

# INSPECTION REPORT

## **GREAT HARWOOD PRIMARY SCHOOL**

Great Harwood, near Blackburn

LEA area: Lancashire

Unique reference number: 119162

Headteacher: Mr N Toyne

Lead inspector: Mr J Bald

Dates of inspection: 28<sup>th</sup> to 30<sup>th</sup> June 2004

Inspection number: 256258

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	317
School address:	Rushton Street Great Harwood Blackburn Lancashire
Postcode:	BB6 7JQ
Telephone number:	01254 884549
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Appropriate authority:	The governing body
Name of chair of governors:	Mr W Whittaker
Date of previous inspection:	March 1998

## CHARACTERISTICS OF THE SCHOOL

The school is larger than most primary schools, and has slightly more boys than girls. Most pupils join in the nursery and complete their primary education in the school. Two-thirds of the pupils are White, and a third have minority ethnic backgrounds, almost all of them of Asian-Pakistani heritage. The proportion of pupils who do not speak English as their home language is very high, and many are in the early stages of learning English. The proportion of pupils with special educational needs is broadly average, though some pupils with statements of special educational needs often have severe learning difficulties. Pupils come from a wide range of home backgrounds, but some have disturbed lives outside school, and their overall social and economic circumstances are well below average. Most pupils join the school with well below average standards for their age, and in particular have very limited skills in language, literacy and communication.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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12682	Jim Griffin	Lay inspector	
30439	Malcolm Heyes	Team inspector	Mathematics Science Geography History
15051	Lynne Kauffman	Team inspector	Design and technology Art and design Information and communication technology (ICT) Special educational needs Physical education
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Great Harwood Primary School provides good education** and enables all groups of pupils to achieve well. Teaching and learning are well planned and consistent, and there is very good provision for pupils' personal development, with very effective additional help for those who need it. The school is led and managed very well, and the strong sense of teamwork among the staff is an important aid to learning. Value for money is good.

The school's main strengths and weaknesses are:

- Teaching, learning and achievement are good, and pupils behave very well.
- The headteacher, other key staff and governors provide very good leadership, management and direction.
- Provision in the nursery and reception classes is excellent.
- The school involves all groups of pupils and parents, and acts on their views.
- Pupils have very good opportunities to work creatively, including excellent provision for art.
- Some aspects of teaching writing, and of using computers, need further development.

When the school was last inspected, in March 1998, its work was satisfactory, but had significant weaknesses. The headteacher and governors have taken effective action on all points raised in that report. As a result, several areas of weakness, including pupils' behaviour and attitudes, and provision for science and for special educational needs, are now strengths. Improvement has been excellent in the nursery and reception classes, and very good in the quality of teaching. Overall, improvement has been very good, and the school is very well placed to improve further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	D	C	B
mathematics	C	E	C	B
science	C	D	B	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 good.** Standards in Year 6 vary from year to year from average to below average. 2003 test results were average, but the standard of work seen during the inspection was below average, chiefly because of some pupils' weak writing. Standards in other subjects during the inspection were mostly average, and above average in art and design and physical education. Overall, achievement in Year 6 is good among all groups of pupils, including those with English as an additional language and higher-attaining pupils.

Standards in Year 2 are mostly well below average, but pupils reach average standards in art and design and science. These standards also represent good achievement from pupils'

starting points. Standards at the end of the reception year are well below average. Children reach the learning goals expected for their age in most areas of learning, but many still have very limited skills in communication, language and literacy. In view of these pupils' starting points, however, this represents excellent achievement, particularly among pupils new to learning English.

**Pupils personal qualities, including their spiritual, moral, social and cultural development, are very good.** They have good attitudes to school, although they often depend on a strong lead from their teachers. Behaviour is very good overall. Punctuality is good, but attendance is below average because of holidays taken in term-time.

## **QUALITY OF EDUCATION**

**The quality of education is good. The quality of teaching is good.** Teachers plan lessons in good detail to meet the diverse learning needs of pupils, and manage classes very well, creating very good relationships and a purposeful learning atmosphere. The quality of teaching and learning in the nursery and reception classes is excellent, with exceptionally detailed planning and very careful adaptation of work to individual needs. The teaching of pupils with special educational needs is very good, and the teaching of art and design is excellent.

The curriculum meets pupils' needs well, with a good balance of emphasis on literacy, numeracy and creative work. However, provision for writing is not fully meeting the needs of average and lower-attaining pupils, and there are too few opportunities for pupils to practise their computing skills across subjects. There are good opportunities for learning beyond lessons, with very good opportunities for sport. The school takes very good care of pupils, and gives them good guidance. It has very good arrangements to consult them and act on their views. It has a very good partnership with all groups of parents, and a good relationship with other schools and the community.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good.** The headteacher, deputy headteacher and staff with management responsibilities lead and manage the school very well. Development planning is very good, and there is strong emphasis on teamwork, on equal opportunities for all pupils and on raising standards. The work of the governing body is very good; governors are well organised and very well informed. Statutory requirements are fully met.

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

All groups of parents and pupils expressed positive views of the school. Parents appreciated their children's progress, and almost all said that the teaching was good and that their child was happy. Pupils appreciated their relationships with teachers and the way the school took notice of their views. A fifth of parents had concerns about behaviour. Inspectors found that behaviour was very good overall, though there were some incidents of misbehaviour from individual pupils with special educational needs that the school dealt with effectively.

## **IMPROVEMENTS NEEDED**

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

- Develop provision for writing to meet the full range of pupils' learning needs in Years 3 to 6.

- Improve opportunities for pupils to practise their computer skills across the full range of subjects.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Children join the nursery with well below average standards for their age, and with very low standards in communication, language and literacy. Overall, standards are still well below average at the end of the reception year and in Year 2. By Year 6, standards have improved significantly, and vary from average to below average. During the inspection, standards in Year 6 were below average overall, chiefly because of weaknesses in writing among average and lower-attaining pupils. Overall achievement is good.

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

- Achievement in the nursery and reception classes is excellent.
- There is very good achievement in creative and practical work, with excellent achievement in art and design.
- Pupils with special educational needs achieve very well throughout the school.
- Higher-attaining pupils make good long-term progress and achieve above nationally expected levels by Year 6.
- Pupils with English as an additional language achieve well overall, and very well from the nursery to Year 2.
- Achievement is good in mathematics and science, and pupils reach average standards by Year 6.
- Standard in English are below average in Year 6; pupils' achievement is good in speaking, listening and reading, and satisfactory in writing.
- Pupils reach average standards in ICT, but have too few opportunities to apply their skills in lessons.

#### **Commentary**

1. The knowledge, skills and understanding of children joining the nursery are well below average for their age, and often very low in communication, language and literacy; many children, whether or not English is their home language, have very little speech when they start school, and some pupils with English as an additional language know no English at all. While the proportion of pupils with special educational needs is broadly average, many have significant difficulties with reading and writing, and those with a statement of special educational needs often have severe learning difficulties. Some pupils with English as an additional language also have special educational needs, but they constitute a relatively low proportion of the total. Overall, the proportion of pupils with additional learning needs is much higher than in most schools.

