

# INSPECTION REPORT

**BURNLEY ROAD JUNIOR, INFANT AND NURSERY  
SCHOOL**

Mytholmroyd

LEA area: Calderdale

Unique reference number: 107506

Headteacher: Mrs Patricia West

Lead inspector: Mrs Lesley Clark

Dates of inspection: 26<sup>th</sup> - 28<sup>th</sup> April 2004

Inspection number: 255673

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior, Infant and Nursery  
School category: Community  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 199

School address: Burnley Road  
Mytholmroyd  
Hebden Bridge  
West Yorkshire

Postcode: HX7 5DE

Telephone number: 01422 883034

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Appropriate authority: Governing body

Name of chair of governors: Mr Alan Bolton

Date of previous inspection: June 1998

## CHARACTERISTICS OF THE SCHOOL

Burnley Road Junior, Infant and Nursery School is a little smaller than other primary schools. Most pupils come from the immediate area which is mixture of rented local authority housing with some owner-occupied properties. Some pupils come from outlying farms. Overall, the school's socio-economic context is below average and its take-up for free school meals is above average. Almost all pupils are of white British ethnic background; a very small minority come from mixed Caribbean backgrounds. There are no pupils learning English as an additional language. When children first start school, their attainment is below average overall. A large proportion of children have significant social and communication problems when they first start in the nursery. The proportion of pupils identified as having special educational needs (8 per cent) is well below average whereas the proportion of pupils who have statements of special educational need is about average. The range of needs includes severe learning difficulties, social, emotional and behavioural difficulties and autism. Pupils in Years 1 and 2 have had an unsettled time during the last two years with frequent and unavoidable staff changes.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                 |                | Subject responsibilities   |
|--------------------------------|-----------------|----------------|--|
| 25431                          | Lesley Clark    | Lead inspector | Foundation Stage<br>Art and design<br>Geography<br>History<br>Religious education<br>Music |
| 8992                           | Brenda McIntosh | Lay inspector  |  |
| 19041                          | Roger Linstead  | Team inspector | Mathematics<br>Science<br>Design and technology  |
| 22291                          | Keith Saltfleet | Team inspector | English<br>Information and communication technology<br>Physical education                  |

The inspection contractor was:

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## **REPORT CONTENTS**

|   | <b>Page</b> |
|---|-------------|
| <b>PART A: SUMMARY OF THE REPORT</b>                                      | <b>6</b>    |
| <b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>                 |             |
| <b>STANDARDS ACHIEVED BY PUPILS</b>                                       | <b>8</b>    |
| Standards achieved in areas of learning and subjects                      |             |
| Pupils' attitudes, values and other personal qualities                    |             |
| <b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>                        | <b>11</b>   |
| Teaching and learning   |             |
| The curriculum  |             |
| Care, guidance and support  |             |
| Partnership with parents, other schools and the community                 |             |
| <b>LEADERSHIP AND MANAGEMENT</b>  | <b>16</b>   |
| <b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b> | <b>18</b>   |
| <b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>                          |             |
| <b>SUBJECTS IN KEY STAGES 1 AND 2</b>                                     |             |
| <b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>                  | <b>31</b>   |

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** because the leadership of the headteacher and key staff, ably supported by governors, is very good. The school is well managed, pupils are very well taught and they achieve very well in relation to the level at which they start. Standards are above the national average by the end of Year 6. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in mathematics and science and above average in English by the end of Year 6.
- Pupils achieve very well because teaching is very good and they learn from an early age to be self-reliant and independent.
- Standards are below average in science by the end of Year 2 because of the way the curriculum is organised.
- The tasks in reading and writing do not always challenge higher attaining pupils sufficiently well in Years 1 and 2 and the standard of handwriting of pupils in these year groups, although satisfactory, could be better.
- Pupils have very good attitudes to learning; they behave well and are socially responsible because the school makes good provision for their personal, social and moral development.
- The leadership provided by the headteacher and staff with management responsibilities is very good.
- The school makes very good provision for pupils with special educational needs.
- The accommodation for pupils in Year 2 and in the reception class is unsatisfactory.

The school has made very good improvement since it was last inspected in June 1998 in all the areas identified at that time. The quality of teaching is much better and the school has developed effective systems of curricular planning, monitoring and assessment through developing the role of the subject co-ordinators. Consequently, standards have risen considerably in most subjects, particularly in reading, information and communication technology (ICT), design and technology and history. The leadership of the school, which was satisfactory at the last inspection, is now very good.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| English   | A           | D    | C    | A               |
| mathematics   | A           | C    | B    | A               |
| science   | A           | C    | C    | A               |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is very good** overall for most pupils, including those with special educational needs. Pupils do very well compared to those in similar schools. No significant differences were seen between the achievement of boys and that of girls. Children in the nursery and reception classes achieve very well and are likely to exceed the goals expected of children of this age in personal, social and emotional development and in communication, language and literacy and to meet those expected in mathematical development, knowledge and understanding of the world and physical development by the time they move into Year 1. In Years 1 and 2, pupils achieve satisfactorily overall for although lower and average attaining pupils make very good progress a small minority of higher attaining pupils underachieve because they are not always challenged sufficiently. The unsatisfactory accommodation for reception children and for pupils in Year 2 also has an adverse impact on attainment in some practical subjects. Standards by the end of Year 2 are average in

reading, writing and mathematics but below average in science. Achievement in Years 3 to 6 is very good. Standards in the current Year 6 are well above average in mathematics and science and above average in English. Pupils do very well in relation to the level at which they come into school. Standards are in line with those expected in ICT and above average in art and design throughout the school and in design and technology and history by the end of Year 6. Standards are broadly average in religious education.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall**, with particular strengths in moral and social development. The pupils have very good attitudes and behave well. Attendance is very good and pupils are punctual.

## **QUALITY OF EDUCATION**

Overall the school provides a **very good quality of education**

The quality of teaching and learning is very good with almost all lessons being good or better. In the nursery and reception classes, very good teaching ensures that children learn well. Teachers make the best possible use of the unsatisfactory accommodation. Teaching is very well organised and imaginative and teachers' high expectations push children's learning on at a rapid rate so that they learn to read and write well for their age. The extremely small Year 2 classroom and cramped Year 1 classroom make teaching very difficult because much rearrangement of furniture has to take place before doing practical activities. This means that pupils in these year groups are often taught quite formally for their age and stage of development. Well-organised teaching, however, ensures that the majority learn well. Teaching is very good in Years 3 to 6 and pupils learn very well indeed, inspired by their teachers' very good subject knowledge, very well planned lessons and very high expectations. Throughout the school, teaching assistants provide very effective help for pupils and help push on pupils' learning, especially those pupils with special educational needs.

The school provides a good curriculum which aids pupils' very good achievement. The curriculum is broadened and enriched by a good range of extra-curricular activities and promotes pupils' personal development well. The accommodation is unsatisfactory overall though extensive grounds outside are used well to enrich the curriculum. Arrangements for ensuring pupils' care, welfare, health and safety are good. The partnership with parents and the community is good and contributes well to pupils' very good achievement. Links with other schools are very good and help to broaden the range of learning opportunities for pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good overall.** Leadership of the headteacher and senior staff is very good. The governance of the school is good and the governing body meets its legal requirements in full. Good management systems ensure that the school runs efficiently.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are very satisfied with the education their children receive. Pupils think it is a very good school and that the teachers are the best thing in it.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- ensure the continuous development of skills in science for pupils in Years 1 and 2 so that they do not forget what they have learnt,
- in Years 1 and 2, improve pupils' handwriting and provide more challenge for the small proportion of higher attainers in writing and reading,
- find ways of providing more suitable accommodation for pupils in Year 2 and the reception class.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is very good overall. For Years 1 and 2 it is satisfactory while in Years 3 to 6 pupils put on a real spurt and their achievement is very good. Overall, children make good progress through the Foundation Stage. The achievement of boys and girls is roughly the same.

