staff work effectively to encourage the children to develop their speaking skills. They are encouraged to answer their name on the register and to talk about what they have enjoyed doing during the week. They are given many opportunities to express themselves in role-play as they search for dinosaurs or get ready to fight a fire. They happily discuss the texture of the "dinosaur blood" (made from cornflour, water and pink food colouring) that they had been stirring with their fingers. They said it was 'cold, wet and squidgy'. The children develop their speaking and listening skills as they enjoy working in the jungle and the fire station. They play together to work through different scenarios, making the calls on the telephone, looking at the

maps to find the location of the fire, getting the buckets of water and pipes on the truck, and finally climbing the stepladders with the hosepipes to put out the fire. The children took great pleasure in putting out these “fires” and were looking forward to their visit to the local fire station. These kinds of activities ensure that the children find their learning exciting and fun and as a result they are keen to learn and learn well.

91. All the children talk about the stories they read. The reading area is very popular with the children. They enjoy sharing their books with an adult and are confident in reading their “words”. They are positive in their use of books and sort books into information books and those that are storybooks. They all have books to take home to share with their parents or carers. All the children have sets of common words to learn and in this way the children’s learning at school is extended and reinforced by work done at home.
92. Writing is displayed prominently in all areas of the reception classes and this is effective in encouraging the children to write. Children regularly work on the writing table or the large whiteboard and use a wide range of tools. Writing and reading skills are taught carefully and systematically and the most able children in the reception classes write simple sentences unaided. The teachers and nursery nurse focus very clearly on small groups of children giving them very targeted individual help with their reading and writing. The lower attaining pupils are given extra help and encouragement to write their letters correctly in the dry sand tray. As a result of this very good organisational strategy all the children achieve well, with the children learning the correct way to write their letters.

### **Mathematical development**

93. In mathematical development children achieve well as the result of very good teaching and learning. Consequently their attainment at the end of the reception year is likely to be at the level expected for children of their age. The children are helped to achieve well through the very good, individually based, thoroughly planned practical teaching they receive.
94. Teachers provide many activities and experiences so that the children develop their mathematical skills through focused, targeted teaching and play. The children count confidently to ten and the higher attaining children work on subtraction number sentences within ten. The children work hard with their subtraction sums when they use attractive and engaging resources. For example, they were really keen to work hard when the teacher used lollypops to work out subtraction sums. The child who was in charge of indicating the correct number on the number line worked extremely hard, often ahead of the teacher, to make sure he was indicating the correct number and showed immense responsibility in undertaking his task. Where particular tasks are difficult the children try very hard and with the very good levels of help they receive they make good gains in their learning and skills development. Counting coins dropped into a tin, playing mathematics games with dice, ordering number cards, completing mathematical programs on the computer, all help the children to develop their mathematical language and understanding.
95. Very good practical teaching of basic mathematical skills and very good levels of adult support mean that the children have many opportunities to practise their skills and consolidate their understanding. Children work well collaboratively on many different practical tasks where their mathematical skills are extended and developed. The teachers are effective in planning lessons well so that children’s learning is carefully targeted and structured.

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

96. In knowledge and understanding of the world, most children are likely to attain the standards expected for this area of learning by the time they complete the reception year. The teachers provide a wealth of exciting activities to extend the children's understanding of the world around them. Teaching and learning are very good and this ensures that the children achieve well.
97. The teachers are effective in planning themes, which extend and develop the children's learning from starting points within the children's understanding and interests. For example, at present the children are busy working on the themes of dinosaurs and fire fighters. Here the teachers have planned a varied programme which engages the children in a wide variety of learning experiences, including a visit to the local fire station. The children have the opportunities to extend their understanding through role-play as fire fighters and dinosaur hunters in the jungle. The children were captivated by the fossils the teachers had brought for them to observe, and were both inquisitive and excited. This excitement was developed further when the children had the chance to dig in the school grounds and find the remains of "ancient" dinosaurs.
98. A strength of the teaching is in the way that the teachers plan the curriculum so that the children's learning is carefully structured. Lesson planning effectively brings together learning in geography, history, information and communication technology and science. The teachers start from the children's understanding and take their learning on so that they extend their learning through play and enquiry. They have opportunities to play with "small world" resources such as dinosaurs in attractive scenes so that the children can extend their knowledge. The wide range of activities planned for the children enables them to work in many different contexts, which allow the children to extend their horizons through play.

### **Physical development**

99. In physical development most children are likely to attain the levels expected for children of their age by the end of the reception year. Very good teaching and learning in this area of learning enables the children to achieve well.
100. Children are helped to make good progress because the staff employ many strategies to help them to improve their manipulative skills. The outside area is used to help the children to develop their ability to control their body movements through activities such as running and jumping; here the children use the wheeled vehicle to extend their play. Skilled adult teaching also means that the children are taught how to control their tools as they work. For example, the children are encouraged to form their letters correctly by using their fingers in sand, and pens on the white board. In physical education lessons the children use a parachute to learn to work co-operatively as well as enjoying learning to run under the parachute as it billows upwards.
101. All the staff in the reception classes encourage co-operative working in the children's play in the outdoor area. For example, the children are encouraged to dig carefully for fossils, to co-operate as they work in their fire station and work together to make up a jigsaw puzzle.

### **Creative development**

102. In creative development most children are likely to attain the standards expected in this area of learning by the time they reach the end of the reception year. The children are taught and learn very well and have many opportunities to learn new techniques and use different materials.

