

INSPECTION REPORT

ST PETER'S C of E PRIMARY SCHOOL

Accrington, Lancashire

LEA area: Lancashire

Unique reference number: 119386

Headteacher: Mr J A Bird

Lead inspector: Mr G Yates

Dates of inspection: 13 – 15 October 2003

Inspection number: 257941

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:	Voluntary controlled
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
Number on roll:	205
School address:	Cartmel Avenue Fern Gore Accrington Lancashire
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Appropriate authority:	Governing body
Name of chair of governors:	Fr. D. Lyon
Date of previous inspection:	5 May 1998

CHARACTERISTICS OF THE SCHOOL

St Peter's Church of England Primary School is an average sized primary school for boys and girls aged four to eleven years. It draws its pupils from the town of Accrington. The area consists of mainly rented accommodation. At the time of the inspection there were 205 pupils on roll. Children in reception to Year 6 are organised in single age group classes. The proportion of pupils eligible for free school meals is well above the national average. Sixty four pupils have been identified as having special educational needs (SEN) which is well above average. The pupils receive support for dyslexia, moderate learning difficulties, emotional, behavioural and speech and communication difficulties. Seven pupils have a statement of special educational need. There are 59 children from minority ethnic backgrounds at an early stage of English language acquisition. Last year, 22 pupils left and 21 joined the school other than at the usual times, which is well above average. When children start in the reception class, their attainment is very low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2465	Mr G Yates	Lead inspector	Mathematics Art and design Design and technology Music Physical education Religious education
19669	Mrs F Kennedy	Lay inspector	
7979	Mr A Calderbank	Team inspector	English Information and communication technology Geography History Special educational needs
7418	Mrs K Rollisson	Team inspector	Science Foundation stage English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Peter's Church of England Primary School, despite difficult circumstances, provides a good quality of education for its pupils. Standards of attainment on entry are very low and given pupils' poor language and communication and mathematical skills, most, including those from minority ethnic groups, achieve well. In English and mathematics standards are well below those found in most schools by the time pupils leave. However, there are three factors that have a negative effect on standards.

- The above average number of pupils with special educational needs and with English as an additional language.
- The above average number of pupils that enter and leave the school other than at the normal time of entry; less than 80 percent of the pupils in Year 6 were present in Year 2.
- A significant number of pupils take extended holidays (five percent of pupils were in Pakistan at the time of the inspection).

Inspection evidence shows that all pupils achieve well when their prior attainment is taken into account. Their attitudes to work and behaviour are good. The quality of teaching is good overall. The school is led and managed well by the headteacher. **It provides good value for money.**

The school's main strengths and weaknesses are:

- Pupils achieve well because the quality of teaching is good and classroom assistants provide valuable support.
- Pupils are given very good opportunities to develop their artistic skills and produce work of good quality.
- The provision for pupils with special educational needs and for those who are learning English as an additional language is good.
- Pupils behave well, relationships are very good and the provision for pupils' spiritual, social, moral and cultural development is good.
- The standard and quality of writing is not as good as it should be.
- Pupils have difficulty in working out the answers to mathematical problems.
- Other than in English, mathematics and the reception class, the school does not have a satisfactory system in place to record what pupils know, understand and can do.

How the effectiveness of the school has changed since the previous inspection

There has been an increase both in the number of pupils with special educational needs and in the number of pupils who speak English as an additional language. The school's results have kept in line with the national trend. The school has made satisfactory progress overall in addressing the key areas identified for improvement when it was last inspected in 1998. Schemes of work are now in place in all curriculum areas and standards in information and communication technology (ICT) have risen and are now in line with those found in most schools.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	D	E	C
Mathematics	E	D	E*	D
Science	E	E	E	C

Key: A - well above average; B – above average; C – average; D – below average; E – well below. Similar schools are those with similar percentages of pupils eligible for free school meals.

Results in the 2003 national tests continue to be below average at the ages of 7 and 11 and reflect the large proportion of pupils entering the school whose level of attainment is very low. In the 2002 national test in mathematics, results were in the bottom five percent in the country. When pupils' prior attainment is taken into account inspection evidence shows that **pupils are achieving well**. It was not possible to make any overall judgements about achievement in physical education and music.

The youngest children make good progress and achieve well. However, by the end of the reception year, most will not meet the nationally expected goals for children of their age in the areas of learning. In Years 1 to 6, pupils continue to achieve well because of the good teaching they receive. However, standards in English and mathematics when compared with those found in most schools remain well below average. A big sticking point is that pupils' skills of retention are poor and despite teachers doing everything they can pupils do not retain information easily. Though standards in reading are average overall by the end of Year 6 pupils do not make as much progress as they should in writing. Good teaching in mathematics ensures that pupils' achieve well but they find it difficult to use their number knowledge accurately when solving problems. The school places a strong emphasis on pupils experiencing a wide range of subjects and as a result, for example, the art work pupils produce is of a good standard. Standards in ICT and religious education are average. Pupils with special educational needs make good progress. The school makes good use of a bilingual teacher and bilingual teaching assistant who ensure that pupils who are learning to speak English as an additional language make good progress when they attend school.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Their attitudes to work and behaviour in and around school are good. Attendance is below the national average, mainly due to the extended holidays some ethnic minority families take.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching is good overall throughout the school. Very good use is made of assessment information by the reception class teacher to ensure that work is matched to the children's prior attainment. Children learn well through a rich diet of structured and independent activities. English is taught well overall across the school but pupils are not always being suitably challenged in their writing. The teaching of mathematics is good overall because the National Numeracy Strategy has been particularly well adapted to the needs of the pupils. However, pupils need to be given more opportunities to use their mental skills in solving problems rather than in just doing sums. Learning is good in science because teachers provide pupils with a good range of interesting investigations. Teachers make good use of ICT in other subjects. Strengths in the quality of teaching include good subject knowledge, very good behaviour management and the very good use made of teaching assistants. There are good assessment procedures in place for pupils with special educational needs and for pupils who are learning English as an additional language.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is firm but fair with his pupils, respected by parents and is well supported by a competent deputy headteacher. All members of staff work effectively together and are adequately involved in subject co-ordination. The governing body fulfils all its responsibilities well and has a good understanding of the school's strengths and weaknesses. Governors are appropriately involved in the strategic management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents rate the school highly. Children feel that they are well cared for and know whom to turn to if they have a problem.

IMPROVEMENTS NEEDED

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

- Ensure that pupils are provided with suitably challenging opportunities to develop their writing skills.
- Ensure that pupils are given plenty of opportunities to use their mental skills in working out the answers to mathematical problems.
- Establish a whole-school approach to the assessment of what pupils know, understand and can do in subjects other than English and mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils start school with skills that are very low when compared with those found in most schools. The school's system of tracking pupils shows that they are achieving well. Inspection evidence confirms that pupils of all attainment levels make good progress in their learning mainly due to good quality teaching and effective assessment procedures in English and mathematics. As a result **all pupils achieve well**.

Standards of attainment in comparison with all schools in English, mathematics and science are **well below average**. Three factors impact adversely on these standards.

- The school has a large number of pupils with special educational needs and of those for whom English is an additional language.
- Movement of pupils in and out of school.
- A significant minority of pupils takes extended holidays during the school year.

There is no significant difference between the performance of boys and girls. Pupils from minority ethnic backgrounds make good progress and are fully integrated into all aspects of school life. However, some families take extended holidays and this adversely affects their children's progress in acquiring English language skills. Pupils with special educational needs achieve well because of good provision.