#### Main strengths and weaknesses

- Children make very good progress in the nursery and good progress in the reception class.
- Pupils in Years 3 to 6 make very good progress so that by the time they leave the school at age 11, their achievement is very good compared to that found in most schools.
- Because of consistently high quality teaching, by the end of Year 6, pupils achieve standards that are above average in English, and well above average in mathematics and science.
- The achievement of pupils with special educational needs is very good.
- Some higher attaining pupils, particularly in Year 2, underachieve as their needs are not sufficiently well met, and the pupils' attainment in science in Year 2 is below the national average.

#### Commentary

1. Children enter the nursery with levels of attainment that are below average. They make very good progress in the nursery because their teachers have very good teaching strategies and expect them to do well. This pace slackens a little in the reception class not because the teaching is not of very good quality, but because the accommodation does not lend itself readily to creative and practical activities due to a lack of space; a lack of wheeled toys restricts aspects of children's physical development. By the end of the reception year children's attainment exceeds that expected in personal, social and emotional development and in communication, language and literacy. The children make good progress in the other areas of learning and are likely to meet the goals expected of them at the start of Year 1. It was not possible to make a judgement on children's creative development as not enough was seen.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| Reading       | 14.8 (15.7)    | 15.7 (15.8)      |
| Writing       | 13.7 (13.6)    | 14.6 (14.4)      |
| Mathematics   | 15.8 (16.4)    | 16.3 (16.5)      |

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

2. By the end of Year 2, standards in reading, writing, and mathematics are in line with those expected nationally, representing satisfactory achievement. This is an improvement on the previous year, when there was a high proportion of pupils with special educational needs, including behavioural problems. In addition, this year the teaching is more consistent with none of the disruptions experienced previously. In fact in the lessons seen the quality of teaching and learning was consistently good. All this being said, there is still room for further improvement particularly for higher attaining pupils in reading and writing in Years 1 and 2. The stock of reading material for confident readers in Year 2 lacks the challenge needed in content, interest and length to develop their reading skills further. In writing lessons, work is planned to meet the different abilities in both classes but the lack of regular support for pupils when working independently, partly because of lack of space, results in work that is planned



mainly to consolidate the learning of higher attaining pupils rather than extend them. The accommodation in both rooms is cramped; pupils have to sit for too long on the carpet and the lack of space restricts practical activities to develop their independence.

- By the end of Year 2, pupils' attainment in science is below that expected nationally. Science is not taught in either Year 1 or 2 during the summer term and, in effect, pupils have to complete six terms' work in four terms and the long break means that continuity is lost. There is an even greater impact on the achievement of higher attaining pupils as there is little opportunity for them to attain high levels in the allotted time. Pupils are therefore assessed formally at the end of the spring term and this has a negative impact, particularly on those pupils who are not seven years old until the summer. Opportunities to develop pupils' literacy and numeracy skills in science are also missed.

#### **Standards in national tests at the end of Year 6 – average point scores in 2003**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 26.6 (26.0)    | 26.8 (27.0)      |
| Mathematics   | 27.6 (27.0)    | 26.8 (26.7)      |
| Science       | 28.7 (28.7)    | 28.6 (28.3)      |

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

- Standards in English are consistently above average by the end of Year 6, reflecting the good progress pupils make in reading and writing because they are well taught. The pupils practise their writing skills in a wide range of other subjects. There is an even more positive picture in mathematics and science where pupils attain standards well above the national averages. This is a reflection of the high quality of teaching and learning, particularly in Years 5 and 6 and the fact that basic skills are well taught. Compared to similar schools, pupils' achievement is consistently very good. Other factors contributing to this high achievement are the systematic revision of all three subjects linked effectively to pupils' homework and the good connection with the local high school, which allows higher attaining pupils to work with subject specialist teachers. Extra classes to boost pupils' attainment make a very significant difference to the performance of the small group of pupils who are at the borderline of average attainment. Pupils know their own targets and what they need to do to improve and so are able to take responsibility for their own learning.
- Pupils with special educational needs make very good progress overall. In addition to the extra classes they receive additional help in other lessons where needed and positive action is taken to improve their attainment. Pupils achieve well in ICT and most attain average standards by the end of Year 6. Pupils' performance has improved markedly since 1999 and the school's up-to-date equipment and fully trained staff deliver the curriculum well, although the control element of ICT is underdeveloped. Standards are above average in art and design throughout the school and in design and technology and history by the end of Year 6. Standards are broadly average in religious education.

#### **Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes to school and they behave well. Pupils' spiritual, moral, social and cultural development is good. Attendance is well above the national median and pupils arrive punctually to school.

#### **Main strengths and weaknesses**

- Attendance is well above average and pupils are very keen to join in with all that the school offers them.

- Pupils behave well and those with behavioural difficulties are given very good support.
- Older pupils have significant responsibilities which they carry out well.
- Pupils' understanding of the cultural diversity of this country is not extensive.

## Commentary

6. Pupils enjoy coming to school and get on very well with each other and with adults who work with them. They are very confident and have learnt the art of making polite conversation while showing genuine interest. Pupils have very decided views about their school and say it is "a small but comfortable school". They think that 'the teachers are the best thing about the school' because they are kind and make lessons interesting. Pupils like 'certificate day' because their achievements outside as well as within school are celebrated. They take a keen interest in school life and the wide range of activities it provides. As a result, attendance is well above national figures. This very positive environment for learning and the pupils' very good attitudes make a significant contribution to pupils' learning and achievement. Pupils who have special educational needs have similarly very good attitudes.

## Attendance

### *Attendance in the latest complete reporting year 2002/03 (%)*

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 3.6 | School data          | 0.8 |
| National data      | 5.4 | National data        | 0.4 |

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

7. The school's rate of unauthorised absence is higher than average. This is due to a small number of pupils and to families taking holidays in excess of ten days during term time. The systems for monitoring attendance are much improved since the last inspection and are now good, with rigorous following up of absences and scrupulous monitoring of patterns of absence.
8. Pupils behave well and the school has put a great deal of thought into making lunchtimes and playtimes happy and relaxed occasions that give good support to those who have behavioural difficulties. Good behaviour is rewarded by pupils being given the privilege to dine with the headteacher. Organised lunchtime games such as the pupils' current favourite, 'a cross between rounders and kicking a football', are well supervised. They channel pupils' very considerable energies into collaborative and competitive games that include boys, girls and pupils from minority ethnic groups equally. In the classrooms, clear rules and specific rewards give firm boundaries to those whose behaviour can be challenging. The school was justified in excluding one pupil for specified parts of days on 17 occasions.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British                             | 203                  | 17                                | 0                              |

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

9. The leadership and management take great pains to involve the pupils in regulating their own and others' behaviour. A very small number of parents are concerned about racism in school. The school is monitoring this very closely and have taken entirely appropriate steps to deal with potential issues. Pupils do not perceive bullying to be a problem. According to them, occasionally some children spoil games for others but adults sort out any problems quickly.

Pupils feel that their friends are good at listening to them and helping them and pupils in Year 5 appreciate the 'worry box' where they can write down their concerns in confidence. Year 6 pupils help to organise games for younger pupils and have the power to nominate pupils for certificates if they have played nicely with others.

10. The good overall provision for developing pupils' personal qualities, including their spiritual, moral, social and cultural development enables pupils to become caring, very thoughtful and responsible individuals. Very good teaching helps them to become self-aware. Spiritual development is a natural and integral part of assemblies, which are planned around themes that pupils find relevant. The school makes satisfactory provision for the pupils' cultural development but has clear strategies to expand pupils' multi-cultural knowledge. It helps pupils of all backgrounds come to a better understanding of British society today. Very good provision for social and moral development means that pupils know what is expected of them and consequently they have a very good understanding of right and wrong. Class councils provide a forum for pupils to express their views. Pupils are very clear that their views are listened to and acted upon. Three words – pleasant, polite, sensible – prominently displayed throughout the school, sum up the leadership and management's expectations which the vast majority of pupils fulfil.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is very good. The quality of teaching and pupils' learning is very good and the curriculum offers a good range of learning experiences. Standards of care, welfare, health and safety are good. The partnership with parents and the community is good and contributes well to the pupils' learning and their very good achievement. Links with other schools are very good and enhance the range of learning opportunities for pupils and help them to achieve very well.

### **Teaching and learning**

The quality of teaching and learning is very good overall. Very effective teaching results in very good progress in the Foundation Stage and Years 3 to 6. The good teaching in Years 1 and 2 enables pupils to learn well. Assessment of pupils' work is good.