103. The children have many opportunities to help them to express their ideas and feelings. They make dinosaurs from clay and use pastels and chalks expressively as they draw their pictures of eggs. The staff have a good understanding of the wide range of techniques they teach and help the children to understand what effects they can create as they work. In this way the children develop their skills in using a range of media and also make informed and effective choices. This is seen in the effective display of ten green dinosaurs as they busily stamp in the grass.
104. The teachers provide many opportunities for the children to experiment with and to create music. The children learn the names of a wide range of musical instruments and the sounds they make. Their concentration was apparent as they listened to the sounds and identified the correct musical instrument making them. All the children thoroughly enjoyed playing the instruments and listening to the music they made.

## **ENGLISH**

105. Inspection evidence shows that pupils at the end of both Years 2 and 6 attain standards in reading and writing that are below expectations. Standards in speaking and listening throughout the school are satisfactory. An analysis of assessment data to track pupil progress shows that most pupils, including those with special educational needs, able pupils and pupils who have English as an additional language are making satisfactory progress throughout the school. The school has recently introduced a number of changes aimed at raising attainment in English and these have begun to make an impact and standards are rising. Many pupils in the current Year 2 and Year 6 classes show standards in reading, writing, speaking and listening that match the national average but the high proportion of pupils with special educational needs in both year groups means that the overall improvements in standards may not yet be reflected in end of Year 2 and 6 national tests.
106. Pupils' speaking and listening skills are satisfactory throughout the school. In English and other lessons pupils are given opportunities to present to larger groups, for example, to the whole class or in whole school in assemblies. Teachers also give children frequent opportunities to work and talk in pairs or groups so that both speech and language skills are developed. Listening is developed when work or learning is evaluated and pupils are required to apply critical listening skills. Throughout Years 1 and 2 children also develop their speaking and listening in structured role-play, such as in the Florence Nightingale hospital in Year 2 classrooms. Teachers know their pupils well. As a result they give sensitive support to encourage all pupils, including reluctant speakers and those who have English as an additional language, to speak. Teachers often target their questioning towards these pupils.
107. Standards in reading are below average throughout the school. Pupils make satisfactory progress in all classes, but this is not yet sufficient to bring their attainment up to national expectations. Able pupils at the end of Year 2 can read fluently from real texts at an appropriate level. They talk about their books and show an understanding of the storyline. They usually read with expression. Most children read from their reading books with enthusiasm and effort. They successfully apply an appropriate range of strategies to determine unfamiliar words, including the use of phonics. Most pupils read regularly at home.
108. Able pupils at the end of Year 6 can read difficult texts such as 'Harry Potter and the Philosopher's Stone' fluently and with expression. They recount stories, express their preferences in reading matter and talk about favourite authors. Many pupils regularly read at home and these pupils make the best progress. However, there is a significant minority of pupils in Years 3 to 6 who show little interest in reading, often the less able readers. Some of these

pupils do not get regular practice with reading at home. The school has begun to address this by investing in 'real' books for home reading, which have a high interest level. These supplement the existing collection of reading schemes to provide a more appealing stock of books within each reading level 'band' for pupils to select from. The school is aware that it is mainly boys who are reluctant to read and this is reflected in their performance when compared to girls. As a consequence new books for class libraries and for guided reading were selected on the basis of their appeal to boys as well as to girls.

109. In writing, standards are below average throughout the school and although results in 2002 show a degree of recovery from the fall in the previous year, it is in writing that the school has the greatest improvements to make. As with reading, pupils make satisfactory progress throughout the school, but this is not yet sufficient to bring pupils' attainment up to national expectations. The school has analysed pupils' writing in order to identify areas of weakness across the ability range and has appropriate plans for addressing these. For instance teachers are to assess pupils' writing termly. This is expected to better inform teachers in how to ensure pupils' targets for writing, teaching and marking all work together to accelerate progress in writing from one level to the next.
110. Many pupils in the current Year 2 classes are in line to reach national expectations in writing by the end of the year, although there are pupils with special educational needs who will not reach them. Almost all pupils in Year 2 can, writing legibly using simple sentences with correct punctuation, spell the appropriate key words and spell other words phonetically.
111. In the current Year 6 classes, pupils of average ability and above are in line to reach national expectations in writing, but less able pupils and some pupils with special educational needs are not. Most pupils can write across a range of forms, spell accurately, use basic punctuation correctly and use vocabulary to create effect. For example, pupils use similes such as "planes swooping down like dead birds" and "bombs crushing people like a hammer hitting nails". However, they have some difficulty in organising their writing and in developing their ideas in interesting ways to sustain the reader's attention. Handwriting is usually legible and work is neatly presented, but is inconsistent in the style used and is not always joined. Handwriting is not taught consistently throughout the school and this is an issue the school needs to address.
112. The school has recently introduced more writing into the teaching of the foundation subjects and some good examples were seen in science and history. This approach provides regular opportunities for pupils to write within meaningful contexts and in different genres and is a practice that needs to be continued and strengthened in order to improve the quality of pupils' writing.
113. Pupils' attitudes to learning literacy are very good in Years 1 and 2 and good in the older classes. Pupils react positively when they are interested in the activity. For example, pupils in Year 4 enjoyed writing a story for younger pupils to read. Because they were interested, their behaviour was better than it had been in other lessons and they made good progress in learning what sort of things to bear in mind when writing for a young audience.
114. Teaching and learning are overall good and this is an improvement since the last inspection when it was judged to be satisfactory overall. In Years 1 and 2 it is now very good. Teachers confidently implement the National Literacy Strategy. They are also confident in teaching the basic skills of reading so that pupils learn the strategies for decoding texts and make good progress. New approaches to planning have been introduced and are consistently followed by all teachers. Whole school planning systems, which ensure curriculum continuity and

progression, underpin the good teaching. For example, the skills of reading and writing are now planned over two week blocks in every class so that in the first week the emphasis is on reading when texts are deconstructed and focus on a particular feature. In the second week the emphasis is on writing and pupils construct their own texts. In this way what is learned from reading is carried over into pupils' writing. Lessons are planned thoroughly and have a clear focus on learning. They are organised well and resources are used well to support learning.