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

Standards in:	School results	National results
reading	13.8 (13.7)	15.7 (15.8)
writing	11.9 (13.1)	14.6 (14.4)
mathematics	14.6 (14.9)	16.3 (16.5)

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*There were 48 pupils in the year group. Figures in brackets are for the previous year*

2. Excellent provision in the nursery and reception classes leads to outstanding achievement across the early learning goals for this age group, but standards are still well below average when they start work on the National Curriculum, chiefly because many pupils' communication, language and literacy skills remain very limited. By the end of Year 2, standards are still well below average overall, though they are significantly closer to national average standards in mathematics than in English. Standards during the inspection were similar to recent test results, though pupils were reaching average standards in science. Standards in other subjects fully inspected were mostly below average, but pupils were reaching average standards in history and geography. Overall, achievement in Year 2 is good, and pupils with English as an additional language do particularly well from the nursery to Year 2 in learning and using basic English. Initial results of national tests for Year 2 in 2004 showed significant improvements in writing from those of 2003.

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

Standards in:	School results	National results
English	27.1 (26.4)	26.8 (27.0)
mathematics	27.0 (25.4)	26.8 (26.7)
science	29.8 (27.6)	28.6 (28.3)

*There were 47 pupils in the year group. Figures in brackets are for the previous year*

3. Results in Year 6 fluctuate according to the range of abilities and learning needs in the year group. Pupils achieved average results in 2003 national tests, and did particularly well to reach above average standards in science. Their results were better than those of similar schools. However, results had been below average in each of the three previous years, and initial results in 2004 showed a fall from 2003. The overall standard of Year 6 work seen during the inspection was below average, chiefly because of weaknesses in writing among average and lower-attaining pupils, who use a limited range of vocabulary and sentence structures, and often make basic errors in spelling. Pupils were, however, reaching average standards in reading, science, mathematics and in most other subjects, with above average standards in physical education and art and design. They reach average standards in their ICT skills, though they are not confident in applying them.
4. Overall, Year 6 standards represent good achievement from pupils' starting points. Higher-attaining pupils do consistently well, and reach above average standards in national tests. Pupils with English as an additional language achieve well. Most reach nationally expected standards in English, mathematics and science, but relatively few of them reach higher levels in national tests. The standard of their work during the inspection was close to that of other pupils but weaknesses in writing were more frequent, and sometimes different in nature from the mistakes made by other pupils. This suggested a need for teaching in Years 3 to 6, where there is no additional specialist provision, to be more closely adapted to their particular needs. Pupils with special educational needs make very good progress towards the targets in their individual education plans.
5. The headteacher and governors have a clear strategy for raising standards, based on consistently improving the quality of teaching and developing positive attitudes to work among the pupils. This has led to very significant improvements in the consistency of

learning, and in turn to important improvements in achievement since the last inspection, particularly in science and ICT, where achievement was unsatisfactory. The quality of work and co-operation from pupils in Years 3 and 4 indicate that this strategy has laid the basis of long-term success.

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

Pupils have good attitudes towards school and their work in lessons. Their behaviour is very good, and their personal qualities, including their spiritual, moral, social and cultural development, are very well developed. Punctuality is good but attendance is below average.

## Main strengths and weaknesses

- Pupils behave very well, and relationships among all groups of pupils are very good.
- Pupils respond well to a strong lead from their teachers, but are slow to take the initiative in learning.
- The school has a systematic and very effective approach to pupils' personal development.
- Very few pupils are excluded, and only for compelling reasons.
- Attendance is significantly affected by the high proportion of holidays taken in term time.
- Very good opportunities for creative work contribute to pupils' cultural development.
- Pupils learn to respect their own and each other's cultures.
- The school could contact parents more quickly in cases of unexplained absence.

## Commentary

6. From the time they join the school, pupils learn to share in its key values and to contribute to the community, so that a high proportion of children in the reception classes reach the early learning goals for their personal, social and emotional development. Pupils like their school. They appreciate the support and encouragement provided by teachers, their sporting achievements and the way adults take notice of their views. In most lessons, pupils listen well and show good levels of interest, concentration and determination to complete set tasks. Pupils respond particularly well when expectations are high, lesson tasks are demanding and they are able to engage in a variety of practical activities. These good attitudes are a major improvement since the last inspection, when provision for pupils' personal development was unsatisfactory, and many older pupils had negative attitudes to learning and school. Nevertheless, pupils in the main school depend heavily on the strong lead they receive from their teachers, and do not often take the initiative in learning, so that staff have to work hard to generate and sustain pupils' interest in their work. Very harmonious relationships among pupils, irrespective of background or gender, are a very positive feature. Year 6 pupils and the school council said that there was no racism in the school, and none was apparent during the inspection.
7. Behaviour in classrooms, during lunchtime and playtimes is very good. Staff set clear expectations for pupils' behaviour and nearly all pupils are keen not to let down their teachers or themselves. The good and reliable behaviour of nearly all pupils is a key element in the positive atmosphere for learning that prevails in lessons. The atmosphere in the dining hall is calm and sociable. Aided significantly by a good range of play equipment, the playgrounds are happy, purposeful places that pupils enjoy. Parents and pupils confirm that a few pupils are liable to cause incidents of bullying or other anti-social behaviour. Pupils are clear on the importance of reporting such incidents, which they confirm are thoroughly and fairly investigated and usually resolved. The school's very effective systems for promoting good behaviour and encouraging responsibility among pupils leads to a very low level of exclusion, which is closely monitored by the governors.

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

Categories used in the Annual School Census
White – British
Mixed – White and Asian
Asian or Asian British – Pakistani

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
174	2	0
3	0	0
82	0	0

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

8. The overall quality of pupils' spiritual, moral, social and cultural development is very good. Provision for moral and social development is a particular strength. An excellent start in the nursery and reception classes enables children to adapt very well to school life, and most achieve the early learning goals related to their personal, social and emotional development. As pupils move through the school, it continues to use all available channels, including whole-school assemblies, class circle time and individual conversations between staff and pupils, to promote responsibility, self-confidence and care and consideration for others. As a result, the vast majority of pupils in all classes are calm, mature, happy and consistently well mannered. Teachers can rely on most to work sensibly in pairs and small groups. Nearly all pupils have a very well developed sense of right and wrong and of what is fair. They hold the rewards system in high regard and fully support the school's sanctions, where needed. Pupils justifiably talk of the confidence they get from teachers, who treat them as more grown-up as they get older. Nearly all pupils show respect and care for others. For example, they hold doors open for adults and are kind to peers who are feeling unwell or left out. Older pupils exercise responsibility for themselves and others very sensibly.
9. There are good opportunities for reflection in assemblies and often in lessons, particularly where these involve creative work, such as art and design, music and drama. These lessons also provide an introduction to a wide range of cultural activities and influences, and this is taken further in the programme of visits to galleries and other cultural centres. Religious education lessons are very well planned to give pupils first-hand experience of each other's cultures, and ensure that all are treated with equal respect.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data:	6.7	School data:	0.2
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 (2002/3).*

10. Attendance has been below average for several years, and is affected by the significant level of term-time holidays among pupils from all ethnic backgrounds. Unauthorised absence is low, and punctuality is good. The school's arrangements to promote attendance are satisfactory, but it could improve its procedures for making early contact with parents when there is unexplained absence.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is good. Teaching and learning are good, and excellent in the nursery and reception classes. The curriculum meets pupils' needs well, and there are very good arrangements for care and for guidance to pupils. The school has a very good partnership with all groups of parents, and with its pupils, whose views are sought and acted upon. It has a good relationship with other schools and the community.