### **Main strengths and weaknesses**

- High quality teaching enables pupils to reach good standards by the time they leave.
- Very good teaching in the nursery and reception class gives children a good foundation of key skills which teachers skilfully develop in subsequent years.
- Pupils with special educational needs make very good individual progress because of the very good provision.
- Pupils of all capabilities enjoy new learning and work hard in most lessons because teachers not only expect a lot of them, but also provide very effective help.
- Good assessment arrangements show teachers clearly how well pupils are progressing and what they need to do to improve.

### **Commentary**

11. The quality of teaching has greatly improved since the last inspection when one lesson in ten was unsatisfactory. A great deal of effective training, careful observation of work in the classroom and discussions about planning have improved the quality and rate of learning. There are now no unsatisfactory lessons and nine out of ten are good or better. Teachers' very thorough knowledge of the subjects, effective planning and high regard for pupils' capacities as learners generate good achievement in nearly all lessons. The table below shows clearly the high proportion of good teaching.

### Summary of teaching observed during the inspection of 39 lessons

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0         | 15 (38%)  | 20 (52%) | 4 (10%)      | 0              | 0    | 0         |

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen*

12. The quality of teaching and learning is very good in mathematics, science, art and design and design and technology, and in the nursery and reception class. There was not enough evidence to judge quality in geography. In all the other subjects, the teaching quality was good. Teachers have met fully all the shortcomings noted at the previous inspection. Pupils now clearly understand the aims of learning at the start of each lesson. At the end of lessons reviews of learning iron out any misunderstandings and firm up new learning. Lessons give pupils full opportunities to explain their methods. Teachers' expertise in ICT, design and technology and music are now at least satisfactory.
13. Very good teaching in the nursery and reception class gives children a strong foundation for their work on the National Curriculum in Years 1 to 6. The children securely gain vital skills for learning such as the ability to listen well, concentrate hard, use resources and work together in groups and pairs.
14. Teachers identify pupils' different approaches to learning and match teaching very effectively to them. As a result, the pupils achieve considerable maturity and independence in learning by the time they are in their final year. For example, Year 6 pupils worked very well in groups without any direct help to devise and revise investigations into the properties of materials, and to research the Internet to prepare for history work on exploration.
15. A key feature of the teaching is its capacity in nearly all subjects to meet the varied learning needs of pupils of different capabilities and backgrounds. Because teachers know their pupils very well and have very good knowledge of how they learn and progress, they provide work that engages faster and slower learners, both boys and girls and pupils with special educational needs. However, lessons in Years 1 and 2 do not always give enough challenge to developing writing skills of faster learners. Inadequate accommodation also reduces the quality of learning in Year 2. Skilled support staff teach very effectively small groups of pupils who are in danger of falling behind, particularly in basic skills in reading, writing and number. The deployment of an additional experienced teacher in Year 6 allows the school to provide a very effective boost in English, mathematics and science, to give pupils much greater individual attention in the run-up to their national tests.
16. Pupils who have special educational needs are very well taught and learn very well. The school provides individual help when needed or, as in Year 3 where many have specific language and literacy needs and Year 4 where there are several pupils with statements of special educational need, adapts the organisation of groups so that lower attainers in both year groups receive additional support and higher attainers are pushed on. As a result of the teachers' consistent approach to managing behaviour, pupils know where the boundaries are, feel safe and so their learning flourishes and, for example, non-readers new to the school, learn to read within six months.
17. Good assessment arrangements give teachers a clear view of the rate and quality of learning in individual lessons and over time. Regular and thorough checks on attainment enable each pupil to be set challenging targets in English, mathematics and science. Pupils therefore know how well they are progressing and how to improve their work. Assessment in other subjects shows how well pupils have done in each half term's work, but does not link their attainment to levels of the National Curriculum. Marking in most subjects shows pupils adequately how well they are progressing and how to improve their work.

## The curriculum

The curriculum is good and caters well for pupils' interests and needs. Staff work hard to provide a broad range of interesting curricular opportunities that help pupils achieve very well during their time in school. A good range of extra-curricular activities enhances pupils' learning well. Accommodation is unsatisfactory overall and resources are satisfactory.

## Main strengths and weaknesses

- The opportunities provided by the curriculum are broad and help pupils achieve very well; but the science curriculum in Years 1 and 2 is not organised well enough.
- Provision for pupils with special educational needs is very good.
- Participation in a good range of out-of-school activities contributes well to pupils' personal development.
- There are good opportunities for enrichment within the school day.
- Aspects of the building are unsatisfactory and hinder some pupils' learning.
- Displays around the school are of a very high standard and reflect pupils' high achievement very well.

## Commentary

18. The curriculum meets the national requirements and the quality of it has improved very well since the last inspection. For example, the school has put considerable energy into developing ICT facilities which are used effectively. Teachers have implemented and developed the National Literacy and Numeracy Strategies well, with the result that pupils achieve very well in English and mathematics by the end of Year 6. All other subjects are given good prominence and attention. The curriculum is planned in such a way that makes learning interesting and fun. This is because teachers want pupils to see the purpose of the activities and link learning between subjects to broaden pupils' understanding. When planning, teachers use national guidance and other commercial schemes very effectively to identify clear and appropriate learning objectives that provide a growing and broadening of knowledge and skills. However, in Years 1 and 2, the programme for learning does not include science in the summer term. As a result the gap in pupils' learning prevents a continuous development of their skills. Planning matches learning to pupils' varied capabilities well with the exception in Years 1 and 2 where the higher ability pupils are not challenged enough in writing and reading. The school has no formal procedures for identifying gifted and talented pupils, though in practice their needs are well catered for.
19. Provision for pupils with special educational needs is very good. They follow a similar curriculum to other pupils with additional time within literacy and numeracy lessons to concentrate on developing specific, basic skills. The curriculum is sensitively adapted to suit those on the autistic spectrum, as in the nursery, or who have severe learning difficulties. Individual education plans are clear and different strategies identified to help pupils to learn. Targets are clear and pupils are aware of what they need to do to make progress. A drawback is the lack of space within school. The cramped classrooms in Year 2 and reception require sensible negotiation in narrow spaces and a fair degree of tolerance of extraneous noise.
20. Pupils' learning is broadened and enriched by some very good opportunities for working with experts. For example, a professional artist helped to fire pupils' imaginations to create stunning dragonflies which they later positioned along the riverside as part of a 'Sculpture Trail'. Links with other schools provide many interesting and diverse opportunities. The school provides a rich and varied range of challenging experiences for pupils in their last term in Year 6. They have lessons with teachers from the secondary school and gain an insight into the subjects they will study. This helps to prepare pupils very effectively for transfer and extends the contacts they have had with the school through an exciting range of sporting activities.

21. The school supports all pupils' learning through a wealth of clubs, visits and visitors to the school. Very good use is made of professional coaches to provide clubs for a wide range of interests, such as athletics, choir, dance and orienteering. These clubs are valued by the pupils and are very well attended. The school's commitment to inclusion is shown in the way all after-school clubs include targeted pupils in order to help boost their confidence and self-esteem. Residential visits include a wide range of exciting and challenging opportunities, as well as valuable time to learn how to live with others away from home. All pupils have opportunity to perform and have a part of the 'Lime-Light' and this has a positive effect on their attitudes to learning.
22. The Year 2 classroom is unsatisfactory. It is too small, it is cramped and inhibits pupils' learning. Practical subjects, such as art and design and investigative work in science, are hampered by lack of space. Furniture is constantly moved around to maximise space and this can lead to pupils sitting too long on the carpet during initial parts of lessons to avoid wasting time. A lack of space also makes it difficult to support small groups of pupils in lessons. Similar problems arise in the reception classroom. The teacher works hard to organise the classroom to support each area of learning but children's creativity is severely restricted by the shortage of space. There is no outdoor play area or large wheeled toys. The staff work very hard to overcome the difficulties caused by the unsatisfactory accommodation.
23. Parents realise that the building presents some problems but say all the exciting activities offered within it far outweigh its poor condition. Vibrant displays of written work and almost all curricular areas give pupils a strong sense of pride in the value of their work and enhance the learning environment extremely well.