115. In very good lessons teachers recap effectively on previous lessons so that pupils use their prior knowledge to support new learning. Teachers communicate effectively and lessons are carefully structured so as to support all pupils in grasping new ideas. In very good lessons teachers use a wide range of strategies to ensure all pupils engage in the learning process and maintain a high level of involvement throughout. For example, when pupils are asked to work in pairs or to discuss something with their group they talk about their thinking, learn from each other and display high levels of motivation. In such lessons, pupils are able to develop their speaking and listening skills. In the most effective lessons teachers' plan work that captures pupils' interests and makes demands on them so that very good gains in learning are made. In Year 1, for example an excellent lesson on dialogue involved pupils role-playing short sketches from the story of Cinderella. Using simple props to create the characters, pupils were then readily able to suggest what each character would say. These sentences were quickly written onto large cut out speech bubbles for each character to hold and then read out in turn. Teachers plan tasks for pupils that are generally well matched to their needs. In this way pupils with special educational needs and those with English as an additional language are fully included in all lessons.
116. Few examples of information and communication technology being used to develop literacy skills were seen during the inspection. The school needs more software to do this and as a result teachers do not yet routinely plan information and communication technology into their literacy lessons.
117. Teachers use assessment information successfully to evaluate pupils' performance on a day-to-day basis. This enables them to plan future work accordingly and set appropriate targets for pupils. Teachers often revisit learning objectives at the end of lessons so as to firstly reinforce the learning, secondly to assess how well pupils have achieved and finally to challenge pupils even further. For example, in Year 2 a lesson on the use of glossaries in non-fiction texts was concluded by presenting pupils with four very different non-fiction books. The teacher's questioning was carefully structured to consolidate pupils' previous learning about alphabetically ordered texts and to assess their new learning about glossaries.
118. Leadership is very effective and the coordinators have a well informed vision for continued improvement founded on a thorough knowledge of the school's strengths and weaknesses in the subject. Teaching and learning in English is enhanced by the use of initiatives such as the Additional Literacy Strategy, Early Literacy Strategy and Booster classes and these are well organised and resourced. Coordinators monitor teaching and learning very effectively and information from this is used strategically in decisions concerning purchasing resources and introducing changes. The changes already introduced are a major factor in the good planning and good teaching seen and there are early signs of their positive impact on pupils' standards. These now need to be consistently implemented across the school. There are new developments yet to be introduced and the school will need to embrace these with the same degree of commitment and consistency if standards are to be raised sufficiently in the future. The school is aware that it now needs to develop the teaching of higher order reading skills and has plans to address this by reviewing its approaches to guided reading. In order to continue to

raise standards in reading the school should ensure that recently introduced changes are carried forward.

## MATHEMATICS

119. Inspection evidence shows that standards are just average for pupils at the age of seven and below at the age of 11. At the age of seven, many of the pupils are achieving the standard expected in all areas of mathematics. However the large number of pupils with special educational needs currently present in Year 2, 49 per cent, reduces the overall expected level of achievement.
120. By Year 6, number skills are weak particularly in the area of mental recall. Their understanding of relationships in areas such as shape, space and measurement is under-developed. However, problem-solving skills are developing. The school is currently addressing all areas of mathematics through the targeting of differing ability groups. The inspection judgement confirms a steady improvement. Again, the high level of pupils with special educational needs in this cohort, currently 38 per cent, reduces the overall expected level of achievement.
121. Many of the pupils currently in Year 2 are close to the expected levels of attainment for the end of the year in number. Higher attaining pupils make simple calculations of addition and subtraction to 100. They find  $\frac{1}{2}$  of simple shapes and of numbers such as 10. Basic shapes such as square, rectangle, triangle, circle, pentagon, octagon and polygon are examined and identified using properties such as the number of sides and vertices. Their ability to solve problems using their skills in other areas is developing well.
122. Pupils currently in Year 6 have better knowledge of number than other areas of mathematics. Attainment in number is close to expectations for pupils of above and average ability, when recording written calculations but mental recall of facts is less advanced. For pupils of below average ability and those with special educational needs, attainment in both calculating, and the mental recalling of number facts is below the expected level. For all pupils, understanding of shape, space, measurement and data is developing. Pupils solve problems in linear form using one or two operations. They are developing the ability to solve everyday problems using their knowledge of mathematical relationships.
123. Pupils' attitudes to mathematics are generally good. When the lesson is interesting they take great interest in the tasks set. This was seen in a Year 6 lesson when pupils were involved in practical activities with triangles to show that the angles added up to  $180^\circ$ . When they are not good it is usually because the lesson is uninteresting or there is not enough rigour and pace to keep difficult pupils on task.
124. Teaching and learning are good throughout the school. Pupils with special educational needs make good progress as a result of the good support from classroom assistants and the good class management by the teachers. In a very good Year 1 lesson, pupils achieved the expected attainment as a result of very good teaching. They used accurate vocabulary when learning to use subtraction. They were able to calculate different numbers of people on the bus and were able to say how many were left as some got off. Pupils then wrote number sentences involving subtraction. Very good learning took place as very good teaching moved the lesson forward at an interesting speed and challenged pupils well. Teachers question pupils with questions at suitable levels of difficulty so that all pupils are involved in the lesson. Good subject knowledge means that the teachers' explanations are clear and link the lesson effectively to previous learning. When the quality of learning does not match the quality of teaching it is a result of