**Teaching and learning**

Teaching and learning are of good overall quality across the school. They are excellent in the nursery and reception classes, and very good in creative subjects in the main school. The overall quality and use of assessment is good.

**Main strengths and weaknesses**

- Excellent teaching and assessment in the nursery and reception classes leads to outstanding progress for all children.
- Teachers manage their classes very well, building positive relationships and a very good working atmosphere.
- Teaching is very good in creative subjects, and excellent in art and design.
- The contribution to learning of teaching assistants is very good, and has excellent features.
- Teaching is good, with very good features, in mathematics and science.
- Teaching in English is good in reading, speaking and listening.
- Teaching is not fully effective in tackling errors in written work in Years 3 to 6, including those made by pupils with English as an additional language.
- ICT is used well in specialist lessons, but not in other subjects.
- Pupils respond well to their teachers' strong lead, but are slow to take the initiative in learning.

## Commentary

### **Summary of teaching observed during the inspection in 40 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5 (13%)	13 (33%)	19 (48%)	3 (8%)	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, rounded to the nearest whole number, where 30 or more lessons are seen*

- Teachers throughout the school know the subjects they teach well, and plan interesting work that engages all pupils in their classes. They know their pupils well, and have very good skills in managing classes and building relationships with all pupils, including those with behavioural and learning difficulties. The pace of work is good, and often very good, and the use of time within lessons is closely planned, allowing time for unhurried review sessions at the end of each lesson. Teachers are very well supported by highly skilled and experienced teaching assistants, who carry out their work to the standard expected of qualified teachers. These qualities lead to consistency in learning and good long-term achievement among all groups of pupils.
- Excellent teaching in the nursery and reception classes is based on outstanding knowledge and understanding of patterns of learning among the children, combined with excellent planning and organisation of a wide range of interesting resources. This leads to a balanced and highly effective programme of learning that meets children's diverse learning needs and enables all to make an immediately strong start on learning, whatever their previous experience. Very good teaching in lessons across the school has similar qualities, with very high levels of professional understanding used to design teaching tasks that are closely matched to the very wide range of skills among the pupils and to their previous learning. Very good teaching was seen in individual lessons in several subjects in the main school, and most consistently in creative and practical subjects, with excellent teaching in art that beautifies the school with exciting, colourful and highly varied displays of pupils' work.

13. No unsatisfactory lessons were seen during the inspection. In the minority of lessons where teaching was satisfactory rather than good, work was pitched at a level that enabled pupils to make reasonable overall progress, but planning did not take account of the full range of learning needs in the class. Analysis of pupils' work showed that further development was needed in this aspect of planning, particularly for writing, including the teaching of writing to older pupils with English as an additional language, which was not focused sufficiently on patterns of errors, notably leaving out short words and weak control of tenses, that were different from those of other pupils in their classes. The teaching of pupils with English as an additional language is, however, effective in speaking and listening and in reading. Teaching is good, with very good features in practical work and in the application of skills, in mathematics and science lessons across the school. This teaching makes an important contribution to the good levels of achievement in Year 6.
14. Outstanding assessment in the nursery gives the school a very clear picture of the learning needs of each child joining the school, although pupils' understanding of their own learning at this stage is limited by their very limited knowledge and understanding of language. This excellent start is sustained very effectively as pupils move through the school by means of progress books that record standards in a wide range of subjects as well as in English, mathematics and science. The school makes good use of information from all national tests, and analyses strengths and weaknesses in pupils' answers to questions. It tracks the standards reached by pupils from different ethnic backgrounds carefully. The assessment of special educational needs is carried out to a very high standard, and individual education plans are clearly written and practical. The individual assessment of pupils with a statement of special educational needs is often excellent. Teachers' use of information from assessment is excellent in the nursery and reception classes. It is good overall in Years 1 to 6, particularly in mathematics and science. In some classes for older pupils, however, information from assessment could be used more consistently to match work to their learning needs. The overall quality of marking and day-to-day assessment is good. Teachers give very good informal feedback to pupils on their progress, but learning targets are not always followed through in to marking. Some marking does not do enough to focus pupils' attention on matters of detail, including spelling and sentence construction, and teachers do not always ensure that pupils follow up points raised in marking in their later work.
15. There has been a very good improvement in the quality of teaching since the last inspection; the proportion of good teaching has more than doubled, and the increase in the proportion of teaching graded very good to excellent has been higher still. This improvement is due to teachers' very careful planning, and to the priorities given by senior management to promoting positive attitudes and relationships, and to matching work to pupils' learning needs. The headteacher and deputy headteacher monitor teaching closely, and its quality has been improved by careful deployment of staff and by thoughtful new appointments. The school's increasingly systematic approach to analysing teaching and patterns of progress put it in an excellent position to improve teaching further.

## **The curriculum**

The overall quality of the curriculum is good. It is excellent in the nursery and reception classes. The curriculum for Years 1 to 6 is good, wide-ranging and balanced, with good enrichment activities. The school has a team of well-qualified teachers, with a very good team of teaching assistants. Accommodation and resources are good.

## **Main strengths and weaknesses**

- The curriculum in the nursery and reception classes is excellent.
- There is good provision for literacy and numeracy, and very good provision for creative work.
- There is a good programme for the development of the pupils' personal, social and health education.
- There are good curriculum links with the secondary school to which most pupils transfer.
- A wide range of visitors contributes to the curriculum, and the school makes good use of visits to local sites.
- There is an extensive programme of extra-curricular sport.
- The school makes good use of its spacious accommodation and of its library.

## **Commentary**

16. The school has made extensive improvements to its curriculum since the last inspection. It now meets the needs of all groups of pupils well, and has important strengths. The curriculum in the nursery and reception classes is very closely planned to meet the learning needs of all children, and gives them an excellent start. There is very good provision for pupils with special educational needs throughout the school. Additional provision for younger pupils with English as an additional language enables them to make very good progress in the early stages of learning English, though work for older pupils needs further modification to enable this rate of progress to continue. The school balances very good opportunities for pupils to work creatively, particularly in art and design, with good provision for literacy and numeracy. Provision for personal, social and health education is well planned, and the curriculum for religious education is carefully matched to the religious and cultural backgrounds of all pupils.
17. There is a good range of well-attended extra-curricular sport, including cricket, athletics and swimming. There are good arrangements to support pupils' learning at lunchtime and after school, and there is a well-organised residential visit each year for pupils in Years 5 and 6. There are extensive visits to theatres, local historical and cultural sites, and places of worship. The school welcomes visitors from the diverse communities in the immediate vicinity of the school, who help lead assemblies. There are also visits from theatre groups, the local authority music service, and workshops with a local author. The police, fire service and drug awareness team help develop pupils' awareness of potential dangers in their everyday life.
18. The school has an effective team of qualified teachers whose skills and experience match the demands of the curriculum well. Teaching assistants are well qualified and experienced for their work, and the school makes good use of their specialised skills. Accommodation is of good quality and spacious. The school makes good use of these advantages to create specialised teaching space. There have been several recent improvements to accommodation, including attractively refurbished toilets, whose design and decoration made excellent use of suggestions from the school council. Resources for learning are of good quality. Most are used well, with outstanding use of resources in art and design and in the nursery and reception classes. The computer suite is used very well, though computers in classrooms are under-used. The school uses its library very effectively to promote private reading among all pupils.