### **Care, guidance and support**

Arrangements for ensuring pupils' welfare, health and safety are good. Pupils are treated as individuals and receive a good level of help and guidance and, as a result, they achieve very well. Pupils are at the forefront of the school's work and their views are carefully taken into account and acted upon.

### **Main strengths and weaknesses**

- The school provides a secure and happy environment in which pupils are well cared for so they enjoy their learning and achieve very well
- Well-targeted academic support and high quality pastoral care make a significant contribution to pupils' very good achievement
- Pupils' views are sought, valued and acted upon. They contribute very well to the development of the school.

### **Commentary**

24. Pupils are safe and secure at school and the good attention paid to their care, welfare and safety allows them to concentrate on learning. Health and safety meets statutory requirements and is dealt with promptly. The governors and staff work hard to ensure a safe environment for the children and are very mindful of the health and safety issues which the unsatisfactory accommodation can present. For example, as funds are available, governors are working through the main priorities on the 'conditions survey' produced by the local authority to rectify health and safety defects. At all times children are well supervised. There is a lack of space in the Year 2 and reception classrooms and as a result of this a great deal of planning and organising by staff is necessary to provide a suitable learning environment. Child protection procedures are very good and well established.
25. Pupils and staff take delight and enjoyment in learning. Parents are particularly pleased by the way the school places much emphasis on pupils' happiness and feel this helps them to learn.

Pupils find their teachers kind, helpful and fair. As a result of the staff's high expectations, pupils are caring and thoughtful, fully involved in all aspects of school life and very willing, as they mature, to take increasing responsibility for others. They offer very good help to each other. New pupils arriving at the school soon make new friends and are quickly helped to settle into their new surroundings. Most pupils know that if they have any problems or worries there is a known adult in whom they can confide. The school is always ready to listen to pupils and offers very good personal support as their needs arise.

26. The information about pupils' achievements is used well to set targets for academic and personal development. Pupils have a good awareness of how well they are doing and how to improve so they achieve very well. Pupils with special educational needs are supported very well in class so they take a full and active part in lessons and achieve as well as other pupils.
27. Pupils know that their views matter and the school will try and act upon what they say. The pupils' council has an influential role in this. For example, the school is setting up a House System due to their requests and pupils have an input to the school meals menu through the Cool Café system.

### **Partnership with parents, other schools and the community**

The partnership with parents and the community is good and contributes well to the pupils' learning and their very good achievement. Links with other schools are very good and enhance the range of learning opportunities for pupils and help them to achieve very well.

### **Main strengths and weaknesses**

- There is a good partnership with parents. The resulting trust between school and home makes a good contribution to children's learning and achievement.
- Very good communication keeps parents very well informed about the school and their children's progress.
- Very good links with other schools and good links with the local community enhance curricular opportunities for pupils.

### **Commentary**

28. Since the last inspection the partnership with parents has strengthened and is now good. Parents have a high regard for the school and are keen for their children to do well. They especially like the welcoming atmosphere in school and feel there is a lot of very good verbal and written communication in terms of seeking ideas and getting people involved. Teachers and support staff are always available to parents to discuss concerns and help them to understand the work their children are doing. Parents are extremely supportive of fund-raising activities and other events or performances involving their children. A small number of parents are involved in the 'Better Reading' partnership which provides extra adult support for pupils to help them develop their reading skills and this contributes well to their achievement.
29. The school communicates very well with parents through a wide range of information about the school, the curriculum and children's progress. Sessions about the curriculum are held to explain what children will learn in school and at home. Parents are clear of the importance of the regular homework which they are expected to oversee and most ensure that it is done on time, thereby contributing well to their children's learning. Parents of children in the nursery are welcomed into the classroom at the start of the session and they work productively alongside their children. It is a delight to see parents and their children getting so much enjoyment out of reading together. This is an extremely beneficial time because it helps establish good relationships with parents and develops their interest in their children's work. The teacher and support staff take opportunity to help parents understand the work the children are doing or discuss any concerns they might have. Parents of children with special

educational needs receive good information about progress through the regular review meetings.

30. The annual reports provide a good summary of pupils' achievements and include specific targets for the next steps of learning. This is an improvement since the last inspection when they were described as unsatisfactory. Open evenings give parents an alternative opportunity to find out about their child's progress.
31. The school uses local resources well to widen pupils' learning. There is a wide programme of visitors to the school and pupils visit many interesting local places to enrich their curriculum. The school and community come together well for the local gala when everyone enjoys a fun day out. The links with the local secondary school make a very good contribution to pupils' learning and achievement. There are regular opportunities for sharing of curricular issues and staff expertise which help to improve the quality of teaching and learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance of the school are very good and have been improved upon since the last inspection. Leadership of the headteacher and senior staff is very good. Management systems are good and effective. The governance of the school is good and the governing body meets its legal requirements in full.

### **Main strengths and weaknesses**

- The headteacher inspires, supports and encourages all staff to develop their leadership qualities. She has created a strong sense of common purpose and direction that is firmly focused on high expectations and pupils' achievements.
- The school is committed to inclusion and concern for the needs of individuals.
- Arrangements for checking the performance of the school are good and the effective action taken to address areas of weaknesses have played an important role in raising standards and pupils' achievement.
- Governors make a good contribution to the leadership of the school and its successes.
- Financial planning is very good.

### **Commentary**

32. Successful leadership and management have been the key factors in raising the achievement of pupils since the last inspection and standards are now above average by the end of Year 6. There are still barriers to even further improvement caused by the accommodation which inhibits pupils' achievement in the reception and Year 2 classes due to the lack of space, but the school is managing them very well.
33. The headteacher gives the school a very clear sense of direction so that all staff know what they are working towards. This inspiration has created a climate in which all staff and governors can work successfully, as a team, to help pupils achieve as well as they can. She is ably assisted by the deputy headteacher who makes a very good contribution to the work of the school. Parents see the headteacher as one of the school's biggest assets and admire the way she is willing to work with people. One of the reasons why parents choose this school for their children is because of the headteacher and other staff.
34. The reflection of the school's aims, values and policies in its work is very good. The strong emphasis on ensuring that pupils feel valued and develop positive self-esteem makes a valuable contribution to their improving standards and achievement. The school has a policy to ensure racial equality, which is implemented and monitored appropriately. The leadership and management of special educational needs are very good, typifying the school's commitment to



inclusion. Individual education plans are appropriate to pupils' needs and all documentation is of a high standard. As a result these pupils achieve very well.

35. Managerial responsibilities have been delegated effectively so that a successful management team has been developed. Since the last inspection subject management has been developed very well because co-ordinators are empowered to check the quality of teaching and learning and then play an active part in putting into place arrangements for improvement. They have all recently received training on how to monitor the quality of teaching and learning in the classroom. The headteacher is mindful at all times to make their work load manageable. For example, she ensures that they have sufficient time to carry out their management responsibilities. Each subject is considered an important aspect of the curriculum and there are clear action plans for developing each one of them annually. The co-ordinators manage their own budgets and spending on resources is linked to needs and improving standards. The management of the curriculum is good. It is carefully planned except for the way science is taught in Years 1 and 2 which does not allow pupils to build consistently on their previous learning. The principles of performance management, linked to support and opportunities for professional development, are firmly in place. Personal objectives relate very well to whole-school priorities for improvement and raising standards.
36. Governors' visits to school, including observing lessons and talking to children, help them gain a good understanding of the strengths and areas for development. The skills of individual governors are used well to link them to specific aspects. Since the last inspection, governors play a more active role in the life of the school and, as well as being supportive, are willing to challenge the proposals of the senior managers and at times the local education authority. A very good improvement since the last inspection has been the involvement of all staff and governors in school improvement planning. The plan is a detailed document, which contains criteria against which the school can measure its success in achieving its targets and it is closely linked to the budget. As a result, the school has been able to check and evaluate its work well and, in the light of this, set further targets for action. A good example of this is the way the school has much improved its systems for checking the progress that pupils make. The school uses its data very well to compare how it is performing against national and similar schools and highlight areas where improvement is needed. This has enabled target setting to be refined, so as to better meet the needs of individual pupils.