weak number skills and the pupils' low expectations of their own abilities. Occasionally it is because the teaching does not inspire the pupils. Where teaching is less successful a lack of pace and challenge in the work and a very repetitive teaching style does not link new knowledge well to previous learning. Thus pupils do not extend their knowledge and understanding of the subject. For example, in a Year 4 lesson, where pupils investigated the points of the compass, little reference was made to the application of these points in relevant activities. As a result pupils were insufficiently challenged and a small number became de-motivated. Where teaching is excellent, accelerated learning techniques are used, and pupils respond very well. In an excellent lesson seen for a booster class of Year 6 pupils, they all joined in well, using acupuncture points and exercises to stimulate both sides of their brains, before they went on to investigate the angles of a triangle in a very challenging lesson. However, a small, though significant minority of pupils whose needs include emotional and behavioural difficulties, lacked perseverance through their lack of self-esteem when tackling these new and challenging tasks. This resulted in the rate of learning being reduced for the majority. Nevertheless, very good learning took place.

125. Since the last inspection standards at both the end of Year 2 and Year 6 have risen. However at the end of both years they are below average. This has mainly been due to difficulties that the school has encountered during recent years. Assessment is now very good and is used to influence the medium term, as well as the short term planning. Marking is constructive and individual targets are set for the pupils. Standards are rising steadily and the co-ordinator is having a very significant impact upon subject performance. She has analysed pupils' performance in national tests and has identified areas of learning that could be improved. Raising attainment of pupils of average ability has been identified for the current focus. She is also aware that at present information and communication technology is insufficiently used to support learning in mathematics. The co-ordinator regularly monitors teaching throughout the school. She also has a very clearly prioritised and costed action plan for the future development of the subject. Resources are very good. This very clear vision for improvement is providing interest and promoting enthusiasm in all members of the staff, both teaching and non-teaching. This is resulting in the development of mathematics gathering momentum throughout the school.

## **SCIENCE**

126. Standards at the end of Year 2 are in line with those found nationally, but by the end of Year 6 they are below expectations. Pupils, including those with special educational needs and English as an additional language achieve satisfactorily in the Years 1 and 2 classes, but in the older classes achievement is unsatisfactory. This represents a decline in standards since the last inspection, when they were judged to be satisfactory at the ends of both Year 2 and Year 6. Standards at the end of Year 6 have failed to keep up with the national rise in standards and although they are slightly higher than at the time of the last inspection the difference between the school standards and the national average is now greater. The reasons for this decline are to be found in the large number of staff changes, which have taken place over the last few years, as well as the differences between year groups of pupils.
127. By the time they reach the end of Year 2 pupils have developed an understanding of the properties of different materials, such as whether they are attracted by a magnet. They can carry out simple investigations and, with appropriate adult support, use scientific language to describe and record their observations. They also understand the need for care when handling medicines, and how drugs can have harmful effects when misused. Pupils in Year 6 know that some solids dissolve in water, and that the manufacturers of washing tablets use this property. They can carry out their own practical investigations, responding to the teacher's suggestions,

and recognising and explaining why their tests are fair. After carrying out their investigation they can explain why one washing tablet is better than the other, basing their explanation on what they have seen.

128. Teaching and learning in science is good throughout the school. Teachers plan their lessons very thoroughly, and have clear learning objectives. Teachers use questions well to draw out pupils' understanding, and their choices of teaching methods are generally well matched to the needs of their pupils. In a Year 2 lesson, for example, the teacher discussed medicines. This followed a visit from the school nurse to talk about safety with medicines. The teacher was very good at reinforcing the health and safety messages. She asked questions very well, and ensured that all the pupils understood. They made 'medicine men' and used speech bubbles very well to give simple safety messages. This was very enjoyable for the pupils, and helped them to understand important health information. The very good teaching enables all pupils to learn very well.
129. Links with other subjects are good, so that pupils see how learning in one subject is relevant to another. Pupils of all abilities enjoy the work, particularly when they are involved in practical activities, and they develop their basic language skills well through the use of correct scientific language. When working in groups they are given many opportunities to discuss their work, and to share and co-operate in their tasks. These activities make a worthwhile contribution to their social and moral development.
130. In some lessons information and communication technology is used to support learning, but this aspect is insufficiently developed. Teachers often miss opportunities to use the computers for such purposes as recording observations, building up databases, and giving presentations. Teachers structure their lessons well, in accordance with official guidelines. They vary the pace and mix of activities so as to maintain a good rate of learning, and to keep pupils of all abilities, including those with special educational needs, involved and interested. This approach ensures that pupils stay engaged, work hard, and concentrate well throughout the lesson. The ends of lessons are used well to reinforce and evaluate what has been learnt, and teachers often refer back to learning objectives, to check that learning has been effective. In one lesson in an older class the behaviour of a small minority of pupils disrupted the learning of the whole class. Teachers work hard to minimise the effects of such behaviour, and much has already been done as a whole-school initiative to address behaviour issues. More needs to be done, however, to deal with unsatisfactory behaviour, so that the learning of all pupils can be improved.
131. A feature of the work seen in many classes, but more particularly in the older classes, is the over-reliance on pre-printed worksheets. This can lead to pupils having fewer opportunities to record their observations in their own words, and so having a negative effect on their learning. Opportunities for writing about investigations in their own words, and sometimes in more extended form, would make a better contribution to pupils' scientific understanding, as well as to the development of their basic literacy skills.
132. The curriculum is based on national recommendations, but, in the Years 3 to 6 classes there has been insufficient consolidation of knowledge and understanding, and the continuity of learning between classes has been badly affected by the large number of staff changes over the last few years. Consequently the standards achieved by pupils who are now in Year 6 are below those expected. Over the past year more rigorous management and monitoring of the subject have established a more systematic approach, and systems are now in place, which are more sharply focussed on promoting higher standards.