Main strengths and weaknesses

- Children make good progress in the reception class.
- Pupils with special educational needs achieve well and make good progress.
- There is above average achievement in art and design and design and technology.
- The quality of writing is not as good as it should be.
- Pupils' skills in working out the answers to mathematical problems are unsatisfactory.
- Pupils' retention skills are unsatisfactory, for example, the application of correct spellings.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	13.4 (13.5)	15.8 (15.7)
writing	12.4 (12.8)	14.4 (14.3)
mathematics	13.3 (14.5)	16.5 (16.2)

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

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	24.6 (26.2)	27.0 (27.0)
mathematics	23.4 (25.5)	26.7 (26.6)
science	25.9 (26.6)	28.3 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Commentary

1. In the 2002 National Curriculum tests and assessments taken at the end of Year 2, pupils' attainment was well below average in reading and writing. It was in the bottom five percent in the country in mathematics. When adjustments have been made to the grades given against similar schools to reflect the school's particular circumstances, attainment is below average in mathematics but average in reading and writing. In the same year, pupils in Year 6 achieved well below average standards in English and science. In mathematics, results were in the bottom five percent in the country. When the results are compared with those in similar schools they are average in English and science but below average in mathematics. The trend in the school's results over the past five years has been in line with the national trend. Comparisons between results in Year 6 with those for the same group in Year 2 are meaningless because of the high number of pupils who enter and leave the school in the intervening years.
2. Pupils with special educational needs are identified early. Careful provision is made for them and they make good gains in their learning and achieve well. The school helps and gives them every encouragement in their work. The good progress of pupils with special educational needs owes much to the efforts of the teaching staff and the classroom assistants who ensure that the work done in class matches pupils' attainment. Classroom assistants are an integral part of the life and work of the school.
3. Children start school in the reception class with very low skills. They settle in quickly and good teaching ensures they make good progress. However, most children are not on target to meet the expected goals of the Foundation Stage by the time they start Year 1.
4. Inspection evidence shows that pupils in Years 1 to 6 are making good progress and achieving well. However, the standard of work seen in English and mathematics is well below average. Pupils' speaking and listening skills improve but remain below average. However, in the juniors, pupils make better progress in reading than in writing. This is reflected in the quality of writing produced in other subjects such as history, religious education and geography. Pupils achieve well in basic number work but do not apply their mental skills well enough when asked to solve mathematical problems. Standards in science are below average but pupils have good investigation skills.
5. Good improvements have been made since the previous inspection in information and communication technology (ICT). Standards in ICT are now average and pupils achieve very well. The investment in up-to-date equipment, that is easily accessible, and a well planned programme of skills training for staff, have ensured that teachers have more confidence in teaching the subject.
6. Standards and pupils' achievements in art and design and design and technology are above average in Years 2 and 6 and in most other subjects they are satisfactory. While standards are average in geography and history in Year 2, they are below average in Year 6. This is mainly because pupils do not retain information well. It was not possible to make an overall judgement about achievement or standards in physical education but standards in dance are similar to those found in most schools.

Pupils' attitudes, values and other personal qualities

Behaviour throughout the school is **good**. Pupils demonstrate **positive attitudes to learning**. The school makes **good provision** for the pupils' spiritual, moral, social and cultural development.

Relationships throughout the school are **very good**.

Main strengths and weaknesses

- The pupils are very enthusiastic about all school activities and enjoy school.
- The school works hard and successfully to achieve good standards of behaviour and very good relationships throughout the school.
- The pupils benefit from the close attention given to developing their spiritual, moral, social and cultural development.
- Despite strenuous efforts by the school, the pupils' attendance rate remains below the national average for primary schools.

Commentary

7. The pupils enjoy school and are enthusiastic about all school activities. They behave well in lessons, in the playground, in the dining room and when moving around the school. Their behaviour in assembly is very good. A very moving sense of spirituality was evoked in a whole-school assembly, when the pupils sang the hymn "Kum ba Yah", softly and with feeling. Relationships throughout the school are very good.
8. In the reception class, particular attention is given to promoting the children's personal, social and emotional development. Over time they learn to share equipment, take turns and co-operate sensibly. Activities are well organised, relevant and interesting, offering the children appropriate choices, which enable them to develop confidence and a measure of independence in their learning.
9. In Years 1 to 6, teachers plan imaginative lessons, which motivate the pupils to work hard. The good range of extra curricular activities, such as lunchtime and after-school clubs and school productions, help to make school enjoyable and strongly support the pupils' social development. During the summer term pupils in Year 6 take part in a series of outdoor adventurous activities, which help them to develop independence, a sense of adventure and an ability to work co-operatively with others as part of a team.
10. The school sets high expectations with regard to behaviour. The whole-school discipline policy and systems and rewards are well documented and consistently implemented by teachers and support staff. Throughout the school the pupils understand the difference between right and wrong. They themselves are involved in establishing the school rules. A 'kindness and consideration' cup is awarded each week to the most deserving class. Respect for others' feelings, values and beliefs is also given high priority. This is reflected in the high degree of racial harmony that exists within the school community.
11. A well thought out system of sanctions is in place, for dealing with unacceptable behaviour. Exclusions are only imposed for serious breaches of discipline, such as bullying. Parents are involved at an early stage if an individual's behaviour is giving cause for concern.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
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
124	3	0
59	0	0

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

12. Through art and design and religious education lessons, pupils learn about different faiths and cultures. The Year 5 pupils are currently learning about African music, and planning a performance, which will include African art and African dance. When pupils make extended visits to Pakistan, they are provided with a camera and asked to take photographs and write about their experiences. On their return, these are shared with the other pupils, giving them a good insight into how life in rural Pakistan contrasts with life in present day Accrington.
13. The pupils contribute to the wider community through their fund raising efforts for charity. This helps them to develop an awareness of the needs of others and an understanding of citizenship. Pupils carry out a wide range of duties around the school including preparing the hall for assemblies.
14. Procedures for monitoring and improving attendance are good. The school makes effective use of the educational welfare service and the local education authority's 'Pupil Attendance Support Team' to support individual pupils and their families. The vast majority of the pupils arrive on time in the mornings and lessons start promptly. The main reasons for poor attendance and a higher than average rate of unauthorised absence are holidays taken in term time and extended leave to the pupils' country of origin. For a significant minority of the pupils, extended absences are creating a barrier to learning.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	School data	1.0
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good overall**.

The quality of teaching and learning is good with a very good range of out-of-school activities provided. However, there is a lack of suitable opportunities for pupils to develop their writing skills and to use their number knowledge to solve mathematical problems. Insufficient use is made of assessment information in subjects other than English and mathematics to improve standards.

Teaching and learning

Teaching and learning are of **good** quality throughout the school and have improved since the previous inspection. Teaching is at its best in Year 6 where a high proportion of the lessons seen was very good.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	10 (27%)	18 (49%)	9 (24%)	0 (0%)	0 (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.

Main strengths and weaknesses

- Teachers' subject knowledge, behaviour management and use of ICT in other subjects are good.
- Staff have implemented the National Literacy and Numeracy Strategies effectively.
- Assessment procedures in the Foundation Stage are very good. They are good in English, mathematics in Years 1 to 6.
- The teaching of pupils with special educational needs is good.
- A teacher and bilingual nursery nurse provide good quality additional support to pupils who are learning to speak English as an additional language.
- The support provided by classroom assistants is very good.
- There is no whole-school approach to the gathering and use of assessment information in subjects other than English and mathematics.
- Teachers do not provide sufficient opportunities for pupils to develop their mental arithmetic and writing skills.