**Financial information for the year April 2002 to March 2003**

| Income and expenditure (£) |         | Balances (£)                        |        |
|----------------------------|---------|-------------------------------------|--------|
| Total income               | 498,185 | Balance from previous year          | 50,166 |
| Total expenditure          | 491,010 | Balance carried forward to the next | 57,341 |
| Expenditure per pupil      | 2,232   |                                     |        |

37. Financial planning is very good. The school budget is very well monitored to support the school's priorities for improvement and is monitored regularly, with the help of a bursar, to ensure that spending levels are within the agreed targets. The decision by the governors to employ an experienced bursar is an efficient use of finances and releases some of the headteacher's time. The high carry over figure has been built up due to the additional financial support received from the infant initiative fund and changes in the way other funds can be spent. A bid for funding to build a new base for the nursery and reception children was knocked back and governors had planned to make a contribution towards internal fixtures and fittings. The local education authority has recently informed the school that there are possibilities that the building work might still go ahead. Governors are happy to commit some of the surplus funds to improve the learning environment for the children in the reception and Year 2 classes.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Leadership and management of the Foundation Stage are very good. Standards are higher than those expected in communication, language and literacy and in personal, social and emotional development and are in line with expected standards in most other areas of learning. This is good improvement since the last inspection. Teaching and learning are very good overall and children achieve very well during their time in both classes. Assessment procedures are good. Teachers make the best possible use of inadequate accommodation and have found ways to work round some of the problems it presents them with. Unsatisfactory accommodation, however, has a negative impact on children's achievement in some areas of learning in the reception class.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- Children achieve very well and are on course to exceed expected standards by the end of the reception year because they are given responsibilities that successfully foster their independence and self-reliance.
- Children settle very quickly to nursery routines because of very well organised teaching and learn to concentrate for long periods of time in reception.

#### **Commentary**

38. Children are likely to exceed the levels expected by the time they enter Year 1 because the teaching is very good in the nursery and reception classes. Children gain in confidence and learn to work productively with others because lessons are very well planned to encourage them to do so. Staff have high expectations of work and behaviour and in the nursery, for example, older children are expected to show the new ones how to pour out their drink and then clear away after themselves when they have finished their snack. This level of responsibility increases in the reception class with class monitors and representatives on the school council and a similar procedure as in other classes for reporting back on meetings. It is notable that reception children are quite at their ease in these discussions and do not hesitate to put their point of view. Children work and play together very well, showing above average skills of co-operation.
39. Teaching is very good and activities to stimulate children's interest are very well organised. On entry to school, the children are encouraged to register independently and parents and grandparents are encouraged to work alongside their children for a short time which helps them to settle quickly. Members of staff engage children actively in discussions and this is very helpful to the quite large proportion of children who have difficulties in making themselves understood when they first start in nursery. Through talking and questioning, children learn to listen and to concentrate; this is particularly evident in the reception class where children are alert to their teacher's good-humoured comments and ready wit. The members of staff who support children with profound learning difficulties are skilful and do everything to help them be fully involved in activities.

### **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **very good**.

## Main strengths and weaknesses

- Role-play is used very well in the nursery to develop children's skills and to foster an interest in writing.
- Children's achievement is very good and they learn to read and write well for their age.

## Commentary

40. The quality of teaching and learning in the nursery and reception classes is very good and, as a result, children are likely to exceed the levels expected by the time they enter Year 1. In the nursery, children get involved in elaborate imaginary games in the office, typing furiously, scribbling notes on 'post-its', reading back what they have written. By drawing lines and circles they begin to develop their writing skills. The teaching helps individual children to read and write from right to left and tasks are successfully adapted to suit different abilities. Higher attainers, therefore, begin to recognise and write letters that begin and end words and are able to write their full names clearly.
41. The standard of reading and writing in the reception class is good. The majority of children are reading within the early stages of the National Curriculum. They read a good range of key words and higher attainers are quick to spot rhymes in the class book. Lower attainers use picture clues to 'read' the text and successfully work out 'dragon', for example. The teacher has a lovely rapport with the children and has the gift to make them laugh as when they all giggled at the notion of sliding down a bumpy dinosaur's back. When the children worked out for themselves the word 'roar' they really enjoyed 'roaring' to make her jump. Much emphasis is placed on helping children to remember what they have just learnt – this helps lower attainers in particular and the learning of children who have special educational needs comes on apace. For example, they were able to write 'tin' without help. Higher attainers write simple words accurately, spacing them out correctly and using full stops as required. The teaching is well planned so that the lack of space does not stand in the way of learning.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

## Main strengths and weaknesses

- Children achieve very well in the nursery because the teaching is extremely good.
- Most children are on course to reach the goals expected of children by the end of the reception year and a large proportion to exceed them. Lack of space means that activities are crowded.

## Commentary

42. Children learn how number relates to quantity at a very early age through counting and using mathematical vocabulary very frequently. Teaching is extremely good and mathematics forms a part of most of the activities that take place. For example, at snack time, children are encouraged to place different shaped crisps to form a repeating pattern on a small board with numbered squares which is then used as a discussion point. In one activity, the children's minds were taxed as they tried to work out why two suitcases, seemingly identical, were different in weight. This led to interesting discussions between the children when they used the see-saw next to it.

### Example of outstanding practice

#### **A simple, hand made text was used to develop children's numeracy skills very effectively.**

Seated at a small table with two different coloured pieces of 'playdough' before her, an average attaining child began to 'read' the instructions in the book. Each page, simply written and with an illustration, gave step-by-step instructions as to how to make a caterpillar on a five-pointed leaf out of dough. The exercise involved interpretation, accurate counting and manipulation of different small tools. The teacher alongside her, quietly reinforced identifying each numbered page before turning it over, reading the text and then following exactly what it said. At one point the child was counting up to five without help and then making five different sized balls of dough to link together. When it came to the last instruction 'make a face' each child did so differently. Many different skills went into this seemingly simple exercise and it extended children's concentration very well as they wanted to complete the task successfully. The intimacy of sharing the book made each child feel special and developed their confidence and communication skills very well indeed as well as their mathematical understanding.

43. By the reception year, the children are ready for more formal teaching. A very good range of activities challenge children of different abilities though the lack of space in the classroom inhibits some more practical tasks. In the 'wet area', for example, children are very crowded together. There is not enough space between activities and therefore there is limited space to spread out jigsaws, for instance, and building blocks. The teaching encourages children to count in different ways. When grouping paperclips in fives, for example, children were encouraged to estimate how many there might be altogether before counting them. Higher attainers can write numbers over 30 and all count up to 100 together accurately. A strong feature is the way children work together, sharing resources and helping each other to count out bricks or writing numbers in answer to questions. The very good teaching motivates children well and lessons move at a good pace.

### **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

#### **Main strengths and weaknesses**

- Teaching is very good and highly imaginative in both the nursery and reception classes.
- Although children achieve well, the reception accommodation restricts independent learning.

#### **Commentary**

44. In the nursery, activities vary from the routine, selecting appropriate symbols to show what the weather is like, to the highly unusual. Children brought recyclable materials to school in readiness for a visit to the recycling area by the nearby canal. They were aware of the different materials and knew that there were different containers for different bottles and discussed what had been inside different cans. The visit was also planned to give children a real purpose for writing, anticipating that they would have to write letters to the council to point out the rubbish on the way to the site. The nursery makes full use of the school's extensive grounds to foster children's knowledge and understanding of growth and development. In one lesson, children collected buds which they then carefully opened to see the new leaf folded inside. Lower attainers clearly understood that small trees were 'not grown yet'.
45. Activities in the reception class are necessarily more restricted, though similarly good use is made of the outdoor environment. The activities are well organised and some are highly imaginative; for example, squidgy spaghetti in green water prompted much discussion as well as tactile play. Because the children are so well behaved, the lack of space is less of a problem than it might be. They do, however, tend to trip over things and there is very little room to grow plants from seed, for example. Very good teaching and very good relationships with the children go a long way towards overcoming these problems

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well and standards are at expected levels by the end of the reception year.
- The outdoor learning environment imposes restrictions on how children are taught in reception.