133. The subject manager is well qualified and experienced. She has been involved in evaluating the curriculum, the teaching and learning in the subject, and analysing test results in order to identify areas for development. Assessment procedures are now in place, and examples of teachers adapting their teaching in response to pupils' understanding were seen during the inspection. The school has good resources for the teaching of science, and they are appropriately stored and organised, with due regard to safety.

## **ART AND DESIGN**

134. The level of pupils' attainment in art and design is above expectations at the end of both Years 2 and 6. This is an improvement since the last inspection when attainment was in line with expectations at the end of Year 2. Pupils, including those with special educational needs achieve well.
135. As a result of working through an effective school scheme of work based on national recommendations, pupils receive a broad and balance curriculum involving a wide range of media, techniques and stimuli. They are also introduced to the study of well-know artists across a range of cultures and historical periods. For example, a study of the Dutch artist Piet Mondrian was displayed in the school's entrance and Year 6 have studied the work of Japanese artist Katsushika Hokusai.
136. Pupils in Years 1 and 2 mix colours in paint and other media, draw accurately from observation, create collages using folded, plaited, twisted and coiled paper of different types and colours, use malleable materials to explore shapes and textures and work with textiles. They learn about artists from reference books and posters and about tone and line, colour, pattern and texture, shape and form. By the end of Year 2, some pupils are able to review their work and think about how they could improve it. They are able, with adult support, to develop a piece of work over time. For example in Year 2, pupils each produced a textile wall-hanging which was the culmination of a series of lessons including observational pastel drawings of fruit, tie-dying, cutting and fraying and finally sewing.
137. In the older classes these experiences are developed further. In Year 3, pupils begin to combine medium and techniques within one piece of work, such as in their winter landscape pictures. These began with a sketch, were then painted and then pupils mixed their own colours to create subtle variations. They finally added detail in pen or pencil. Pupils later study abstract art and explore colour and line in more depth with reference to artists such as Paul Klee and Picasso.
138. By Year 6, pupils are able to collect visual stimuli and explore their ideas through sketching, as a starting point for a piece of work. For example, some high quality drawings of local housing were supported by a series of study sketches and observations focusing on pattern, line and tone in rooftops, and walls. Their work shows a developed sense of colour and line. Buildings are drawn in perspective, and colour and line are used successfully to create a sense of movement in their waterfall paintings.
139. Pupils have good attitudes to art and keep on task. In a lesson on weaving pupils helped others who had difficulties. In another lesson when the teacher was demonstrating sewing pupils were very interested in watching. In one lesson however, attitudes were unsatisfactory. This was because the lesson was dominated by teacher talk and the teacher failed to retain the attention of pupils with behaviour problems.

140. Although in the lessons seen teaching and learning were satisfactory it is apparent from the work seen around the school that learning is overall good. Teachers take great care to ensure all pupils achieve a sense of success in art lessons. Good examples of this were seen in Year 4 when the teacher sensitively supported two children who lacked confidence in art and design. In Year 2, additional adult volunteers enabled one to one teaching to be given where it was needed during the sewing task.
141. The coordinator has very good subject knowledge and is an efficient manager. She maintains a good supply of resources and has recently updated the school's policy. She has recently begun re-writing the school's scheme so that it supports planning more directly. This is likely to further strengthen teaching and learning because it links learning objectives to the units of work to be covered and because it ensures an appropriate balance of elements and approaches to the art and design curriculum. She monitors teaching and learning by looking at pupils' work and by checking short term planning periodically. She is to begin monitoring teaching in September. An action plan for the year ahead maps out a clear direction for the development of the subject and this includes plans to introduce an assessment system so that the impact of teaching on attainment can be monitored.

## **DESIGN AND TECHNOLOGY**

142. During the inspection it was possible to observe only two lessons, the same lesson in both Year 5 classes. Therefore, there is insufficient evidence to make secure judgements about teaching and learning or pupils' attitudes across the school. There was very little evidence kept from previous projects and so there is insufficient evidence to make a judgement on standards or on pupils' achievement. An analysis of the scheme of work indicates that there is satisfactory provision for the subject throughout the school.
143. Last term Year 3 pupils looked at packaging and then designed a box. There was little evidence of pupils designing how the box should be made or what materials to use. Design was limited to the decoration.
144. In the lessons seen teaching was satisfactory. The teachers clearly explained the tasks and demonstrated the use of some of the materials, for example, fabric paints. Pupils were interested to listen and watch the teacher but some became frustrated when it became apparent that pupils had not practiced using these materials prior to the design and make task of making slippers
145. The subject is adequately resourced. The school policy was updated in 2001 and a school scheme, supported by a commercial scheme, has been devised. At present information and communication technology is not included in the units of work for Years 3, 4, 5 and 6. The coordinator has good subject knowledge and has an accurate picture of the school's strengths and areas for development. For example, he recognizes that there needs to be some training for teachers in the design element of the subject. There are plans to introduce a system for assessing pupil attainment and recording progress in the subject in order to more accurately plan lessons that build on pupils' prior learning.