Commentary

15. The experienced teacher and nursery nurse work very well together in the reception class in ensuring that children are given a very good start to their formal schooling. Teaching is consistently good. Very good use is made of assessment information to ensure that work is set at the right level for the children. Children learn well through a rich diet of structured and independent activities.
16. In Years 1 to 6, teachers have good subject knowledge and plan conscientiously. The school was behind most schools in introducing the literacy hour but it is now being taught effectively. As a result English is taught well overall across the school although pupils are not being suitably challenged in their writing. The school has approached the local education authority for help in improving the quality of provision in mathematics. Teachers do not place sufficient emphasis on pupils using their numeracy skills to solve mathematical problems. For example, some pupils can provide the correct answer for 4 times 5 but have difficulty when asked to work out the cost of 4 items at 5p each.
17. In science teachers provide good opportunities for pupils to develop their skills of investigation. They are making increasing use of ICT across subjects. This improves the quality of learning because it has the effect of helping pupils develop such skills as presenting information in different ways. In one class pupils produced their own autumn pictures on the computers and in another class they inputted data to present their findings in graphical form.
18. At the beginning of lessons teachers provide good explanations to pupils about what is to be taught. As a result pupils understand exactly what is expected from them and little time is wasted. Many pupils have difficulty in retaining information from one day to the next and teachers have to spend additional time making sure pupils understand. For example, in Year 6 the teacher could not have done any more in explaining what the word *adjacent* meant but still many pupils did not remember when questioned the day after. However, in the same class they retained scientific information well. Teachers use a good balance of whole-class teaching, group work and individual teaching.
19. The support all teachers receive from classroom assistants is invaluable because they know the right moments to intervene and when not to. As a result, pupils get the extra support they need. Teachers manage their pupils very well. This is especially so in Year 3 where many pupils have challenging behaviour yet the very experienced teacher has no problems in providing a calm working atmosphere within the classroom. He and all other members of staff have established clear expectations and codes of classroom behaviour which are used to good effect.

20. The school has a high number of pupils who enter and leave the school other than at the normal time. Children are thoroughly assessed when they arrive and this helps staff to identify any pupils who need extra help with their learning. Assessment procedures are good in English and mathematics and in these subjects good use is being made of the information to track pupils' individual progress. In all other subjects no whole-school systems are in place for assessing pupils' progress and using the information effectively to improve standards. Books are marked on a regular basis, and there are some written comments that indicate clearly and precisely to pupils what they could do next in order to improve their work.
21. Pupils with special educational needs have clear lists of individual learning targets. These may be for language or number work and classroom assistants are well briefed to provide pupils with help, when required. In the classrooms, teachers have good knowledge of their pupils' particular needs. They prepare their lessons with different work that is at a suitable level to challenge the least able pupils. Pupils' progress is checked regularly and their individual targets updated. They make good progress and learn successfully because of the good teaching they receive.
22. Pupils who are learning to speak English as an additional language receive good additional support from both a bilingual teacher and bilingual nursery nurse. Sometimes the children they teach take extended absence and as a result their formal education is interrupted. Both members of staff work extremely hard and successfully to try and ensure that these absences do not have too detrimental an affect on children's acquisition of the English language.

The curriculum

Curriculum provision is **good overall**.

Main strengths and weaknesses

- Provision for children in the Foundation Stage is of a very good quality.
- Provision for pupils with special educational needs is good.
- Provision for pupils with English as an additional language is good.
- Opportunities provided outside school hours for pupils to take part in a wide range of activities are very good.
- ICT resources are used well.
- In some classes, pupils are not given sufficient opportunities to write well-presented passages at length.
- In mathematics, insufficient emphasis is placed on the mental strategies pupils need to solve problems.
- Book corners are untidy.

Commentary

23. A good range of subjects is taught throughout the school and the curriculum enables pupils to achieve well. Each subject receives an appropriate allocation of time with priority given to English, mathematics, science, ICT and the arts. There are limitations in the writing curriculum in some classes and pupils are given insufficient opportunities to write well-presented passages at length. Also, not enough emphasis is placed on the use of mental strategies for problem solving in mathematics. Clear policies and plans for each subject are in place. The weakness in this area found at the time of the previous inspection has been addressed successfully.
24. Children in the Foundation Stage make good progress towards the early learning goals because staff provide a good range of interesting activities. Pupils who have special educational needs are well supported by dedicated teaching assistants. As a result they

make good progress. Pupils with English as an additional language make good progress because their specific needs are catered for well by the school. Homework is set regularly and helps to improve the achievements of all pupils, including higher attainers.

25. Pupils' personal development and healthy living are promoted through a wide range of opportunities. Special assemblies and displays, such as a harvest assembly with a fair trade focus, interlink several subjects and provide relevant experiences. Pupils have opportunities to take on responsibility. Plenty of thriving initiatives, involving the local community, contribute to pupils' learning. These include a good range of sports, health, musical, technological and drama activities. Pupils are also involved in outdoor visits and field studies, local inter-school festivals and events covering sports, athletics and music. The school has recently started a 'Healthy School' project and produces a very professional school newspaper using computer-publishing techniques. There are good curricular links with local high schools and with a special school who take advantage of the resources available and the school's policy of openness, with mutual benefits for all concerned.
26. The school's accommodation is good and kept very clean. Although classrooms are not spacious, adjoining practical areas are used well. Very good use is made of art displays to improve the learning environment but there is little or no evidence of writing being promoted in classroom wall displays. Book corners in classrooms are untidy. Outdoor areas are being developed with improved provision for outdoor play for the youngest pupils. Resources for areas of learning in the Foundation Stage and for National Curriculum subjects are good. They have been built up over time and are used imaginatively to ensure that they provide interesting experiences for pupils. Resources for science and ICT are very good. They are well organised, accessible and contribute to pupils' learning in these subjects. Teachers manage learning support assistants well and make good use of the resources and accommodation available.

Care, guidance and support

The school takes **very good care** of its pupils and provides them with **very effective support, advice and guidance**.

Main strengths and weaknesses

- Good procedures are in place for monitoring pupils' personal and academic progress with the information used well to provide support for pupils of all attainment levels.
- The school provides its pupils with a safe and healthy learning environment.
- The school does not have established procedures for seeking and acting upon pupils' views.

Commentary

27. All areas of the building are clean and tidy. Fire exits are marked clearly and accidents to pupils are recorded appropriately. The school has plans for improving access to the building for pupils with disabilities. Child protection procedures are thorough, adhering to guidelines provided by the Local Education Authority. Bi-lingual staff give very good support to pupils who are at an early stage of English language acquisition. Good provision is made for those pupils who have special educational needs.
28. The school receives very good support from the educational psychologist, the educational welfare service and the Local Education Authority's pupil attendance support team. The school nurse is a frequent visitor and gives strong support to the school in matters concerning the pupils' health and general welfare.

29. Good induction procedures help the youngest children to settle quickly into school routines. Reception staff meet with parents, before their children are admitted, and record carefully their views of their children's abilities and any particular problems. These are then used effectively to support the children's learning during the settling in period.
30. The staff sensitively supports pupils who have difficulty in following the accepted code of conduct. The school receives very good support from the Schools' Emotional Well Being Worker, who comes into school each week to work with pupils who are experiencing difficulties at school or at home.
31. The school has begun to establish procedures for seeking and acting upon pupils' views. A school council has been set up and pupils' views have been canvassed via a questionnaire. However, the school has not yet had time to evaluate or act upon the views and ideas that have been put forward and this remains an area for development.