### **Commentary**

46. Children achieve well as they learn to use pencils and scissors with skill and to run, jump and climb and to use a range of wheeled toys in the outdoor nursery area. Nursery children find the activities challenging, particularly trying to throw a large ball into a giant sized net. The nursery staff team work together extremely well to give children a wide range of learning experiences. In one part of the room, four children were hammering assiduously, explaining 'I'm making a chair' while another carefully operated a hand drill. Typewriters as well as computers are in use all the time to develop children's keyboard skills with the result that they become adept users. The children greatly enjoy threading paper into the typewriters and seeing the printed letters appear. Children achieve very well. In an effort to overcome the lack of wheeled vehicles for reception children, they are currently using the nursery resources. Children show skill in manoeuvring around obstacles and co-operate together really well to give lifts or to deposit each other at imaginary bus stops at the side of the well-laid out roadways. Additional lessons in the hall give reception children a lot more space to move around in and they show above expected levels of skill in balancing, hopping and holding a given shape when the music stops. The quality of teaching is very good in both classes. Very good provision is made for children who have special educational needs to have access to activities that are within their range of capabilities.

## **CREATIVE DEVELOPMENT**

47. Too few lessons were seen to be able to make secure judgements on standards, teaching and learning in creative development. Thorough planning of this area of learning gives children opportunities to take part in a good range of activities. Eye-catching displays of children's work successfully conceal the poor quality of the classrooms themselves as well as providing additional stimuli for learning.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- There has been very good improvement since the last inspection because of very good leadership and management.
- By the end of Year 6, pupils' achievement is very good. They attain standards in reading and writing that are above those seen nationally.
- The quality of teaching and learning is consistently good.
- Although standards are improving in Years 1 and 2, there is a lack of challenging work for higher attaining pupils.

#### Commentary

48. At the last inspection, although standards were satisfactory overall, reading in Years 3 to 6 was below average and pupils' research skills were not sufficiently developed because the library was underused. The quality of teaching and learning was satisfactory overall, with some unsatisfactory lessons and assessment was not used effectively. There is a different picture today, particularly in the high achievement of older pupils and those with special educational needs. The quality of speaking and listening has improved and develops as pupils move through the school because teachers now plan opportunities for pupils to talk and to share their ideas. Leadership and management are very good and clear action plans for improvement form part of the school development plan. By the end of Year 2, standards in reading and writing are in line with those expected nationally; an improvement on results in national tests in 2003, when there was a high proportion of pupils with special educational needs, including behavioural problems. Standards are consistently above average by the end of Year 6 in national tests.
49. Most pupils in the current Year 2 are on course to reach standards in reading and writing expected for their age and this represents satisfactory achievement. Reading books for confident pupils lack the challenge needed both in content, interest and length to enable them to develop their reading skills further. Those pupils who do not have access to good quality books at home are at a particular disadvantage. In writing lessons, although work is planned to meet the different abilities the lack of regular support for higher attaining pupils capable of working independently results in them completing tasks to consolidate their learning rather than extend them. Few pupils are confident to join their writing, a requirement for attaining a higher level in the national tests. Classrooms lack space and so pupils have to sit for too long on the carpet and practical activities for pupils to find out for themselves are limited.
50. Throughout Years 3 to 6, pupils respond to consistently good teaching so their progress quickens and by the time they reach Year 6 standards in reading and writing are above average. Almost all pupils are self-motivated and independent readers who read with particular interest different types of literature. They like a variety of novels and begin to understand the different styles which authors use to catch their interest. Pupils are developing useful research skills by using books in the library and through the Internet. In books they find information using the contents and index, know that a glossary can be helpful and use skimming and scanning techniques in their research. There has been a big improvement in writing, due to planned opportunities for pupils to practise their writing skills in a wide range of other subjects. Pupils are given opportunities to revise and reinforce their learning and this together with well planned homework, contributes to this overall high achievement. For example, booster classes make a significant difference to the performance of the small group of pupils who are at the borderline of average attainment. Assessment is used well in these

year groups and as pupils know their own targets they are able to take responsibility for their own learning.

51. The quality of teaching and learning is consistently good. Teachers plan interesting lessons with clear learning objectives linked to the National Literacy Strategy and these are shared with pupils. Whenever possible, a range of strategies is used to keep pupils actively involved and because of this they work hard and show interest in the work. In whole-class shared reading and writing sessions, pupils analyse a range of texts and as these are matched well to reading levels. Marking of pupils' written work is good and tells pupils what they need to do next in order to improve.

### **Language and literacy across the curriculum**

52. Teachers plan their lessons and identify opportunities to link subjects together. As a result, pupils use their language and literacy skills well in other subjects. For example, a Year 5 pupil showed a very good use of vocabulary when writing an autumn poem, *'The branches looked like witches' fingers in the sky.'*

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Achievement is very good in Years 4 to 6 and good in Years 1 to 3, but standards vary too much between classes.
- Teachers' good use of the National Numeracy Strategy has greatly improved the quality of learning in mathematics since the last inspection.
- Teachers cater well for the needs of pupils of all capabilities.
- Lessons give pupils a good understanding of mathematical thought and language.
- Teachers do not always make the most of opportunities to develop pupils' mathematical skills in other subjects.

### **Commentary**

53. Standards are much higher by the end of Year 6 than at the time of the last inspection. However, national test results in the last three years indicate weaknesses in teaching and learning. Standards have gone down a lot by the end of Year 2. By the end of Year 6, they dipped and then improved last year. Good leadership and management have addressed the causes of these variations, which were largely the result of changes of staff, differences in the potential of year groups and shortcomings in teaching. However, these factors have caused the considerable differences in standards between one class and another. For example, standards are now well above average in Years 5 and 6 above average in Years 1 and 4 and average in Years 2 and 3. However, achievement, for all groups of pupils is very good by the end of Year 6 and good by the end of Year 2.
54. The school uses the National Numeracy Strategy well. Effective use of national and published schemes and planning, and modified approaches to meet the needs of different classes, fine-tune the quality of teaching and learning. Teachers' very good knowledge of the topics informs confident teaching and learning. Although boys had been doing significantly better than girls in recent years, skilful teaching in Years 5 and 6 particularly is narrowing the gap. Lessons are very well planned and resourced. Pupils therefore know clearly what they are to learn and how to go about it. Lively oral work and exercises involve pupils of all capabilities well at the start of each lesson. For example, the Year 1 class accompanied their practise of counting up to 100 with jumps and hand clapping. Real enjoyment of learning sustains interest and industry in most lessons.

55. Careful assessment and good understanding of how their pupils are learning enable teachers to match work and skilled support very nicely to individual needs. Pupils with special educational needs make very good progress for these reasons. Booster classes and extra coaching in Years 5 and 6 meet the needs of slower and faster learners well. As a result, pupils achieve well above average standards by the time they leave. Insistence on careful presentation helps pupils of all ages and capabilities to grasp the order and system at the heart of mathematics, for example in their understanding and use of place value.
56. Pupils' above average language and literacy skills, particularly in Years 5 and 6, enable them to make good progress in learning and using mathematical language. Comparatively lower language skills in Years 3 and 4 reflect in much slower rates of learning. To speed progress in these areas, all classrooms clearly display the key mathematical words pupils need to learn. Teachers also use mathematical words very precisely in very skilled explanations and questioning which sharpen pupils' understanding of new learning.

### **Mathematics across the curriculum**

57. Teachers use ICT well to strengthen pupils' mathematical skills, for example in work using spreadsheets and data logging. In other subjects the application and use of mathematics is satisfactory.

## **SCIENCE**

Provision in science is **good**

### **Main strengths and weaknesses**

- Pupils achieve very well in Years 5 and 6 because of high quality teaching.
- Strong links with the local high school enhance the curriculum and quality of learning.
- Pupils in Years 1 and 2 do not do as well as they might because of shortcomings in curriculum planning and accommodation.
- Science lessons make important contributions to the good quality of pupils' personal, social and health education.