## **Care, guidance and support**

The school provides very well for pupils' care, welfare health and safety. Pupils receive good support, advice and guidance. The school has very effective systems for involving pupils and for seeking and acting on their views.



## **Main strengths and weaknesses**

- Parents appreciate the school's detailed arrangements for pupils' care and well-being.
- The school celebrates achievement and promotes good attitudes systematically.
- There are highly effective arrangements to help new children settle in to the school.
- There is very good care and support for pupils with special educational needs.
- All aspects of care, support, guidance and welfare are excellent in the nursery and reception classes.
- Teachers and teaching assistants know pupils well and provide them with good support and guidance.
- Class and school councils are well organised and highly effective. Pupils value them highly.

## **Commentary**

19. Policies and practices relating to health and safety and child protection are well considered and properly carried out. Levels of minor accidents, mainly in the playground, are very low. Separate play areas for infants, juniors and for football and cricket games make playtime safe and purposeful. Arrangements for induction in to the nursery and other classes are very effective. Staff act quickly if a pupil is unhappy or under pressure, and are careful to make sure new arrivals are helped to settle in. As a result, pupils feel fairly treated and have a good and trusting relationship with one or more adults. Parents rightly speak positively about the quality of care provided.
20. Good attitudes, work and achievements beyond school are recognised at celebration assemblies. Year 6 pupils say that teachers expect them to behave in a more grown-up way as they move through school. They do. Teachers discuss the outcomes of tests with pupils, and marking provides helpful suggestions on how their work can be improved. Key improvement targets are identified in annual reports. Targets are used very well to support pupils with special educational needs, and these pupils benefit from close additional support from teaching assistants and specialist teachers. Other pupils have individual targets in literacy but not in other subjects or for their personal development. Excellent monitoring and assessment leads to an exceptionally high standard of care in the nursery and reception classes. Teaching assistants make a very good contribution to care and guidance throughout the school.
21. The headteacher, deputy headteacher and staff have created a very positive atmosphere in which pupils are confident in sharing their views, feelings and concerns. Newly formed class and school councils are having a very positive impact. They have made important contributions to reducing bullying and eliminating racism, and are very actively involved in the development and refurbishment of the school site. Pupils not directly involved in the council's work speak positively about its influence. There has been excellent improvement in this aspect of the school's work since the last inspection, and it is a key factor in building positive attitudes.

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

The school has established a very good working partnership with all groups of parents. It has good links with the wider community and with other schools.

## **Main strengths and weaknesses**

- The school has built up very good relationships with parents from all sections of the community.
- The school provides very effective courses to help parents support their children's learning.
- The school involves a wide variety of visitors from the community and publicises pupils' achievements well.
- There are very effective links with a Beacon nursery, and good links with a local secondary school.

### **Commentary**

22. Parents from all sections of the community expressed strong support for the school in the pre-inspection questionnaire and at the meeting. This reflects careful work in building relationships with all groups of parents, including those with English as an additional language, who are well represented on the governing body. Teachers are accessible, approachable, listen and address parents' concerns effectively. The school has a wide range of arrangements for gathering parents' views, and acts on them. For example, following a parental survey, it opens its doors early on rainy days, and the toilets have been refurbished. A fifth of parents replying to the questionnaire were concerned about bullying and harassment. Pupils told inspectors that there were some incidents, but that the school dealt with them quickly and fairly.
23. Termly parents' evenings and good annual reports keep parents well informed on their children's progress, though these do not indicate the standard they have reached in each subject. Parents of pupils with special educational needs are fully involved in reviews of their progress. Parents who have limited understanding of English receive good support at parents' evenings. The school has run successful courses for parents as educators, and several parents told inspectors that these had boosted their confidence in helping their children. Several parents have become successful teaching assistants. The parent, teacher and friends' association organises a variety of successful fundraising events
24. The school plays its part as a resource for the local community. The after-school club, housed on the site, provides important support for working parents. A church group uses the hall, and The Hyndburn Asian Womens' Association is to take computer classes in the suite. A wide variety of visitors from the community contribute to learning, and the school's news and achievements are regularly reported in local newspapers. This contributes to the growing pride in their school felt by parents and pupils. Public services such as the police, fire service and the school nurse enrich the curriculum with contributions on personal safety and healthy living. Pupils take part in a good range of collections and sponsored events for charity.
25. The school's close working relationship with a Beacon nursery contributes to the exceptionally positive start that pupils make in their education. There are good curriculum and pastoral links with the local secondary school to which nearly all Year 6 pupils transfer, and the school is a partner in this secondary school's bid to become a specialist sports college. There are, however, very limited links with local primary schools. Older junior pupils take part in a good range of sporting competitions with other primary schools in the district. These sporting opportunities also provide older pupils with additional understanding of the local community whilst developing their sense of fair play and competition. There are good links with colleges offering NVQ courses in work with children and initial teaching training.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good. The headteacher, deputy headteacher and other key staff give a strong professional lead, backed by very efficient management systems. Governance is very good; governors are very active, know the school well, and are committed to high standards and equal opportunities for all pupils. No significant barriers to learning were identified during the inspection, and there was no evidence of breaches of statutory requirements. Teamwork among all members of staff is a major aid to consistency in learning and raising achievement.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher provide very effective leadership and management.
- Governors are well organised, well informed and closely involved with the school's direction.
- Commitment to equal opportunities and the involvement of all pupils leads to very good behaviour.
- The headteacher and governors have built very good relationships with pupils, parents and the community.
- Development planning is very well organised. It has clear priorities and involves all staff and governors.
- Very well organised middle management leads to effective co-ordination and consistency in learning.
- Teaching is closely and effectively monitored, and action is taken to improve it when necessary.
- The school monitors its performance closely and sets good targets for improvement.
- Provision for pupils with English as an additional language is managed well, but is limited for older pupils.

### **Commentary**

26. The headteacher has a very clear vision for the future of the school, which he is putting into practice systematically in close co-operation with the governors and all staff. Weaknesses identified in the last inspection report have been tackled very effectively, and the school has developed a consistent and well-planned approach to pupils' personal development which has changed negative attitudes into positive ones. Development planning is comprehensive and has clear priorities for improvement. All staff and the governors contribute to it systematically, with regular reviews of progress incorporated into new draft plans. Staff with management responsibilities carry them out very effectively, with particular strengths in the management of provision in the nursery and reception classes, art and design, religious education, physical education, assessment and special educational needs. The headteacher and deputy headteacher monitor all aspects of teaching, learning and performance closely, and take action to improve them when needed. Workforce reforms are fully in place. New staff are carefully selected, very well supported, and deployed to make best use of their talents.
27. The headteacher and all of his colleagues take care to ensure that the school does all it can to meet the needs of the full range of pupils. The school has deployed additional resources for pupils with English as an additional language in work with younger pupils, whose lack of experience in English makes this the area of greatest need. Provision for pupils with learning and behavioural difficulties is very well organised and effective, and strong management of provision for creative work, especially in art and design, ensures that pupils receive a balanced education.