Partnership with parents, other schools and the community

The school has established a **good partnership** with parents, other local schools and the community.

Main strengths and weaknesses

- The school keeps parents very well informed about the life and work of the school and about their children's standards and progress.
- The school has established good links with the church and the local community.
- The school works in close partnership with other local schools.
- Despite the school's best efforts, too many parents take their children on extended holidays.

Commentary

32. The quality of the information provided for parents is very good and shows a marked improvement since the time of the previous inspection. The aims of the school and the mission statement are set out clearly in the prospectus, which now includes a wide range of information about the curriculum and the school's policy on homework. Parents are kept fully informed in relation to the school's arrangements for promoting positive attitudes and behaviour and the importance of regular attendance and punctuality, through the home-school agreement which is reviewed annually.
33. The headteacher makes every effort to be on the playground before and after school each day, to get to know the parents and to deal with any concerns raised. Formal parents' evenings are arranged twice a year, when parents can discuss their children's achievements and progress with class teachers. Pupils' annual written reports provide good, detailed information about pupils' progress in personal and social development and all areas of the curriculum. In addition to the annual report, a shorter, interim report of good quality is provided for parents half way through the year. This informs parents of their children's progress to date and sets targets for the remainder of the year. The consultation exercise, prior to the inspection, revealed that the great majority of parents feel comfortable in approaching the school with problems or questions concerning their children and are of the view that the school keeps them well informed in relation to their children's progress.
34. At the beginning of every term, parents are given helpful information about the topics to be covered in the various subjects. Several parents help inside school on a regular basis. Parents give good support to the religious life of the school by joining in assemblies and church services. The school arranges numerous courses and curriculum meetings for parents, although these are not always well attended. Family holidays taken in term time,

particularly extended visits overseas, contribute to a rate of attendance that is below the national median. For a significant minority of the pupils, prolonged visits to their country of origin create a barrier to learning but good teaching overcomes this when they return from their visits.

35. The school has established good links with the church and the local community. Special services are held in church, for example at Christmas, Easter and Harvest time. Visits to places of interest in the locality are used effectively to enrich the curriculum and promote the pupils' personal, social and cultural development.
36. The school works in close partnership with local primary and secondary schools. For example, the pupils visit the secondary school for music and dance workshops, which help to promote their cultural development. During the inspection, three pupils were presented with certificates for taking part in a 'Maths Challenge' at the secondary school the previous week. Good links have been established with a nearby special school.

Leadership and management

The leadership and management of the school are **good**.

Main strengths and weaknesses

- The headteacher gives a clear direction to the school's work. He is well supported by the deputy and other senior staff.
- Strategic planning is good and is focused on improving standards.
- The headteacher ensures that all pupils have full access to all aspects of the curriculum.
- Performance data in English and mathematics is analysed in detail and appropriate action taken.
- There is a strong commitment to staff development and improving teachers' skills.
- Financial management is very good.
- The monitoring of pupils' performance in subjects other than English and mathematics is unsatisfactory.
- Governors are fully involved in school development.
- The appointment of additional support staff provides very good value for money.
- The governors' understanding of what pupils are doing and how well they are performing in individual classes is not as good as it could be.

Commentary

37. The quality of leadership, management and governance is good. The school has a clear set of values and a strong sense of community within which each child is valued as an individual and encouraged to do well. This leads to a very caring atmosphere. As at the time of the previous inspection, the school provides a secure and enjoyable environment in which pupils can achieve and make progress. The headteacher provides good leadership and is supported well by the deputy head who has ensured, for example, that special needs provision is of a good quality.
38. Within this positive ethos there is a strong commitment to promoting equal access by all pupils to the full range of opportunities that the school provides. For example, the headteacher runs an extra ICT club at lunchtime because some pupils attend the Mosque after school. The school carefully monitors pupils' achievements in English and mathematics to ensure that boys and girls, pupils of different abilities and from different ethnic backgrounds are all making appropriate progress. The information is being used well to set targets for groups and also for individuals. However, assessment and recording of pupils' progress in other subjects is not as rigorous.

39. The School Improvement Plan is based on a thorough review of the strengths and weaknesses in the school's performance and focused appropriately upon the raising of standards. All staff and governors have the opportunity to contribute ideas. It has specific objectives, delegated responsibilities, intended outcomes and is costed. It provides a very useful vehicle for promoting and monitoring progress. A key aspect of the school's development strategy is the emphasis it places on developing the expertise of its entire staff, including classroom assistants. The success of the school's staff development programme can be seen in the improvements made to the delivery of the National Literacy Strategy and the teaching of ICT.
40. The governors provide committed support for the school and work in close partnership with the headteacher and staff. They are fully involved in the drawing up of the School Improvement Plan and monitor its progress very thoroughly through the headteacher's reports. They have identified the need to be more involved in evaluating curriculum provision and pupils' progress. As a means of doing this the governors have attached themselves to individual classes which they will follow through the school. This has the benefit of ensuring that governors are kept better informed about what is happening at the 'chalk face'. The governors' decision to employ an above average number of support staff, with additional help available in all classrooms, has been very successful. Pupils of all attainment levels gain a tremendous amount from the extra help they receive. For example, higher attainers are able to check out their ideas to see if they are on the right lines when undertaking scientific experiments.
41. The monitoring of teaching and learning has improved since the last inspection. The headteacher observes lessons on a regular basis and co-ordinators monitor planning and review pupils' work.
42. The management of the support for pupils who have special educational needs and who speak English as an additional language is good. The help includes a well-organised co-ordinator for special needs, a part-time teacher who works with statemented pupils and small groups, and classroom assistants who provide support for the lower achieving pupils during lessons. Another part-time teacher provides effective help for pupils who speak English as an additional language.

Financial information for the year April 2002 to March 2003.

Income and expenditure (£)		Balances (£)	
Total income	686,035	Balance from previous year	100,508
Total expenditure	570,432	Balance carried forward to the next	26,000
Expenditure per pupil	1,505		

NB. During 2002/03, £74,000 was committed to extension work on the building and playground extensions.

OTHER SPECIFIED FEATURES

The provision for and standards achieved by pupils with English as an additional language.

The provision for and standards achieved by these pupils are both **good**.

Main strengths and weaknesses

- Class teachers, learning assistants and bilingual support staff make good contributions to pupils' achievements.
- Procedures for setting targets for improvement and monitoring and checking pupils' progress are of a good quality.
- Imaginative projects contribute well to pupils' achievements.
- Visual aids are not always culturally relevant.
- Links are not always made between Islamic and Christian faiths.