## **GEOGRAPHY**

146. Standards in geography are in line with expectations at the end of Years 2 and 6. This is a similar position from the time of the last inspection. The standards achieved by the pupils reflect the satisfactory progress the pupils make as they move from year to year. However, the

standards achieved by the pupils are depressed by their underdeveloped writing skills and by the very high numbers of pupils with special educational needs throughout the school.

147. By the end of Year 2, the pupils have a satisfactory geographical understanding. The pupils in Year 1 identify accurately different areas on a map of the British Isles. They realise that for Barnaby Bear to go on a trip to Dublin he must either go by aeroplane or by boat. When they packed his bag they took out all the equipment and clothes he had with him when he went to Spain on holiday. They replaced his suntan lotion, sunglasses and swimming trunks with clothes and items he would need to take to Dublin in the winter. In this way the pupils learnt that the climate affects not only what you wear but also what kinds of things you would do in these very different places. The very clear and interesting activities in this lesson ensured that the pupils learnt very well and thoroughly enjoyed their lesson. In Year 2, the curriculum is planned to give the pupils insights into locations very different from Darwen. Pupils study the imaginary island home of Katie Morag and also the seaside resort of Blackpool. A visit to Blackpool helps the pupils to consolidate their understanding of this very different place.
148. By the end of Year 6, pupils have developed a satisfactory knowledge and understanding of geographical terms and locations. Year 6 pupils are at present studying the Amazon rainforests. They researched for information in reference books to help them to produce a report on the rainforest. This lesson gave good support to the pupils' literacy lessons. Pupils were energetic in finding out relevant information. However, some pupils clearly found motivation to work difficult. The pupils have developed a good understanding of the need to conserve these endangered areas of the world.
149. In a Year 4 lesson the pupils demonstrated that they had a sound understanding of the lives of village people in India. They recognised that their lives were very different from their own. The lesson although practical in nature was difficult for the class teacher to deliver and although he kept clearly to the school's discipline procedures, the pace of learning dropped as he had to constantly stop to maintain a learning environment in the classroom. Insufficient numbers of teaching assistants to help the pupils maintain their concentration and disruptions to his lessons by pupils returning and being withdrawn also hampered the flow of the lesson. As a result the pupils made insufficient gains in their learning during the lesson.
150. In Year 3 the pupils are exploring a local issue of building some new homes on a plot of land nearby. The pupils have been asked by the builders to select a name for the new development. A pupil in Year 5 suggested "Clearwater Village" and this was chosen after due deliberation. At present the pupils are busy looking at a proposed plan of the area and filling in an appropriate key. The pupils have discussed the proposed development and recognise that although there are clear advantages to the new homes there would also be an adverse impact upon the locality and the environment.
151. Teaching and learning in geography are satisfactory in the older classes and very good in the one lesson seen in Year 1. In the very good lesson the good resources provided by the teacher captivated the pupils' interest and they made very good progress in learning. In other lessons, teachers plan appropriate tasks and have clear expectations of the pupils. Planning is good and is detailed. Most lessons are interesting to the pupils and this supports their learning. Pupils respond with interest to most lessons.
152. The co-ordinator is enthusiastic and is keen to promote the subject throughout the school. She has completed an audit and reviewed and reorganised the medium term plans. Resources for

geography are good overall but some improvements are needed in the range of software available to support the geography curriculum.

## **HISTORY**

153. Standards are average by the end of Years 2 and 6. This is a similar position to that at the time of the last inspection. Judgements have been made from discussions with teachers, the subject co-ordinator and looking at pupils' work as only two lessons were observed during the inspection. Pupils with special educational needs and those with English as an additional language are well supported and achieve satisfactorily.
154. By the end of Year 2, pupils develop their knowledge and understanding of people in the past and how they lived. They have a clear understanding that the further back in time they travel the more the people were different from the people today. The pupils have been studying the life and times of Florence Nightingale and the impact she had upon the lives of the wounded soldiers in the Crimea. In a very good lesson observed, the pupils responded very well to the challenging activities provided by the class teacher. Pupils who worked in the role-play area gained a greater empathy with the role of a nurse at the time of Florence Nightingale. Year 1 pupils have created their own toy museum looking at toys from the past and considering how different they are to their own toys.
155. By the end of Year 6, pupils have a good knowledge of different ancient civilisations and periods of British history. They develop an understanding of life in ancient Greece and Egypt and also during Tudor times. At present Year 5 is busy looking at the inventories of people who died in Tudor times. They recognised that the language in Tudor times was very different from modern English. They also appreciated that a great deal could be found out about people who lived during these times from the lists of their belongings compiled on their deaths. For example, the pupils decided that one man must have been extremely wealthy because the list of his goods was very, very long. Another gentleman they argued must have been of more modest means and most probably a farmer as his list had a significant number of farm animals on it. The pupils found this lesson most engaging and because they were so interested they learnt well.
156. Teaching and learning throughout the school are rooted in historical enquiry with the pupils role-playing times from the past or gaining ideas of life in the past by close observation of documents from the relevant periods. Good attention is paid to the needs of the significant number of special educational needs pupils in the school so that they learn as well as their peers. However, history is not used by the teachers to support and improve the pupils' literacy and extended writing skills. The teachers do not generally use information and communication technology to support the history curriculum.
157. The subject co-ordinator is enthusiastic and has good ideas for the further development of the subject throughout the school. She has completed an audit for the subject. Resources are good overall but some improvements are needed especially in software for the computers to support historical enquiry.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