### **Commentary**

58. The pupils in Year 6 are achieving very well and are on course to reach well above average standards by the end of the year. This very good improvement since the last inspection is down to very effective leadership and management which have markedly improved the quality of teaching and learning in Years 4 to 6. However, pupils in Years 1 and 2 are not achieving as well as they should because they do not have science lessons in the summer term. As a result their progress comes to a standstill for five months of the year. They, therefore, take their final year test much earlier than pupils in most primary schools, easily forget the previous year's learning and lose new skills. Cramped accommodation in Year 2 makes it hard for the teacher to run investigations and to assess and support learning. As a result, although standards have improved in these year groups because of better teaching, the proportion of pupils in Year 2 achieving the level expected for their age remains below average.
59. There are several reasons for the high quality of learning in Years 4 to 6. Teachers are very enthusiastic, know their pupils very well, expect a lot of them and have very good command of the topics. Use of national guidance supported by very effective planning, and regular homework followed by rigorous testing, further strengthen the quality of learning. Very good links with the local high school have also improved provision. For example, Year 6 pupils use the high school laboratories and, therefore, can try out a greater number of investigations. At



times, pupils also use good quality resources borrowed from the high school and teachers value advice from colleagues working in the secondary phase.

60. Guidance from the high school is also enhancing pupils' investigative skills. However, these remain the key area for development in science. Year 6 pupils speak highly of how this new approach improves their investigative skills. The co-ordinator is feeding this improvement skilfully into the following year group. Teachers then match the system to pupils' ages while keeping its challenge. Pupils greatly enjoy these learning opportunities, making rapid gains in scientific thinking at the same time. Teachers and pupils revise topics thoroughly before national tests. Very good arrangements to teach pupils in two groups in their last two terms increase individual attention and give a strong final boost to learning in science for the whole class.
61. Science lessons make strong contributions to the good quality of pupils' personal, social and health and education. Pupils very much enjoy using and testing their natural spirit of inquiry. They also develop social skills well in group work. For example, Year 6 pupils work maturely and largely independently in groups on experiments, sharing ideas and sticking to agreed roles to ensure fair and reliable testing. The science programme gives pupils strong and sensitive guidance on healthy living and their growth into adulthood. Pupils leave Burnley Road very well prepared for high school science work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **good**

### **Main strengths and weaknesses**

- There has been very good improvement since the last inspection.
- Pupils' achievement is good.
- The use of control and ICT across the curriculum is underdeveloped.
- The co-ordinator leads the subject well.

### **Commentary**

62. At the last inspection, due to insufficient provision, the progress of all pupils was slow and limited, and as a result standards were well below those nationally. Statutory requirements were not met and the quality of teaching was unsatisfactory. This is not the case now. Standards have improved and throughout the school they are now broadly in line with those nationally and all pupils, including those with special educational needs, achieve well. The quality of resources is much better and pupils have access to a computer suite with good quality desktop computers, linked to the Internet. Pupils enjoy working with computers and a significant number have access to one at home and this adds to the development of their skills. The quality of teaching and learning is consistently good. Staff are confident and knowledgeable. Much of the school's information, for example, pupil tracking and assessment records, are stored electronically and easily accessible to staff. It is clear from talking to the co-ordinator that the subject's development is in safe hands and he knows what needs to be done to further improve standards.
63. Pupils in Year 2 are very confident when using a graphics package, for example, adding colours to Joseph's coat. When using the word processor they use the keyboard confidently and can change the font, and use the Internet to collect information about the Great Fire of London. They enjoy using a floor robot and enter commands to move it along a course in various directions.
64. Pupils in Years 3 to 6 build on these skills and by the end of Year 6 show their good text and graphic skills in their personal multimedia presentations. They use databases to collect

information about football scores, and spreadsheets to make graphs about different types of buildings. Although some examples of the use of control were seen, for example, repeating patterns and the use of sensors in a Year 4 science lesson, there is still some way to go in developing a thorough understanding of its power. The residential visit by Year 6 pupils to Winmarleigh Hall makes a useful contribution to their achievement.

### **Information and communication technology across the curriculum**

65. There are satisfactorily developing links with other subjects. Pupils use computers to design hats and, as part of their persuasive writing, make posters to advertise the 'Cool Café' or to encourage their classmates to join the after school clubs.

### **HUMANITIES**

Two lessons were seen in religious education and two in history; these subjects are reported on in full because a wide range of work was also scrutinised. Only one lesson was seen in geography and so no judgements have been made on teaching, learning and standards.

66. In **geography**, it is clear that pupils are given ample opportunity to use different methods to search for information and to draw their own conclusions based on their knowledge of geographical features. This is a great improvement since the last inspection when standards were below average by the end of Year 6. The subject is well led and managed and the level and quality of resources have improved considerably. The subject is taught linked to others such as citizenship, history and ICT.

#### **Example of outstanding practice**

**Pupils' understanding that geography is a global subject is given dramatic focus in displays in every classroom.**

The school has successfully brought geography to the fore in a rather ingenious way. Each room has a map which is linked to topics that pupils are studying. In Year 5, a large world map is used to help pupils locate where the Olympic Games have taken place at different times and why. In Years 4 and 6, world maps are used to raise pupils' awareness of world issues and to encourage them to read newspapers and to locate significant places. This has been very carefully thought out so that pupils understand that the world can be presented in different ways for different nationalities with the Pacific Ocean at the centre, for example. In Year 2, for example, seaside maps are linked to both past and present. As a result, pupils tend to be better informed than in most other schools and show an interest in discussing the news that is exceptional for their age.

### **HISTORY**

Provision in **history** is good.

#### **Main strengths and weaknesses**

- Standards are above average because teaching is good and the subject is well led and managed.
- Each year group is encouraged to keep a book to celebrate what they have achieved; most choose history topics to feature largely.

#### **Commentary**

67. Standards are above average by the end of Year 6. The teaching encourages pupils to consult a wide range of resources and to make up their own minds based on evidence.

Resources for learning are used very effectively and although the range of books relating to different topics is not wide, they are amply supplemented by the Internet which pupils throughout the school are able to access for information. In one lesson in Year 6, pupils were able to discuss the reasons for exploration, examining paintings of trading vessels in the 17<sup>th</sup> century, for example. The good quality teaching, seen in both lessons, expected pupils to think for themselves. Judicious questioning and a well-organised approach help pupils to think logically and to gain a good sense of historical perspective. In Year 5, pupils develop their literacy and ICT skills very well through compiling an information pack or short book on a specific historical topic. The finished products are individual and completed to a high standard by pupils of all abilities.

#### Example of outstanding practice

**Pupils are encouraged to compile a selection of their best work throughout the year in a large book that they make for that purpose.**

Each pupil's handmade book, covered in paper which they have designed, has an introduction and a dedication. Typically, pupils dedicate their work to people who are important to them, saying, for example, *'I dedicate my book to my family. I hope they really enjoy looking at my work because I really enjoyed making it. I am proud of it.'* The books contain work from different subjects and reflect the pupils' choice of what they consider to be their best work. Interestingly, selections from work done in history feature extensively. Pupils are encouraged to present their work imaginatively and to have pages that unfold, for example. They clearly derive a great sense of achievement from these books as well as compiling for themselves a record of what they consider they do well.

## RELIGIOUS EDUCATION

Provision in religious education is good

### Main strength and weaknesses

- Standards are broadly average by the end of Year 6; pupils achieve well.
- Teaching is good and pupils learn well because subjects are linked together creatively with religious education.

### Commentary

68. Standards are similar to those at the last inspection but there have been significant improvements in the breadth of the curriculum since then and in the quality of leadership and management. Good provision is made for pupils to study a wide range of faiths. The level of resources has improved and the school has a wider range of religious leaders visiting the school than formerly. Use of ICT in conjunction with religious education has improved and although pupils do not visit places of worship other than Christian churches they have virtual tours of buildings dedicated to different faiths.
69. The quality of teaching is good and pupils learn how religion affects ordinary life. For example, in a lesson in Year 4, pupils learnt of the different ways in which religions help their followers to cope with difficulties. Pupils develop an understanding of symbolism in different religions and that most faiths have in common the teaching of respect. As pupils get older, religious education is skilfully linked with other subjects such as art and design, history and geography. Well-organised and well-planned teaching help pupils to work out where people go on pilgrimages and why this might be so. This involves the application of both historical and geographical knowledge. Marking is detailed and reinforces skills learnt in other subjects; for example, comments made on an average attainer's work suggested that she *'use some of the things Mohammed says as evidence as to why he is special in the Muslim religion'*. Pupils' work reflects the good organisation and meticulous teaching of facts blended with opportunities to respond individually through discussion.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two lessons were seen in art and design and two in design and technology. In addition a wide range of pupils' work was scrutinised and discussions held with both pupils and teachers in order to make secure judgements on provision, standards, teaching and learning in these two subjects. It was not, however, possible to make judgements on overall provision in physical education based on the two lessons seen as the full range of physical education could not be seen in action nor in music where only one lesson was observed.