Commentary

43. Currently there are just over a third of pupils who speak English as an additional language. On entry to school, pupils have a wide range of attainment and many enter school with little understanding of English. By the time they reach Year 6, most pupils have acquired some fluency in English and achieve well. However overall standards in mathematics and English are well below those found in most schools and below those found in science. In art and design and in design and technology standards are above those found in other schools and in line with those found in most schools in the other subjects where judgements can be made. The quality of teaching for pupils with English as an additional language is good.
44. The school spends the money received through the Ethnic Minority Achievement Grant mainly on staffing. A part-time teacher co-ordinates work through the school and a nursery nurse is employed full time. Both are bilingual speakers with Punjabi, which is the main home language of the pupils, and also Urdu. In addition, the co-ordinator speaks and writes some Arabic, which a few of the children are learning to write during lessons in the mosque. She is a well qualified, enthusiastic teacher who has close links with the community and the families of the children. She understands the needs of the pupils and works in close partnership with teachers, influencing mainstream teaching and learning strategies and providing additional resources. Several class teachers have long experience of working with pupils who have English as an additional language and have the trust and respect of parents.
45. Teaching is well planned by the class teacher, often in conjunction with the co-ordinator, with a focus on both language and subject content. The good support of teaching assistants is invaluable and makes a significant contribution to the progress of pupils. Most of the teaching takes place in the classroom and withdrawal is infrequent.
46. Pupils take extended holidays to Pakistan. In order to support parents and optimise the experience for pupils, homework tasks are set. The school provides a diary for assignments and a disposable camera with which pupils are encouraged to record their experiences. On their return, attractive displays celebrate this work and pupils gain confidence and self-esteem as they share their experiences with their peers.
47. Pupils' behaviour and attitudes are good because teachers provide a welcoming environment in which they feel confident to contribute. Visual aids are of good quality and are usually, but not always, culturally relevant. On occasion, opportunities are not taken to make links between the Islamic and Christian faiths; for example, explaining the similarities between a church and a mosque.

48. Pupils who are in the early stages of learning English are targeted and receive focused support. Good procedures are in place to track pupils' progress over time, including those who are more fluent in English and who need greater challenge to ensure that they achieve their potential across subjects of the National Curriculum. The school has begun to keep a comprehensive profile of pupils' developing language competence, using procedures devised by the LEA. Work is monitored and individual or small group targets are set to ensure that pupils improve their work.

The assessment procedures for pupils with special educational needs

Assessment procedures for pupils with special educational needs are **good**.

Main strengths and weaknesses

- Pupils' needs are identified early.
- Information from assessments in English and mathematics is being used well to set targets for individual pupils.
- The special needs of pupils who speak English as an additional language are being effectively assessed.
- The results of assessments undertaken by, for example, educational psychologists are used well to identify particular special needs.
- Pupils do not have any say in the drawing up of targets on their individual educational plans.
- Parents do not receive a copy of the individual educational plans.

Commentary

49. The assessment of what children know and can do begins with an initial attainment profile drawn up during the first few weeks following their admission to the reception class. The progress of children with special educational needs is then monitored very carefully in all of the six areas of learning.
50. Assessment arrangements benefit from a high level of consistency in English and mathematics throughout the rest of the school. The school uses a range of tests to assess pupils' attainment in these two subjects against National Curriculum standards. The results are analysed and the information is used effectively to identify learning targets for pupils' individual educational plans which are reviewed on a regular basis. However, there is little or no discussion held with the pupils about what they think.
51. The school makes good use of the Lancashire Education Inclusion Services (LEIS). For example, specialists from the Hearing-Impaired Service or an Educational Psychologist make use of an appropriate battery of tests to ascertain the precise nature of any special needs. From then on the individual progress is tracked and informed through further assessments and regular reviews. Effective use is also made of a teacher, funded through the Ethnic Minority Achievement Grant (EMAG) to ensure that any special needs of pupils who speak English as an additional language are accurately assessed and met.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for all the areas of learning in the Foundation Stage is **very good**.

Most children start school with skills that are very low when compared with those typical of the age group. Skills in speaking and listening, personal independence and physical co-ordination are poorly developed. This is confirmed by initial assessments carried out. More than a third of the children are from non-English speaking homes and begin school with very little understanding of English. Most children will not meet the early learning goals by the time they leave the reception class but will make good progress towards them. Children's good achievements and progress at this early stage of their first term in school, is the result of the good teaching. Children with special educational needs and those whose first language is not English also make good progress because the teaching and support they receive is good. Overall provision has improved since the previous inspection.

Main strengths and weaknesses

- The very good range of activities which helps children to achieve well across all the areas of learning despite their limited skills with which they enter the school.
- The very good planning, the assessments of what children know, understand and can do and the effective use of information gathered to set targets for improvement.
- The very good support and good progress made by those children for whom English is an additional language and those who have special educational needs.
- Very good leadership and management.
- The very good support the teacher receives from the nursery nurse
- Sometimes activities are a little too short in length to extend learning further. This occurs when small groups complete the same task in rotation.

Commentary

Personal, social and emotional development

Provision is of a **very good** quality.

52. Teaching and the quality of learning are of a good quality. Every opportunity is taken to ensure that children feel safe, happy and secure and develop a sense of trust. However, most children will not achieve the early learning goals by the end of the reception year. As a result of good teaching children are developing very good attitudes and enjoy school. Because some children find it hard to concentrate, greater emphasis is placed on opportunities to sit together with adults in small groups. This pattern of organisation is effective. During such times staff check children's progress and use the information gained to set targets for future work. Children are encouraged to try out new activities structured to develop an awareness of their own needs and feelings. A 'We are special' frieze, including children's own paintings, reflects the importance placed on the development of children's self-esteem and confidence. The effectiveness of the teaching methods and the bilingual support for those children who have little English, ensure that they settle in well and know what is going on around them.

Communication, language and literacy

Provision is of a **very good** quality.

53. Many children are unable to express themselves clearly and use single words and gestures to convey meaning. All staff are knowledgeable about extending children's communication and language skills and as a result the quality of learning and teaching are good. Pupils achieve well. However, the majority will not achieve the early learning goals. A significant number of children have difficulty understanding English because it is their second language but the good teaching and bilingual support, help them to become engaged well in lessons. Definite times are set for the development of specific speaking and listening skills, such as small group times, when children learn the word 'spreading' as they make sandwiches for a party. Occasionally, periods are too short and children need more time to develop these skills further. During class story and discussion time, the quality of questioning is good, broadening children's vocabulary well. The repetition of a wide repertoire of rhymes and songs, listening and writing areas and the imaginative teaching of phonics helps children's early reading and writing skills. A collection of socks on a display of items starting with the letter 's' and other attractive displays of objects, pictures and relevant language, encourage this progression. A small number of children, with adult help, are beginning to link words and letters with what they can hear, see and read, and subsequently, with what they can write. Evidence from the previous year shows that a few children are able to write their own sentences unaided by end of the reception class.

Mathematical development

Provision is of a **very good** quality.

54. However, despite provision for mathematical development being carefully planned with number rhymes and songs contributing well to children's knowledge and understanding, most children will not attain the early learning goals. Children can count, with adult help and recognise numbers to 10. A few were able to recognise patterns of two in an activity which involved counting and subtracting pairs of clothes pegs on shirts. Even in unsupervised activities, such as sand and water, children develop mathematical skills because good teaching ensures that the materials are carefully organised to capitalise on children's fascination with number and shape. The school recognises that children for whom English is an additional language may have understanding in advance of their English language skills. Translation into the children's home language by bilingual staff ensures that they achieve mathematical skills at a level that is commensurate with their prior attainment.

Knowledge and understanding of the world

Provision is of a **very good** quality.

55. Most children enter school with a very limited knowledge of the world in which they live. Teaching and learning are of a good quality. The very good range of activities help children to extend considerably their knowledge and understanding of the environment. However, only a minority will meet the early learning goals in this aspect of learning. Children enjoy trying to remember things that have happened to them and begin to differentiate between the past and the present and develop a sense of time. For example they compared their own size and behaviour with that of 6 and 12 months old babies who were brought into school. Children show an interest in using the computer. By the end of the reception year, they are developing keyboard skills and know how to use a mouse. A good range of materials, including magnifiers, viewing lenses and microscopes helps them to find out about the natural world.