158. Standards at the end of Year 6 are below expectations and below that found at the time of the previous inspection. This is because the school has only recently updated computer hardware and given priority to ICT. Pupils have not yet had sufficient opportunities to attain the standards

expected. It was not possible to gather enough evidence of pupils working at computers in Years 1 and 2 to make a secure judgement on standards.

159. Pupils at the end of Year 6 are making good progress in developing ICT skills and are gaining confidence. For example, they confidently access the program they need and retrieve previously saved work. They draw scenes from a rainforest confidently and copy, cut and paste to make changes to their pictures. Nevertheless, they have insufficient experience in other aspects of ICT to attain the expected levels. When asked, pupils could not recall having had experiences of spreadsheets, control or remote sensing. Pupils in Years 3, 4 and 5 are also working on graphics programs this term and although they are generally making good progress in lessons they are not yet working at the expected level. Pupils with special educational needs and English as an additional language are fully included in all lessons and generally make the same good progress in lessons that other pupils make. An exception to this is when pupils with behavioural difficulties fail to become completely engaged in the lesson they fail to make the same good progress that other pupils make.
160. It was not possible to see pupils in Years 1 and 2 working in the computers suite and the computers in the classrooms were not seen being used during the inspection. There were however displays of pictures and patterns that pupils had produced using graphics programs which indicated that pupils in Years 1 and 2 were attaining the expected level of attainment in this aspect of the subject. Little evidence was seen of computers being used to support learning in other subjects.
161. Pupils enjoy ICT and generally work well in lessons. Most pupils work well in pairs and take turns and share ideas cooperatively. In only one lesson was behaviour unsatisfactory. In this lesson a minority of pupils found it difficult to sustain concentration. They caused a number of disruptions, which took up teacher time and slowed the pace of the lesson and the learning for other pupils. In this lesson the problem was partly created by the difficult layout of the room that makes it difficult for the teacher to supervise all pupils at once.
162. The teaching and learning of ICT is good and teachers have secure knowledge and understanding of the aspects they are teaching. They explain clearly and use the projected whiteboard well to exemplify what they are doing. Although computers are now set up in every classroom they were not used often during the week of the inspection. When they are used they are used well. Year 6 pupils use the Internet to find out more information to support their learning of science. Year 3 pupils used the computer to do some map work. Years 5 and 6 pupils practised measuring angles. Overall, however, computers are insufficiently used to support learning in other subjects and teachers are not yet in the habit of routinely planning ICT into most lessons.
163. The computer suite was opened a year ago and in the last year the school has upgraded the computers in the classrooms, linked them to the Internet and put in printers that work in each classroom. Teachers have still not had the government sponsored training in ICT. The use of the computer suite is not timetabled in the mornings and during the inspection it was underused to develop ICT skills.
164. The scheme of work has only just been established in the school and this term all classes are focusing on graphics. Pupils are generally making good progress in developing graphics skills but some other basic skills are still underdeveloped. For example, pupils in Year 6 working on a mathematics program were unsure where the numbers on the keyboard were.

165. Leadership is good. The coordinator has only been in post for one year but in that time he has set up the systems needed to establish ICT in the school. His plans for the future include developing assessment procedures. The school is now well placed to improve standards in ICT.

## **MUSIC**

166. It has not been possible to make a judgement on improvement since there is insufficient inspection evidence. There is a scheme of work based on the national guidelines in the subject. Music is taught to a regular curriculum plan. Although few lessons were observed during the inspection, the overall effect was of a school that enjoys its music. Singing by all pupils in assembly was strong, with clear voices pitched well with good use of timing. The school develops performance skills in various ways. During the inspection as part of their assembly the Year 3 pupils performed a short version of “Joseph and his Technicolor Dream Coat”, and on another day Years 5 and 6 pupils played their flutes, clarinets and recorders. Other opportunities for pupils to develop their skills come from specialist tuition in flutes, clarinets, and guitars; there is also a recorder group and a school choir.
167. It was not possible to observe more than one lesson in music and so judgements have not been made about standards of attainment or teaching and learning. There is evidence of regular lessons, shown by the good attitudes to, and standards of music seen in performances. In the one very good lesson seen in Year 1, the teacher used good subject knowledge to develop pupils’ appreciation of pitch and the high and low sounds they could make with their own voices. All sang very well as they used the sounds they had invented when they joined in with their own interpretation of “Old MacDonald had a School”
168. The subject co-ordinator is covering for maternity leave. The present leadership is satisfactory. There is enthusiasm for the subject and good interaction with other teachers to promote it. The policy has clear aims and good resources are available to deliver the curriculum. However, links with information and communication technology are not developed well. Formal assessment and a recording system that will evaluate the pupils’ gains in knowledge, understanding and skills are yet to be developed.