### ART AND DESIGN

Provision in art and design is **good**.

#### Main strengths and weaknesses

- Very good teaching of skills enables pupils to attain above average standards at the end of Years 2 and 6.

#### Commentary

70. Standards are above average because pupils are very well taught to use sketch books from an early age to practise techniques. Pupils have access to a wide range of resources and a great enthusiasm for art and design. In Year 2, pupils' very good attitudes were noticeable as they worked very well together, sensibly and constructively, despite the cramped conditions. They produced large-scale charcoal drawings of Tudor style houses, based on their work in history, and quickly got the idea of smudging or applying different pressure to achieve specific effects. It was a shame that they were so pressed for space so that some pupils had to draw at very awkward angles.
71. Some of the teaching, as in Year 5, is quite inspirational and teachers' enthusiasm rubs off on the pupils. As a result, pupils confidently express their views on works of art; for example, saying of a piece of pottery by Clarice Cliffe that it is '*really cool and funky*' and then going on to comment on the geometric patterns and choice of colour. Appreciation of art is incorporated well into other subjects such as religious education when pupils are asked to reflect on how leaders of Islam and Judaism are portrayed. Their thoughtful responses are quite illuminating, linking lack of colour to pain. Resources are good and so pupils have the opportunity to work in three dimensions as well as two. In addition, links with local artists give pupils opportunities to make sculptures as part of a sculpture trail at a local beauty spot. By the end of Year 6, pupils produce work of a good standard such as fine pen and ink patterns. Some are so intricate that it is very hard to spot the initial given pattern which all pupils took as their starting point.

## DESIGN AND TECHNOLOGY

Provision in design and technology is **good**

#### Main strength and weaknesses

- Pupils are achieving well because of the very good quality of the teaching.
- Good links with English, science and artwork enhance the quality of learning.
- Projects show thoroughness and care in design and finish.

## **Commentary**

72. Very good leadership and management have turned the subject round since the last inspection. The co-ordinator's initiatives and energy have thoroughly addressed all the issues on standards, progress, curriculum, skills, tools and teaching quality. Year 6 pupils' projects are consequently secure to expectations for their age and occasionally above these. Pupils work through nationally designed projects, and teachers follow up-to-date guidance and planning. The good choice of projects enthuses pupils and develops skills systematically. Very well organised teaching with very effective support from classroom assistants enables slower and faster learners, pupils with special educational needs and boys and girls to make good progress.
73. Projects draw in and develop skills from other subjects nicely. For example, very well developed worksheets enable pupils to use and improve thinking and writing skills as they analyse design briefs, list tools and materials, record progress, label diagrams, evaluate their work and reflect on possible improvements. Each year group uses slightly more challenging frameworks, so that design and evaluation skills are above expectations for pupils' ages. For example, Year 6 pupils, writing on their slipper-making project, gave very clear accounts of all aspects of the work. Above-average art skills enable pupils to sketch designs precisely and also to give very high quality finish to many products. Science skills speed up and reinforce progress in mechanisms, circuits and control systems, for example in vehicle modelling.
74. The curriculum is innovative and flexible. Teachers and pupils valued working intensively on one project over two days rather in six lessons over as many weeks. Good links with the local high school further enhance the quality of learning, particularly in food technology.

## **MUSIC**

Although it is not possible to be able to make secure judgements on overall provision in music, the quality of both teaching and learning indicates that standards are at least in line with those expected which is an improvement since the last inspection when overall standards were below average.

75. During the inspection, pupils sang a four-part round competently and musically, could distinguish between two and three-beat rhythms and gave individual talks on a piece of music of their choice, fielding questions well.

## **PHYSICAL EDUCATION**

In the physical education lessons seen the quality of teaching and learning was good and pupils achieved well.

76. Teachers plan lessons carefully, based on a commercial scheme, with a good range of activities taking good regard to health and safety. They make sure that pupils warm up their muscles and relax them after strenuous exercise properly and as a result pupils understand the benefits to health of regular exercise. Good levels of enthusiasm are evident in pupils' attitudes. They keenly attend the wide range of sports activities, for example, Jazz Dance and aerobics classes, provided for them after school. School staff, parents and the local community all play a significant part in leading these activities. These enhance the physical education curriculum and provide opportunities for those pupils who show promise, to develop their skills. There are also some very good links with neighbouring schools, for example, with the local high school through the Sport England initiative. Sports and games play a prominent role in the life of the school.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **very good**

### Main strengths and weaknesses

- The guidance provided by the programme 'Project Charlie' assists teaching and learning very well.
- Weekly lessons give pupils very good opportunities to discuss matters which concern them and this helps them to mature

### Commentary

77. The school is strongly committed to providing very well for the pupils' personal, social, health and citizenship education through specific lessons and work across the curriculum. 'Project Charlie' is a very good local authority programme which provides teachers with detailed guidelines and examples of lessons to help them teach the subject in depth. It provides a useful framework for dealing with big issues such as drugs awareness in an approved way. Through the work done in classes on 'Project Charlie' the pupils are able to build up trusting and constructive relationships with each other and staff. Subject leadership is very good and ensures teachers receive the guidance and support they need.
78. In a very good lesson seen in Year 6, pupils learnt how to deal with peer pressure through discussing various refusal skills. With very clear guidance, pupils put themselves in the roles of themselves and a friend in order to gain a better understanding. Pupils acted very well and soon built up a list of skills in order to be able to walk away from a situation. In a very good lesson seen in Year 4, pupils discussed how their values can affect the decisions they make. Sex education is taught formally through science in Year 5. Very effective teaching enabled pupils to learn in a mature way about the personal and emotional changes that they are beginning experience or which are on the horizon.
79. The very good opportunities pupils are given to express their own views, through class councils and the school council for example, develop their understanding of democratic decision-making. Throughout the school there is a strong focus on discussing current world and local news and topical issues. This encourages pupils to take an interest in reading newspapers or watching the news on television. Even the youngest children in nursery are becoming aware of the importance of re-cycling materials and they bring bottles from home to take to the 'Bottle Bank'.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

|  |          |
|--|----------|
| <b>The overall effectiveness of the school</b>                       | <b>2</b> |
| How inclusive the school is  | 3        |
| How the school's effectiveness has changed since its last inspection | 2        |
| Value for money provided by the school                               | 2        |

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>2</b> |
| Pupils' achievement               | 2        |

|   |          |
|---|----------|
| <b>Pupils' attitudes, values and other personal qualities</b> | <b>3</b> |
| Attendance  | 2        |
| Attitudes   | 2        |
| Behaviour, including the extent of exclusions                 | 3        |
| Pupils' spiritual, moral, social and cultural development     | 3        |

|  |          |
|--|----------|
| <b>The quality of education provided by the school</b>           | <b>2</b> |
| The quality of teaching  | 2        |
| How well pupils learn  | 2        |
| The quality of assessment  | 3        |
| How well the curriculum meets pupils needs                       | 3        |
| Enrichment of the curriculum, including out-of-school activities | 3        |
| Accommodation and resources                                      | 5        |
| Pupils' care, welfare, health and safety                         | 3        |
| Support, advice and guidance for pupils                          | 3        |
| How well the school seeks and acts on pupils' views              | 2        |
| The effectiveness of the school's links with parents             | 3        |
| The quality of the school's links with the community             | 3        |
| The school's links with other schools and colleges               | 2        |

|  |          |
|--|----------|
| <b>The leadership and management of the school</b> | <b>2</b> |
| The governance of the school                       | 3        |
| The leadership of the headteacher                  | 2        |
| The leadership of other key staff                  | 2        |
| The effectiveness of management                    | 3        |

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*