Physical and Creative development

Provision in both areas is of a **very good** quality.

56. Teaching and learning are of a good quality in both areas of learning. The good supply of large and small equipment for outdoor play provides good opportunities for children to develop physical skills. They display increasing control, co-ordination, confidence and imagination during physical activity, when they learn to throw and catch a ball and to aim at a target. The wide range of activities enables children to handle tools such as pencils, paint and glue brushes and scissors with growing confidence and control. They learn to use colour, shape and form and to experiment with different textures in 2D and 3D. For example, they made party hats, masks, and glasses with coloured cellophane lenses for use in their play activities. Children join in favourite songs, singing tunefully and tapping out rhythms. Activities are provided which encourage the development of imaginative role-play at the cafe or the campsite. However most children will not achieve the early learning goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** Pupils make good progress and achieve well throughout the school. However standards are not as high as they were at the time of the previous inspection and are well below national expectations at the end of Years 2 and 6.

Main strengths and weaknesses

- Teaching is good overall and the National Literacy Strategy is now being implemented well.
- Pupils listen attentively and teachers have put in place some good strategies to improve pupils' speaking skills.
- Pupils' library skills are good.
- Support for pupils with special educational needs is good.
- Pupils' writing in Years 1 to 6 is unsatisfactory.
- Pupils do not apply their spelling skills well enough.
- Reading areas in classrooms are not well organised.

Commentary

57. From a very low standard on entry, pupils' speaking and listening skills are developed well through effective teaching and the good learning opportunities provided. At the end of Year 6, skills are still below those expected nationally. However, most pupils have gained in confidence when it comes to joining in discussions. The range of vocabulary for many pupils is narrow. For example, in a history lesson one pupil talked about an oil lamp as having 'string' instead of a 'wick' and another spoke of 'pliers' when she meant 'tweezers'. Teachers plan appropriate opportunities for pupils to share their ideas in a group or with their 'talking partners' and as a result their speaking and listening skills improve.
58. Although pupils make good progress developing their reading skills, standards are well below average by the end of Years 2 and 6. However, reading standards are improving as a result of the intensive teaching of word building skills.
59. By the end of Year 2, the higher attaining pupils read simple stories with satisfactory expression, and they remember what has happened so far in their stories. Lower attaining pupils make good efforts to read, and can satisfactorily tackle unknown words by sounding out letter sounds. There is good additional help for pupils with special educational needs from classroom support assistants and this is having a positive effect upon raising standards in reading. The school tries hard to encourage parents to hear their children read at home.

60. By the end of Year 6, the higher attaining pupils read with confidence. They enjoy their reading and talk enthusiastically about the books they have read. Lower attaining pupils read a variety of texts sufficiently well to explain what they are about and what has happened. However, most find it difficult to infer what might happen next in a story. Library skills are developed well in Years 3 to 6 and pupils know how to find a non-fiction book using the Dewey system. They use the contents and index pages with good effect to find information quickly. Higher attainers do not use their skimming and scanning skills well.
61. Pupils' writing skills do not develop as well as their other English skills and by the end of Years 2 and 6 standards are well below average. In Years 1 and 2 pupils write for a satisfactory variety of purposes such as character profiles and writing their own endings to a familiar story. However, the quality of their writing is at times unsatisfactory, with too many basic punctuation mistakes and simple words spelt incorrectly. They are taught to form letters correctly and develop a style that is legible and well presented. Pupils are given every encouragement to write and are not afraid 'to put pen to paper'. Higher attainers use connectives to make their writing more interesting as in 'Cutey woke up but he could not go back to sleep because he was hungry. He strolled out of his cave and looked around'. In Years 3 to 6 the more able pupils can build up a story plot, creating an introduction, middle and ending and satisfactorily write in different styles, such as letters and biographies. However, most pupils do not have these skills or sufficient opportunities to develop them. Spelling is unsatisfactory in the main and though pupils learn the rules of grammar and punctuation well in literacy lessons, they do not apply them satisfactorily when writing in other subjects. The quality of pupils' handwriting and general presentation of their work is good overall. In last year's National Curriculum tests in English, boys did not perform as well as girls. During the inspection no noticeable difference was observed in the performance of girls and boys.
62. The school has worked hard at improving the teaching of English over the past two years. With help from the LEA, the National Literacy Strategy is now being used to good effect. Other initiatives have been put into place to help develop literacy for all groups of pupils. For example, booster groups and additional English sessions for pupils with special educational needs have been introduced.
63. The quality of teaching and learning is good overall. This is a significant improvement from the previous inspection when it was found to be satisfactory. Teachers ensure that pupils are clear about the learning objectives of the lesson and plan work that matches pupils' prior attainment. There is always a strong emphasis on developing the basic skills of literacy such as sentence construction and knowledge of letter sounds. However, time needs to be made available to ensure pupils have the opportunity to use these skills accurately in their writing. Teachers manage pupils' behaviour very well, and motivate pupils to want to learn. This is especially so in Year 6. Pupils use computers effectively to find information and to write short passages.
64. This subject is very well led and managed. There are good resources available throughout the school, but classroom library corners are untidy.

Language and literacy across the curriculum

65. Pupils' reading, speaking and listening skills are particularly well developed across the curriculum. However, teachers do not make sufficient use of the opportunities presented in other subjects to develop pupils' writing skills.

MATHEMATICS

Provision in mathematics is **satisfactory** overall. From a well below level of attainment in Year 1 pupils make good progress overall but standards in relation to all schools are in the bottom five percent in the country by the time they leave and below those found in similar schools.

Main strengths and weaknesses

- There is a strong focus on developing pupils' numerical skills.
- The National Numeracy strategy is taught well.
- A good assessment system is in place and the information gathered is used well.
- The subject is well led and managed.
- Pupils enjoy their mathematics lessons.
- Pupils do not apply their numerical skills quickly and accurately enough when solving mathematical problems.
- Some worksheets are not completed.
- Pupils are not given sufficient opportunities to use their mathematical skills in other subjects.

Commentary

66. The subject is taught well throughout the school and pupils of all attainment levels are being suitably challenged in developing their basic number skills. For example, in Year 2 most pupils can quickly and accurately work out even numbers up to 100. They can recognise simple shapes but many struggle to remember the correct technical vocabulary. For example, one child talked about 'heaven' numbers instead of 'even' numbers. This issue is an on going problem in all classes and teachers do their best to continually reinforce the correct use of mathematical language. However, not enough attention is given to pupils using their numeracy skills in solving mathematical problems. In Year 6 pupils are eager to apply their mathematical knowledge but, again, many have difficulties in solving problems. They demonstrate satisfactory skills in identifying the properties of different three-dimensional shapes and can use simple fractions and present data in graphical form. A survey of previous work shows there is a suitable balance between the use of teacher produced and commercially produced worksheets. However, potential higher attaining pupils are not always given time to do the more difficult type of questions found at the end of worksheets. Pupils present their work well. There is no significant difference in achievement between groups of pupils.
67. The co-ordinator is an experienced teacher and has good subject knowledge. The school has recognised the need to improve standards in the subject and has arranged for help to be provided by the local education authority. There is a good range of equipment that is readily available. The school has put in place some good strategies to improve standards including booster classes and additional lessons for pupils who have special educational needs. Classroom assistants and additional teachers provide valuable support not only to pupils with special educational needs but also to those who are learning to speak English as an additional language.