## **PHYSICAL EDUCATION**

169. At the ends of both Year 2 and Year 6 pupils attain standards which are in line with those expected nationally, and they make good progress. Satisfactory standards have been maintained since the last inspection. Overall the school has satisfactory resources for the subject. The hall is large, with a good range of apparatus, although it is very noisy, and often used as a thoroughfare during lessons. There are two playgrounds, both with good surfaces, marked out for a range of games. There is a good-sized field close to the school, which is suitable for the whole range of sports and games. Swimming lessons are taken at a local pool, and good opportunities for outdoor and adventurous activities are provided as part of the annual residential visit for the older juniors.
170. By Year 2 pupils understand the effects of exercise on their body, and know how to exercise safely. They can explore simple movements and basic skills with increasing confidence, control and co-ordination. Pupils join in warm-up and warm-down activities well, and are generally well trained in routines such as getting mats out, and putting them away safely. In the older classes pupils continue to develop their basic physical skills. They increasingly acquire precision, control and fluency, and show appropriate understanding of tactics and the rules of fair play in team games.

171. By Year 6 pupils play a simple game of hockey cooperatively together, playing in both the attacking and defensive positions. They pass accurately and discuss tactics. They work at improving their skills.
172. In some lessons seen, some pupils found it difficult to sustain high standards of behaviour when working outside, and this detracted from their learning. Teaching assistants made worthwhile contributions to many lessons, helping to supervise groups, and showing good role models for participation. In some classes pupils are well trained in moving apparatus safely, preparing for lessons and clearing away. This makes a good contribution to their social development, but is not done consistently in all classes. In some lessons apparatus is moved with too little care and this could lead to accidents. A more consistent approach to this would be of benefit.
173. Teaching is satisfactory overall although one excellent lesson and one unsatisfactory lesson were seen. In the excellent games lesson in the playground, pupils developed their dribbling skills in hockey. Pupils made excellent progress, working hard and enjoying the games. Their enthusiasm was very well maintained in the very cold conditions. The excellent teaching in this lesson ensured that all pupils were fully involved, and developed their team-game skills very well. In the unsatisfactory lesson pupils failed to learn effectively because behaviour was not managed well. Poor organisation and management failed to motivate pupils who became restless when they had to stand in the cold watching others jump. In most lessons, however, exciting and challenging activities are provided, which are well matched to pupils' needs. Skills are effectively taught, and the school provides many opportunities for participation in team games and sports in competition with other schools. These promote the school's ethos well, giving pupils pride in their achievements, and developing team spirit. In some lessons seen during the inspection pupils were not given enough opportunities to comment on each other's performance, or to evaluate their own work and suggest ways to improve.
174. National guidelines for the teaching of the subject have been adopted, but there are, at present, no formal assessment procedures. The subject manager is developing a 'foundation grid' to assess pupils' achievements, which will be introduced shortly. The subject is managed effectively, and there are regular checks to ensure that all equipment is safe. Resources are satisfactory overall, and the co-ordinator uses the available budget appropriately to update and replace equipment as necessary. The good range of games and sports activities provided enriches the basic curriculum. These activities are well supported by pupils, and enthusiastically and efficiently run by teachers and other adults.

## **RELIGIOUS EDUCATION**

175. Pupils' attainment at the end of both Year 2 and Year 6 is in line with the expectations of the locally agreed syllabus and pupils achieve satisfactorily. Pupils with special educational needs and those with English as an additional language are fully included in all lessons and also achieve satisfactorily. The curriculum is well planned and pupils learn effectively. The standards of the last inspection have been maintained.
176. Throughout the school pupils develop a good knowledge and understanding of other religions as well as of Christianity. Pupils in Years 1, 2 and 5 all learn about different aspects of Islam. Pupils in Year 1 consolidate their learning by visiting a Mosque. Six and seven year olds know about the importance of prayer to Moslems and about the ritual associated with it. They think about rituals in their own daily life. Year 5 pupils know that the Qu'ran is a sacred book and learn to treat it with respect. Year 4 pupils learn about some of the rituals associated with

Hinduism when they make Rakhis to give to a friend. In accordance with the agreed syllabus pupils learn from religion as well as learning about it. For example, pupils in Year 6 learning about the Five Precepts of Buddhism relate this to the rules in their own lives.

177. All pupils learn about special events and festivals such as harvest, Christmas and Eid. They know some stories from the Bible and Year 3 pupils act out the story of Joseph in assembly. They talk about the things that are important to them, for example, how they feel when they are alone, being kind to one another and the good and the bad things in their lives. By the time they are eleven they have developed a good understanding of both Christianity and a range of other faiths and are beginning to recognise the impact religious faith has on people's lives.
178. The quality of teaching and learning is overall satisfactory. Pupils enjoy learning about other faiths and they are well motivated to learn more by the good range of visitors that tell them more about the subject. Year 6 pupils recalled the visit of a Buddhist, whilst Year 2 pupils recalled the visit of a Moslem. Pupils respond better when activities are challenging. For example, Year 2 pupils enjoyed recalling their knowledge of Salah when they had to write postcards about their trip to Mecca. These lessons not only helped pupils learn more about other religions but also helped prepare them for life in a multicultural society. In one lesson where the activity did not interest pupils the behaviour of some was unsatisfactory.
179. The subject is managed by a well informed and interested coordinator who actively promotes the use of visits and visitors to enhance the curriculum. She has ensured that the curriculum is planned to meet the requirements of the new locally agreed syllabus and that teachers are supported in their planning. However, she has not yet had the opportunity to monitor what is going on in classrooms or the work that pupils produce. The use of information and communication technology to support further learning is still underdeveloped.