28. The governors have made significant improvements to their organisation since the last inspection, and make a very good contribution to the direction of the school. They monitor performance closely, and their clear understanding of the school's context, and in particular of pupils' starting points and backgrounds, enables them to give it a good balance of challenge and support. Responsibilities within the governing body are allocated to match individual governors' strengths, and the welfare of all pupils, including those at risk of exclusion, is carefully protected. Governors have worked closely with the headteacher to build effective relationships with pupils, parents and the community. They manage the budget effectively in co-operation with the headteacher, with good use of the principles of best value, and have taken action to reduce spending on staff while improving the match of staff skills to pupils' learning needs. Together, the headteacher and governors ensure that the school provides good value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	860,827
Total expenditure	898,852
Expenditure per pupil	2,807

Balances (£)	
Balance from previous year	60,527
Balance carried forward to the next	22,502

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

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

29. Provision for children in the foundation stage is excellent. Children enter the foundation stage in the year they are three. Most children have below or well below average development in all areas of learning. There is a high proportion of children for whom English is an additional language, many of whom speak little or no English when they join the school; overall, pupils' communication, language and literacy skills are very low when they begin. The provision of bi-lingual support assistants enhances their experience and learning within the nursery substantially. While children are still reaching well below average standards by the time they start Year 1, their overall achievement in the early stages of learning is excellent.
30. Teaching and learning in the foundation stage are excellent. The planning and preparation of the curriculum, together with assessment of the children's progress, ensures that individual needs are met. The assessment and evaluation of teaching and learning are used very effectively to plan for future teaching and learning opportunities.
31. The leadership and management of the two teachers responsible are excellent. Regular meetings are held each week to discuss the progress of children, providing a very detailed profile of each child's learning and progress. The teachers in charge have developed an excellent team of nursery nurses and support assistants who work closely together to provide excellent opportunities for children to develop. Management of the curriculum is impressive in its clarity.
32. Relationships with parents are excellent. Very good use is made of the bi-lingual nursery assistant in home visits, prior to children starting in the nursery. They also support parents for whom English is an additional language. Details of each half-termly topic are sent out to parents and a noticeboard informs them of events. Parents come into the nursery every day and are invited regularly to events associated with the topics.
33. There have been significant changes in the starting points of pupils joining the school since the last inspection, and the school has adapted its work very well to meet them. Overall improvement has been excellent.

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

Provision in personal, social and emotional development is **excellent**.

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

- Children's development is encouraged through a wide variety of play activities.
- Children have very positive attitudes and behave very well.
- Work relationships among staff are excellent.
- Support staff are highly skilled and very well deployed.

## Commentary

34. Teaching, learning and achievement are excellent, and most children reach the early learning goals for this area. Children have a very wide variety of opportunities to develop their skills. The secure and safe environment in the nursery and the reception classes enables them to develop independence, so that they play harmoniously on a range of equipment as well as reading, writing and using the computer. Children co-operate with each other and support each other, sharing equipment and tools without argument. Staff are able to concentrate on various activities with small groups of children without the need to check behaviour of other children at any time. Relationships with adults are excellent. The children respond well to instructions and learn to take a sensible part in discussions of important matters related to social development and responsibility. Pupils take turns and share their feelings without difficulty.

### Example of outstanding practice

**Excellent organisation and teaching in the nursery enabled a class with diverse learning needs to make a purposeful start to the day and to develop their learning skills, confidence and independence.**

This class of very young children came into school with their parents and carers and, without prompting, settled into one of the range of interesting activities that had been prepared for them. One group began work on baking biscuits for a Teddy Bears' Picnic to be held with their parents that afternoon. They investigated ingredients, and experimented with ways of making chocolate stick to the biscuits. A bilingual nursery nurse ensured that all understood and could take part. Other groups of children worked safely with scissors, played with construction toys or wrote stories in their bear-shaped books, which they discussed with the teacher, confidently taking their turn to speak. Further activities included a home corner and a computer, which children used independently, and an art corner. All sustained concentration very well for this forty-minute session, working busily and confidently, and making excellent progress towards the early learning goals for personal, social and emotional development and communication, language and literacy. Each activity was carefully planned to make a specific contribution to their learning and to enable them to make progress towards the learning goals expected for their age. This excellent planning ensured that pupils would make outstanding progress whatever activity they chose, and is a key factor in the overall excellence of the nursery..

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **excellent**.

### Main strengths and weaknesses

- Activities are very carefully planned and prepared.
- All staff are highly skilled and enthusiastic.
- The use of the bi-lingual support assistants is highly effective.

## Commentary

35. Planning for communication within the foundation stage is outstanding, and leads to excellent teaching and learning. All activities involve the staff talking with children, encouraging them to use language to express themselves and explain what they are doing or feeling. Bi-lingual assistants' use of community languages and English enables the children to communicate their knowledge and understanding as well as developing their spoken English. Stories are told expressively, encouraging a love of language and reading. Children use books respectfully. By the reception year, they are all able to express their feelings and participate actively in discussion, taking turns and listening attentively to other children and adults. The ability to recognise sounds and their letters is well established by the end of the foundation stage. Their reading and writing skills are developing well to prepare them for the National Curriculum. While standards remain well below average, and most children are not yet reaching the early learning goals in this area, their achievement is excellent.

### Example of outstanding practice

**Excellent teaching of literacy to a reception class with a very wide range of learning needs developed and consolidated all pupils' language and literacy skills and prepared them very well for the National Curriculum.**

A theme of jungles and animals was very well selected to enable pupils with limited English to acquire and consolidate vocabulary, while providing scope for higher-attaining pupils to extend their ideas. A colourful big book with a lively rhyming text provided a focus for work on words that built pupils' understanding of patterns of letters and sounds, which the teacher encouraged them to spot for themselves and discuss in pairs. Her highly skilled management of the class, which was very well adapted to the age group, had built excellent relationships over time, so that pupils responded sensibly and imaginatively when offering ideas and working in pairs. A teaching assistant made an excellent contribution to work with pupils with special educational needs, some of whom had very limited speech, working on a table with small animal models. A bilingual assistant used her knowledge of children's home language to ensure that all understood the lesson and were confident in expressing their ideas, encouraging them to use English wherever possible. Work in groups was planned to allow all pupils to explore words about animals at a challenging level, and an excellent series of displays around the classroom showed that the theme of animals had been addressed through a wide range of exciting activities, including puppets and artwork. Pupils responded to this closely planned lesson with excellent behaviour and concentration, which they sustained for the whole hour. The combination of very effective literacy teaching and attention to their care, welfare and personal development gave them an excellent preparation for work they would meet in the literacy hour next term.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **excellent**.

### Main strengths and weaknesses

- Activities are planned and prepared in great detail.
- All staff are highly skilled and enthusiastic.
- Pupils make very effective use of language in discussing mathematics.

### Commentary

36. Teaching and learning are excellent. Adults carefully plan the range of choices available to children to ensure that mathematical development is well represented, and provide consistently effective support and guidance. Water and sand, as well as construction toys, provide direct learning in discussion of size and dimension. Discussion during practical activities reinforces pupils' understanding of number and size. Children can describe shapes and use language to compare quantities. Children using the computer were successfully counting and could do simple calculations using addition and subtraction. Overall achievement is excellent, and most children are close to achieving the early learning goals in this area.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Teachers and teaching assistants create an excellent working environment that extends children's horizons.
- Pupils have a wide range of learning experiences, including visits and visitors.
- Children are very actively involved in contributing to the community.