Mathematics across the curriculum

68. A survey of pupils' work shows that they are not provided with a satisfactory range of opportunities to use their mathematics skills in other subjects. There are some satisfactory examples of graphs being produced in science showing the different distances toy vehicles travel, and timelines being used in history. Pupils in Year 3 accurately measure the materials they need to use in design technology. However, there are too few instances of such development of pupils' mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The science curriculum is broad and balanced with well-stored resources of good quality and quantity.
- Pupils of all attainment levels make good progress and develop good investigation skills.
- Activities in science are well planned to meet the needs of those pupils for whom English is an additional language and also for pupils who have special educational needs.
- The quality of teaching is good with high expectations and challenge for higher attaining pupils.
- Pupils' attitudes and behaviour are good.
- Effective procedures for checking the progress of individual pupils are not in place.
- Teaching in science is not monitored and evaluated consistently.

Commentary

69. Standards for pupils in Years 2 and 6 are below average and this is a similar picture to that found at the previous inspection. The progress pupils make and their achievements in scientific investigation skills are good, because of the good quality of teaching throughout the school.
70. Teachers are aware that pupils whose first language is not English often have conceptual thinking in advance of their ability to speak and write English. These pupils make good progress because practical work is suitably emphasised without neglecting the teaching of recording skills. Pupils in Year 6 are able to present their findings well in a variety of ways. Effective teaching methods enable them to retain what they have learned. For example, some time after a lesson on solubility, pupils could define the different properties of sediment, solution, suspension and evaporation. However, this is not the case in other classes where pupils struggle to remember scientific information. The balance between independent and directed learning is carefully planned to ensure there is challenge for higher attaining pupils as well as support for pupils who find writing more difficult. As a result these different groups of pupils make good progress and achieve well.
71. The good attitudes and behaviour of pupils contribute positively to their achievements and to the quality of learning. Because they have opportunities to explore a broad and balanced range of activities and resources, pupils enjoy science. Pupils in Year 1 compare similarities and differences in their eye and hair colour, using criteria such as long, short, curly, straight, light and dark. As they measure each other, they begin to understand the principle of a fair test. Continuing this theme, pupils in Year 2 test the speed of a wheeled car down a ramp when it is pushed hard, pushed gently or not pushed at all. Pupils collect data and are able to record and print out their findings in graphical form on the computer. Pupils in other classes investigate magnetism, making circuits using bulbs and batteries and conduct an investigation into the effects of sun on a shadow. They learn how materials can be strengthened and changed for specific purposes when making a bridge out of paper. These practical sessions play a valuable part in improving pupils' scientific knowledge.
72. The subject co-ordinator supports staff well and has built up accessible and well-stored resources of good quality and quantity. However, there has been no direct monitoring of teaching and learning. There have been many developments in planning with a focus on improving the achievements of pupils who have special educational needs and those who have English as an additional language. Procedures for assessing the progress of individual pupils in this core subject are not yet effective. As a result there is no whole-school approach to the recording of what pupils know, understand and can do in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is good.

Main strengths and weaknesses

- Pupils make very good progress and achieve well.
- Good use is made of ICT in other subjects.
- The subject is co-ordinated effectively.
- The school does not make sufficient use of assessment information to identify what works well and what needs to be improved.

Commentary

73. Standards are in line with national expectations by the end of Years 2 and 6. This represents a significant improvement since the previous inspection when attainment was judged to be below that found in most schools by the end of Year 6 and National Curriculum requirements were not being met. All aspects of the subject are now being covered well.
74. There are three main reasons for the improvements. Firstly, the co-ordinator monitors the quality of teaching and learning effectively. Secondly, staff training has furthered teachers' knowledge and skills, and thirdly, up-to-date resources have been purchased. The school has created two computer suites, one for the infants and another for the juniors. The 'Rainbow Room' with its whiteboard and projector is timetabled so that every class on a weekly basis is taught specific skills. The quality of learning is good in the subject because all pupils have the opportunity to practise their newly acquired skills in one of the computer suites immediately after lessons.
75. Pupils in Year 2 have sound word-processing skills and can manipulate a mouse with a good degree of accuracy. They can create simple text and use many word-processing functions accurately. They are confident in using the mouse and cursor to place text and drag pictures around the screen before finally positioning them. Most pupils understand how computers store data, and they can save and print their own work.
76. Pupils in Years 3 to 6 are developing an appropriate range of ICT skills. These range from straightforward word-processing to more complex operations. For example, in a very good lesson observed in Year 6, the pupils enjoyed constructing and organising an imaginative multi-media presentation incorporating words, pictures, movement and sound for display on a large screen. The quality of learning was good because the teacher made very effective use of the resources available, such as the interactive whiteboard, to demonstrate specific skills.
77. Only two lessons were observed during the inspection so it is not possible to make an overall judgement about the quality of teaching. The two popular and successful computer clubs after school and at lunch times are helping pupils who do not have computers at home to develop their skills and enjoy the experience.

Information and communication across the curriculum

78. The school has made good progress in the application of ICT across the curriculum. For example, pupils in Year 5 access the internet to research for information about the First World War when learning about the Accrington Pals. In an art and design lesson, pupils in Year 2 pupils made good use of their ICT skills to 'paint' their own autumnal pictures using appropriate software.

HUMANITIES

HISTORY and GEOGRAPHY

Provision in both subjects is **good**.

Main strengths and weaknesses

History and geography have common strengths and weaknesses:

- In both subjects visits to places of interest and other first hand experiences such as the use of artefacts enhance the quality of learning.
- The quality and range of pupils' written work are not as good as they should be.
- Assessment procedures and the use made of the information to improve standards are unsatisfactory.

Two lessons were seen in history in Years 3 to 6 and none in geography. It is not possible to make any overall judgements about the quality of teaching or learning in the subjects.

Pupils' attainment, by the end of Year 2 remains broadly similar to that found in most schools in both subjects but a scrutiny of the work completed last year and discussions held with pupils shows that standards are below average by the end of Year 6. However, when you take into account pupils' prior attainment and the high percentage of pupils with special needs in the current Year 6 class their achievement is good. All pupils, including those with special educational needs and those who speak English as an additional language make good progress overall. In both subjects teachers' planning indicates that National Curriculum requirements are met.

Commentary

GEOGRAPHY

79. Pupils make good progress as they study an appropriate range of topics. The travels of 'Barnaby Bear' help younger pupils to think of places further away. Pupils in Year 2 enjoy talking about *Coll*. They know that it is a small island and that an island is a piece of land surrounded by water. The pupils explained that to get there you have to catch a ferry from Oban.
80. In Years 3 to 6, pupils learn about a selection of places and environments such as Chembakolli, a village in India and different mountainous regions. However, they do not have a good recall of work recently completed and have insecure knowledge of geographical concepts. One pupil, for example, thought that the Himalayas were in London. Pupils can list correctly mountain ranges such as the Alps and the Andes. However, they have difficulty remembering where they are located. Pupils' written work is mainly descriptive, including some passages that have been copied. Insufficient use is made of opportunities to develop pupils' writing skills. The co-ordinator has built up a portfolio of pupils' work as evidence of coverage but not enough use is made of assessment information to record pupils' progress and identify strengths and weakness in provision.

HISTORY

81. In Years 1 and 2 pupils learn about how people lived in past times. They can identify similarities and differences between old and new toys. They are very enthusiastic about history. This was very evident in a discussion with pupils from Year 2 who talked excitedly about the Great Fire of London. They knew all the relevant facts including when it happened, where it started and how it was brought under control.