## Commentary

37. Children in the nursery involved in decorating 'bear' biscuits watched with awe as chocolate melted in the microwave oven. They had discussed how they were going to change the hard block of chocolate into something which they could spread. They suggested several ways before the microwave oven was used. They made their own sandwiches, choosing the fillings. One of the topics used in the nursery is *Ourself*. This gives children the opportunity to look at their families and the different cultures represented in the school. In the reception class children have studied Victorian schools providing the opportunity to study the past and compare it with present day. Teaching, learning and achievement are excellent, and most children achieve the early learning goals in this area.

## PHYSICAL DEVELOPMENT

Provision in physical development is **excellent**.

### Main strengths and weaknesses

- Staff make very good use of all available equipment.
- Activities are carefully planned to promote learning.
- Visitors make a very good contribution to learning.
- The range of large outdoor equipment is limited.

## Commentary

38. While the range of wheeled and construction toys available is limited, children use them very well and with great enthusiasm. Indoor equipment develops their ability to handle tools and smaller construction toys. Space for movement within the nursery is constrained but used well by staff to give children opportunities to develop co-ordination. Visitors include a dental nurse, and health visitors to talk about hygiene and healthy eating. Healthy eating and hygiene are reinforced at snack time, and children learn the importance of handwashing. The school makes the best possible use of available facilities, and teaching, learning and achievement are excellent. Most children achieve the early learning goals in this area.

## CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

### Main strengths and weaknesses

- Opportunities for creative development are carefully structured.
- Children produce very good artwork.
- Children enjoy singing and learn to appreciate rhythm.

## Commentary

39. The environment in the nursery and reception classes is enhanced by the celebration of children's artwork. A variety of art and craft examples is well displayed around the walls and from the ceiling. Children are given both free and structured opportunities to develop their skills. Musical appreciation is developed using a variety of music and children are

able to sing a number of songs from memory. The use of a story to inspire rhythm used instruments as well as movement. Imaginative play both indoors and outdoors is well developed as children imitate their family life and what they see on television. Teaching, learning and achievement are very good, and most children are on track to achieve the early learning goals in this area.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards in Year 6 are below average, but represent good long-term achievement.
- Teachers know the subject well, and lessons are well planned and well organised.
- Teachers make consistently good provision for speaking and listening.
- Pupils with special educational needs make good and sometimes outstanding progress.
- In some lessons, national guidance needs to be used more flexibly to meet pupils' needs.
- Long-term assessment is good, but marking is under-used as a means of improving pupils' work.
- There is good co-operation between co-ordinators for English and for English as an additional language.

#### Commentary

40. Despite their outstanding progress in the nursery and reception classes, pupils begin work on the National Curriculum with well below average standards for their age. They make good long-term progress from this starting point, so that very few pupils are still in the early stages of learning to read in write by the end of Year 2, and almost all have mastered basic reading and writing by Year 6. Results in Year 6 national tests vary with the composition of the year group. Pupils reached average standards in 2003, but results in the three previous years were below average. Results in national tests in Year 2 have been well below average in reading and writing in recent years, reflecting the time it takes for many pupils to master the initial stages of English.
41. Higher-attaining pupils reach above average standards, and their achievement is good. Pupils with special educational needs benefit from well designed individual support, and also achieve well, with some excellent achievement from pupils with the most significant learning difficulties. The long-term achievement of pupils with English as an additional language is good, though progress is stronger in Years 1 to 4, particularly in speaking and listening and in reading, than in Years 5 and 6. Analysis of pupils' work over the year, however, showed some significant gaps in progress caused by extended holidays. All groups of pupils tend to reach higher standards in reading than in writing. While they develop good understanding of grammatical structures, they do not always apply them accurately, so that much of the work of average and lower-attaining pupils has weaknesses in spelling and basic punctuation. Pupils also tend to omit from their writing short words, such as *a*, *of* and *the*; this sometimes interferes with communication. By Year 6, almost all pupils speak clearly and confidently, and listen well to teachers and others. Overall, achievement in English from pupils' starting points is good.
42. The overall quality of teaching and learning is good. In individual lessons, it ranges from very good to satisfactory. Teachers know the subject well, and have clear understanding of patterns of progress among all groups of pupils. They plan lessons carefully, and establish very good working relationships with all pupils, so that there is a good pace of work and consistent learning. They explain points very clearly, and use interesting practical activities to demonstrate sentence construction. They give good personal feedback to pupils, and have a very close and effective working relationship with teaching assistants, who make a very effective contribution to learning. Additional lessons for pupils with literacy problems are very effective. In some lessons, on the other hand, national guidance is not modified sufficiently to match the learning needs of the class, particularly when pupils need more time than in most schools to complete their work to a good standard. Work is regularly marked, and the best marking gives pupils good guidance on ways of improving it. In some classes, however, basic errors are not picked

up consistently, and the school does not have a consistent system to ensure that pupils take notice of marking and use it to improve their work.

43. Leadership and management are good. The co-ordinator has introduced an effective system of assessment and target setting, and has identified the need to improve the consistency of marking and its use to improve writing. These initiatives are backed by well planned training. She and the co-ordinator for English as an additional language work closely together to ensure that work is well matched to the needs of pupils whose home language is not English, and this leads to a very effective emphasis on speaking and listening throughout the school, and particularly for younger pupils, where additional support is concentrated. There are good arrangements to promote wide reading and to enable older pupils to help younger ones; this support is focussed on areas of greatest need.
44. When the school was last inspected, provision was satisfactory overall, but there was some unsatisfactory teaching in Years 1 and 2 and a lack of challenge to higher-attaining pupils. Learning in Years 5 and 6 was affected by disruptive behaviour. The school has tackled these weaknesses well, and overall improvement has been good. It is very well placed to make further improvements.

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

45. Provision is good. Teachers adapt work well to meet the needs of pupils in all subjects. This includes consistently good emphasis on speaking and listening to enable pupils with English as an additional language to consolidate and apply their developing use of English, and effective challenge to higher-attaining pupils, so that their writing is consistently above the level expected for their age. Reading and writing tasks are carefully planned to contribute to learning in all subjects, and pupils make good use of planning books for drafting. Marking, however, shows a similar pattern of strengths and weaknesses to that seen in English, and does not sufficiently help pupils to improve their work. The quality of language and literacy work across subjects has improved significantly since the last inspection.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is well planned and well organised to involve all pupils.
- Effective assessment procedures assist planning and track pupils' achievements closely.
- The co-ordinator has a clear insight into how she wants the subject to develop.
- Pupils with special educational needs achieve very well.
- Time and resources are used well, and teaching assistants are well deployed.
- Teachers could use marking more effectively to guide pupils on points for improvement.
- ICT is used well in the computer suite, but is under-used in lessons.

### **Commentary**

46. Standards are below average in Year 2, and broadly average in Year 6. The results of Year 6 national tests in recent years have fluctuated between average and well below average, and were broadly average in 2003. Overall, however, standards and the most recent national test results represent good overall achievement from pupils' starting points. Pupils with special educational needs achieve very well in response to teaching that is closely matched to their needs and to very effective support from teaching

assistants. By Year 6, pupils have developed a wide range of mathematical skills, and use them confidently in solving problems.

47. The quality of teaching and learning is good. Teachers' planning is detailed and caters well for the needs of all pupils. All teachers give careful thought to how they will explain ideas, and teach and consolidate mathematical vocabulary carefully. Lessons have a good balance between explanation, discussion and practical investigations, using well prepared resources. This helps to retain pupils' attention, and enables them to consolidate their understanding and to practise what they have learned. There are brisk starts to lessons, with lively mental and oral warm-up sessions that capture pupils' interest well and challenge them to recall and apply skills quickly. Long-term assessment is good, and the best marking takes learning forward by indicating what pupils need to learn next. This is, however, inconsistent, and much marking is very brief. Although class-based computers are used in some lessons, this could be made more consistent.
48. Leadership and management are good. The co-ordinator has a clear vision for the subject and has received valuable support from the local authority consultant. This has assisted her in analysing pupils' responses to questions in standard tests, the results of which have been used to focus teaching on points of weakness. The co-ordinator has good arrangements to monitor planning, teaching and pupils' work. Resources are good, and are kept up to date. When the school was last inspected, provision was satisfactory overall, but there were some weaknesses in teaching and in pupils' attitudes to learning. The school has dealt very effectively with these issues and overall progress has been good.

### **Mathematics across the curriculum**

49. Mathematics is applied well across the curriculum. Pupils use their numeracy skills wherever they can contribute to learning in each subject. There are particular strengths in the use of data and graphs in science.

### **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- All teachers provide a good range of practical and investigative activities.
- Higher-attaining pupils and those with special educational needs achieve very well.
- Science makes a good contribution to pupils' language and literacy skills.
- ICT skills are developed in the computer suite, but not consistently in lessons.
- The quality of marking needs to be more consistent to help pupils in their next stage of learning.
- The subject is led and managed well.

### **Commentary**

50. Standards are broadly average in Years 2 and 6. Results in national tests in Year 6 have fluctuated from above average to below average in recent years, and were above average in 2003. Despite this variation, overall achievement is good. All groups of pupils achieve well throughout the school, and those with special educational needs achieve very

well in response to good, practically-based teaching and very good support from teaching assistants.

51. Teaching and learning are good. Teachers know the subject well, and engage the pupils in discussion of the ideas being taught, so that they are fully aware of what they are learning. Teachers use questioning and intervention well in lessons to assess pupils' knowledge and understanding, and take care to teach scientific vocabulary and to encourage pupils to use it. All pupils benefit from this, and it is particularly helpful to those with English as an additional language. Classrooms are well organised, with good use of resources. Teachers develop very good relationships with pupils, and there is very good teamwork between them and teaching assistants. This leads to a good working atmosphere and good pace of work. Pupils' good collaboration in group work contributes to their social development. There is some good use of ICT in the computer suite, but it is not always followed through into the classroom. Much day-to-day marking could usefully give more guidance on ways of improving work. Pupils' good recording of their work, however, helps develop and consolidate their writing skills; the writing of higher-attaining pupils in science is often of very high quality for their age.
52. Leadership and management are strong and effective, with a clear and effective commitment to enabling all pupils to reach the highest standards of which they are capable. There are effective and well-established procedures for monitoring and assessing teaching, learning and achievement. Provision for science at the time of the last inspection was unsatisfactory throughout the school, and standards were significantly below average. The school has made a very good improvement on this position.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for information communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- Basic ICT skills are taught well in the computer suite and standards are rising as a result.
- Pupils make good early progress and achieve well by Year 2.
- The school has a good scheme of work and assessment system.
- The computer suite is well equipped.
- Work in the computer suite is not consistently reinforced in classes, and some computers are under-used.

### **Commentary**

53. Standards are broadly average in Years 2 and 6. This represents good achievement by Year 2 from the very low standards with which pupils join the school. Achievement in Year 6 is satisfactory. Pupils develop their skills well in lessons in the computer suite, but have too few opportunities to apply them in other lessons, so that their ability to use ICT independently is limited. Pupils with special educational needs and those with English as an additional language use computers well and match the achievements of other pupils. Higher-attaining pupils respond effectively to extension work. Boys and girls achieve similarly.
54. By Year 2, pupils can log on, word process poems and use drawing tools to illustrate their writing. They can also enter, save and retrieve their work. Pupils usually share computers

in pairs. Keyboarding skills are low level because shared use reduces time to practise their manipulative skills. Some more able pupils had made good use of the digital camera and imported pictures to illustrate their writing. Pupils develop good hand-to-eye co-ordination and use the mouse well to control the cursor.

55. By the end of Year 6, pupils have developed confidence with computers and other ICT equipment such as the digital camera and the interactive whiteboard. The Internet is used well for research in structured sessions, and pupils are able to see the value of computers in multimedia presentations. Pupils in Year 6 had the challenge to absorb the skills of preparing slides, varying fonts and backgrounds to prepare a presentation for a large audience on the topic 'animals'. Pupils were soon busily searching the Internet for images and importing them into their work while developing text on screen to inform their audience. Pupils worked well but unfortunately the equipment failure and having to work in threes reduced their rate of work. Pupils' strongest skills are with data handling and word processing; they need to develop their skills in measuring and control technology.
56. Teaching and learning are good. Teachers' confidence is creating a good attitude to computer use and the computer club gives enthusiasts the challenge to extend their skills. Teachers use a step-by-step approach to building knowledge and confidence with ICT, and this leads to well-planned and interesting lessons that make a consistently effective contribution to building pupils' skills.
57. Leadership and management are good. There is a good scheme of work that makes effective use of national and local guidance, and an effective system of assessment. There is a good variety of equipment across the school, though computers in classrooms are often under-used. At the time of the last inspection ICT was a key issue for improvement, and the school has addressed it well. Staff training and has been effective, resources have improved – though there is still a lack of technical support – and standards have risen. Overall improvement has been good and the school is well placed to raise standards further.

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

58. There are some opportunities for pupils to consolidate and apply their ICT skills in other subjects, but the school has not yet developed a comprehensive policy for this aspect of its work. This limits achievement by Year 6.

### **HUMANITIES**

Religious education was inspected fully and **history** and **geography** were sampled by observing a small number of lessons, analysing pupils' work, and through discussions with the co-ordinators. The quality of teaching and learning sampled was good in both subjects, with broadly average standards of work and good achievement. Both subjects make good contributions to literacy and numeracy skills, including good analytical work in geography in Year 6.

#### **Religious education**

Provision in religious education is **good**.

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

- Pupils are interested in the subject, and use it to explore important issues.
- Teachers know the subject well, and lessons are well planned and interesting.
- Pupils learn to understand each other's religious views and traditions.
- Religious education makes a very important contribution to pupils' moral, social and spiritual development.
- Higher-attaining pupils achieve very well in their written work, but other pupils' writing is often weak.
- Provision is very well led and managed by a well-informed and experienced co-ordinator.