82. In Years 3 to 6 pupils cover a suitable range of topics such as the Romans, Ancient Egypt and World War 1. Higher attainers are competent in researching information, using a wide range of sources, for example artefacts and photographs. Some of this work makes a significant contribution to the rate of pupils' learning in literacy. Links with ICT are particularly well developed and many pupils make effective use of the Internet to support their research. However, as with geography, lower attaining pupils have difficulty recalling information previously learnt and in expressing themselves clearly. In the lessons seen in Years 4 and 5, the teachers maintained a good balance between developing pupils' skills as historians and helping them to acquire historical knowledge. However, teachers do not tap into pupils' interest in the topics covered to develop writing skills especially in their own accounts of events and their own opinions and views.

RELIGIOUS EDUCATION

Provision in the subject is **good** overall and is in accordance with the local agreed syllabus.

Main strengths and weaknesses

- Pupils respect the views of others.
- Pupils have a good knowledge of the stories Jesus told.
- Good opportunities for pupils to discuss their ideas.
- Good attention is given during the year to the study of two world religions.
- Not enough opportunities are provided for pupils to use their writing skills.
- Some lessons are too short.
- There is no whole-school approach to the use of assessment.

Commentary

83. Pupils in Years 2 and 6 attain standards that are broadly similar to those found in most schools, but more could be done to provide pupils with more challenging writing tasks. The quality of teaching and learning is satisfactory. Standards are similar to those found at the time of the previous inspection.
84. Discussions held with pupils in Years 2 and 6 show that they respect the fact that there are different world religions with different customs. They know that Muslims believe that Allah made everything but also know that the Christians have a different view. Older pupils can explain how the miracles Jesus performed brought 'light into people's lives,' and many can talk sensibly about how they can make someone happy. Three lessons were seen during the inspection and teaching was satisfactory overall. In Year 3 teaching was good with a puppet used very well to capture the pupils' interest. The teacher involved children very well by getting them to read out to the class a Muslim prayer and a story Jesus told to emphasise the importance of helping others. A scrutiny of work shows that when pupils are asked to write, expectations are not high enough. In some classes more emphasis is placed on drawing pictures than on providing pupils with opportunities to use and extend their writing skills. There are, however, some good examples of writing being used well. In a poem entitled '*God is*' a child wrote the following line, '*God is the sand on a beautiful beach.*' In some classes the length of lessons does not provide sufficient time for pupils to consolidate their learning, perhaps by writing.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in art and design, design and technology, music and physical education is **good**.

Three lessons were seen in music, two lessons in dance (physical education), one in art and design and one in design and technology. It is not possible to make any overall judgements about the quality of teaching in design and technology and art and design. In art and design there is a very

good range of activities for pupils to experience. Pupils of all attainment levels achieve standards above those found in most schools in art and design and in design and technology. In music and dance standards are average. In all 4 subjects, teachers' planning indicates that National Curriculum requirements are met.

ART AND DESIGN

Main strengths and weaknesses

- Very good links made with other subjects and areas of the curriculum.
- Pupils are given very good opportunities to work with different media and tools.
- Children's good quality artwork is displayed very well.
- The co-ordinator is very knowledgeable.
- There is no whole-school approach for the gathering of assessment information.

Commentary

85. In Class 2 pupils in history are studying the Great Fire of London. They have produced some very good paintings using vibrant colours to depict the damage the fire caused. Good teaching during the week of the inspection, with very good use made of the outside area, resulted in pupils producing detailed observational drawings of trees. Discussions held with pupils and a survey of work produced in the previous year, demonstrate that pupils have a satisfactory knowledge of the styles used by different artists. Pupils were especially keen to talk about the work of Lowry and Matisse. They took a great pride in talking about the wall displays of their work that depicted these two artists.
86. In the rest of the school the display of a range of pupils' work clearly shows that they have experienced a wide range of different artistic techniques. For example, wax sculptures of a very good quality have been made and other techniques such as colourwash have been used well to create a sunset background. Different colours have been incorporated well to produce snail patterns in the style of Matisse.

DESIGN AND TECHNOLOGY

Main strengths and weaknesses

- The good range of opportunities pupils are given to develop their skills in the subject.
- The good links made with other subjects.
- Above average standards.

Commentary

87. Only one lesson was seen during the inspection but a survey of work done in other classes and evidence from this lesson demonstrates that pupils are developing their skills well. By the end of Years 2 and 6 standards are above average. In Year 1, excellent pop up books have been made with the title 'Barnaby in Blackpool' using a range of link ups. In Year 3, pupils measure materials carefully to make sure they will fit in their 'room in a box'. They learn to use a variety of techniques that involve sewing, sawing, gluing and cutting and are self critical of what they produce. Teaching was very good in the one lesson seen with skills taught directly to the whole class. Pupils had plenty of time to develop their ideas with regard to adding a motor to their well-constructed roundabouts (linked to a topic about Victorian fairgrounds). They made some useful points about how their models can be improved.

MUSIC

Main strengths and weaknesses

- Singing in assembly is of a very good quality.
- Pupils have the opportunity to learn to play the recorder and violin and to join the choir.
- Staff feel more confident in their subject knowledge as a result of in-service training provided by the subject co-ordinator.
- The lack of any whole-school assessment of the subject.

Commentary

88. Teaching is good overall. In one lesson pupils demonstrated satisfactory skills when asked to perform 'cyclic rhythm patterns' using a range of African drums. They successfully maintained the beat and became more enthusiastic as the lesson developed. A good feature of the lessons seen in Years 1 and 2 was the high number of children that had the opportunity to play an instrument. They sing in tune and pupils in Year 2 know the difference between short and long sounds.
89. A very good feature of the teaching in Year 2 was the way the teacher, after assessing that a group of children were not playing the appropriate rhythm, corrected their mistake in a sensitive way. The co-ordinator is fairly new to the school but in a short period of time has worked effectively alongside colleagues to improve their confidence in teaching the subject. The high quality of pupils' singing is a major strength during acts of worship.

PHYSICAL EDUCATION

Main strengths and weaknesses

- The range of after school sports.
- The opportunities provided for pupils to comment on their progress and that of others.
- The lack of a whole-school approach to the assessment of what pupils know, understand and can do in physical education.

Commentary

90. Achievement in the two lessons seen was good and pupils demonstrated precision and control in their dance movements. In Year 6 for example, pupils responded well to a poem and created their own expressive movements. In both lessons the very good management of pupils' behaviour was a strength of the teaching. As a result pupils worked co-operatively in their groups, planning their sequences well. The pupils displayed good attitudes to dance, which had a positive affect on the progress made. Teachers provided pupils with some opportunity to evaluate their own performance and that of others. This had the effect of improving the quality of learning and the standards being achieved. School records show that most pupils can swim 25 metres by the time they leave. This represents very good progress because many pupils would not go to the swimming baths unless they went with the school.
91. The co-ordinator organises within the school day a wide range of sporting activities. She is aware of the need to develop a whole-school system to record what skills pupils have been introduced to and mastered in order to plan future work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses

- Pupils' personal, social and health education is promoted across all areas of the school's life and work, is integrated across the curriculum and in the day-to-day teaching.
- Lack of consistency in the practice of 'circle time'.

Commentary

92. Teachers are confident in promoting personal development through their teaching. An enthusiastic coordinator provides good guidance and support. Most classes, but not all, have formalised 'circle times', when pupils have opportunities to discuss their personal problems, possible dangers, relationships, their own health and safety and ways of behaving. Aspects of how to be a good citizen are also covered in these sessions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
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	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).