## **Commentary**

59. Standards are broadly average in Year 6, with good features in pupils' knowledge of detail of religious practices and in the achievement of higher-attaining pupils, whose writing often explores moral issues in depth. All pupils develop good understanding of the major tenets of world faiths. Average and lower-attaining pupils, however, do not always express this understanding accurately in their writing. Standards in Year 2 are broadly average overall, and pupils have good understanding of the social and moral aspects of the subject. Overall, achievement is good among all groups of pupils. Higher-attaining pupils explore issues in very good depth, and average and lower-attaining pupils make consistently good progress, though their writing contains inaccuracies and does not fully reflect their achievement. The school's inclusive approach to the subject creates a climate of respect among all pupils for each other's religious and cultural traditions, and makes a most important contribution to its harmonious working atmosphere.
60. Teaching and learning are good. Teachers know the subject well and plan interesting lessons that give pupils a broad overview of the topics included in the locally agreed syllabus, with good exploration of points of detail in lessons. They make good use of discussion to develop pupils' language skills as well as their understanding of the subject, and plan written work that encourages higher-attaining pupils to work independently. Written work in Years 1 and 2 is particularly well planned to match pupils' learning needs, with good use of retelling stories to build up English composition skills. Tasks for pupils working in groups are well thought-out, but occasionally require too much deduction from average and lower-attaining pupils. Teachers make good use of visits to churches and mosques to give pupils first-hand experience of each other's traditions. Systems for assessing progress, based on sampling work in each pupils' progress book, are very effective, and work is well marked.
61. Leadership and management are very good. The co-ordinator is very experienced, and has a very clear view of the importance of the subject in the context of the school. She has established a well-balanced curriculum that takes full account of the diversity of religious views among pupils and parents, and ensures that all are treated with respect. She gives highly effective guidance to colleagues, and keeps in close touch with pupils' progress by monitoring their work and colleagues' medium-term planning. This very effective management ensures that the school's key values are fully represented and reinforced in religious education.
62. When the school was last inspected, standards and progress were satisfactory, and had good features in Years 3 to 6. Since then, the school has adapted its work very effectively to meet the full range of learning needs and cultural traditions among its pupils, and has improved access to the subject for pupils with special educational needs. Overall improvement has been very good.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Art and design and physical education were inspected fully and music and design and technology were sampled.



63. The quality of teaching and learning sampled in **music** was very good. Teachers know the subject very well, and make very good use their own talents as instrumentalists. They use a broad range of resources to engage children and provide them with an exciting introduction to a broad range of music from their own and each other's cultural traditions. Pupils sing well in assemblies. While there was too little evidence on which to base an overall judgement on standards, work seen during the inspection shows that music is effectively co-ordinated and plays a full part in the creative life of the school.
64. Blocked timetabling has created good learning opportunities in **design and technology**, but limited opportunities to observe work during the inspection. Work sampled in lessons and through displays showed average standards, and indicated good to very good achievement. Pupils evaluate their own and each other's work well, and have good opportunities to express themselves and the values of their cultures in designs. Digital cameras are used well to record pupils' work, but ICT is otherwise under-used in designing and making. The single lesson observed and analysis of pupils' work showed well planned teaching of good to very good quality. Leadership and management are very good and ensure a consistent approach across the school. The subject provides very good opportunities for pupils to work creatively.

## **Art and design**

Provision for art and design is **excellent**.

### **Main strengths and weaknesses**

- Standards in Year 6 are well above average, and achievement is excellent.
- Excellent displays of work celebrate pupils' achievements and enhance the school environment.
- Innovative and accurate assessment ensures that planning keeps pace of pupils' development.
- Excellent management of resources enables the subject to be taught effectively in all classes.
  
- The use of ICT is at an early stage of development.
- The co-ordinator provides outstanding leadership and management.

### **Commentary**

65. Standards are broadly average in Year 2 and well above average in Year 6. This represents excellent achievement from pupils' starting points, which are well below average overall. Pupils with English as an additional language learn well because they are confident to experiment and try ideas, which they delight in sharing with other pupils.
66. Teaching and learning are consistently very good in all classes, and their overall quality is excellent. The dynamic support of the art co-ordinator inspires teachers and teaching assistants alike to plan effectively and challenge pupils' skills and understanding. Pupils experiment with work in two and three dimensions, and displays show excellent understanding of texture and style. Behaviour is exceptionally good because pupils are very engrossed in their work and understand what they need to do to improve it. Close monitoring of development during lessons ensures that all pupils are working at an appropriate level to stretch their creativity and capability. Development of ICT is at an early stage, but pupils have good access to programs such as 'Dazzle' and 'Paint'. Cultural diversity is celebrated in art and much of the excellent display depicts artwork from other times and places. Pupils develop very good

understanding of the spirit of the work of a wide range of artists and sculptors by recreating their techniques.

67. Leadership and management are excellent. Monitoring of standards across the school is innovative and uses a whole school project, completed during a set period of time, to assess the development of each pupil's skills. The outcome is a highly attractive display in its own right, which is used to assist future planning. Well-planned visits to local galleries widen pupils' experience of art in a community setting. Overall, the very high level of achievement in art and design makes a major contribution to the creative life of the school and to pupils' understanding of their own and other cultures.

## **Physical education**

Provision in physical education (PE) is **very good**.

### **Main strengths and weaknesses**

- Very good teaching and learning result in high levels of participation, enjoyment and fitness.
- The Healthy Schools Award is having a positive influence on PE.
- Very good use is made of the restrictive space for team games and athletics.
- There is limited use of ICT to enhance the development of techniques.

## **Commentary**

68. Pupils reach average standards in Years 2 and 6, which represents very good achievement from their starting points across the full range of the National Curriculum, including swimming. From Years 3 to 6 pupils gain a competitive edge to their PE and enjoy team games against other schools. At lunchtime and after school many pupils take part in cricket practice, football and netball to refine their skills and tactics. Pupils with special needs take a full and active part in lessons, supported well by teaching assistants. Pupils with English as an additional language enjoy the subject and participate well.
69. Teaching and learning are very good, and make good use of the individual skills of each teacher. Planning harnesses pupils' natural interest in sport, and makes good use of all available resources. Lessons are well paced and challenging, with very effective match of work to the range of learning needs in the class. Teachers explain work very clearly, and continue learning very effectively from one lesson to the next. There are very good opportunities for pupils to discuss and evaluate work. Skills are improved by regular challenging practice in lessons and sports clubs after school, where techniques and talents are honed. There is, however, limited use of ICT to promote learning.
70. Leadership and management are very good. Staff appreciate the organisation of equipment and schemes of work to support teaching and learning. Good assessment is underpinned by the co-ordinator teaching each class in the school at some time during the year to maintain an overview of progress. Planning makes very good use of the school's restricted play space. A good subject development plan includes improvements to the play space, and partnership with the high school in their bid for specialist sports college status. Work with the local sports development team, the Year 6 trip to Blackburn Rovers football club to study science and fitness and the exciting outward-bound PGL trip to

Boreatton Park in Shropshire have contributed to the Healthy Schools award, and to fit and active pupils.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

71. Provision for personal, social and health education was sampled by observing a lesson and by analysing the contribution of other aspects of the school's work, including assemblies. The quality of work sampled was good, with very good features. Pupils receive good guidance on the dangers of drug abuse and on key factors in developing good relationships. Assemblies promote a healthy lifestyle, for which an award was presented during the inspection, and teach pupils to appreciate the contribution to the school's work by all members of the community. The school's careful focus on the personal development of each pupil ensures that all are involved on a basis of mutual respect, and is a major factor in its success as a learning community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
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	3
Pupils' care, welfare, health and safety	2
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	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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

