

INSPECTION REPORT

HASLINGDEN PRIMARY SCHOOL

Haslingden

LEA area: Lancashire

Unique reference number: 119194

Headteacher: Mrs J Burnside

Lead inspector: Mrs J Clarke

Dates of inspection: 5th – 7th November 2003

Inspection number: 260529

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: 4 to 11
Gender of pupils: Mixed
Number on roll; 502

School address: Ryefield Avenue
Haslingden
Rossendale
Lancashire
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Appropriate authority: The Governing Body
Name of chair of governors: Mr F B Divine

Date of previous inspection: 20th September 1999

CHARACTERISTICS OF THE SCHOOL

Haslingden Primary School is a large school of 502 pupils. The school is located in the town of Haslingden, which is in Rossendale. The pupils come from the immediate and wider locality. Pupils begin school in the reception classes when they are four. The pupils come from a mix of social backgrounds. The school has introduced some features of the Healthy Schools initiative to help the pupils to develop a healthy lifestyle. Some of the pupils have turbulent lives and an increasing number are starting the school with little or no English. There is a wide variation of ability when the children start school but overall it is broadly average, well below average in their personal and social development and their communication skills. The numbers of pupils starting or leaving the school other than at the normal admission times is broadly average. English is not the first language of 63 pupils and of these pupils 31 are at the early stages of speaking and learning English. These pupils mainly come from Asian, Asian British Pakistani or Asian Bangladeshi families. There are currently 125 pupils in the school who have special educational needs, which is above the national average. There are 13 pupils with statements of their special educational need, which is also above average. A wide range of need has been identified with moderate learning, specific learning difficulties, physical and medical needs and autism represented. The school works very closely with two special schools, Tor View Special School and Cribden House Special School.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|-----------------|----------------|---|
| 25509 | Mrs J Clarke | Lead inspector | Information and communication technology Geography History Provision for pupils with English as an additional language |
| 19430 | Mr T Hall | Lay inspector | |
| 30144 | Mr J E Hastings | Team inspector | English Music |
| 22324 | Mr J Tennant | Team inspector | Mathematics Design and technology Physical education |
| 32207 | Mrs J Thomas | Team inspector | Science Art and design |
| 30691 | Mrs K A Yates | Team inspector | Areas of learning for children in the Foundation Stage Religious education Provision for pupils with special educational needs. |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. The very good leadership of the headteacher and good management and governance within the school have been effective in bringing about good improvements since the last inspection. Teaching and learning is good throughout the school and as a result all pupils including those with special educational needs and English as an additional language achieve well. The school is successful in helping the pupils to work and play together very well and as a result the pupils feel secure and confident. Racial harmony and co-operation are fully accepted and differences are celebrated. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics, and above average in science, music, physical education, personal, social, health education and citizenship by the end of Year 6.
- The headteacher provides very good educational direction for the school.
- Teaching is good throughout the school and so the pupils learn well and achievement is good.
- Very good relationships in the school ensure the pupils know their efforts are valued and so they work very hard and behaviour is very good.
- The school sets itself high standards of diligence in its care for all pupils.
- Pupils with special educational needs are very well provided for.
- The school has very effective links with the parents and there is an effective partnership.
- Improvements are needed in the pupils' writing skills and the way they tackle solving problems in mathematics.
- The outdoor working area for the children in the reception classes is at present unsatisfactory.

There has been good improvement since the last inspection. The school has sought to develop all areas of its work. Teaching has improved in the reception classes and is now good. Staff have worked hard as a team to bring about improvements and as a result pupils' achievement is good.

STANDARDS ACHIEVED

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

*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 throughout the school is **good**. Children enter the school in the reception classes with skills in all their areas of learning that are below the levels expected of pupils of their age. In communication and personal development their skills are well below the levels expected. The children achieve well and the majority of children will reach the expected levels in all areas of learning, however a significant minority will not. This is because of the high numbers of children with special educational needs or with little or no understanding of English and although they do well they will not achieve at the expected levels.

In Year 2 standards in writing and mathematics were below average and in reading well below average. For this year group this represents good achievement. The school keeps a careful track of all the different groups of pupils in each school year and identifies and targets areas for improvements. In 2003 the Year 6 pupils reached standards well above average in English and

mathematics and above average in science. It can be seen that standards are rising but the school is not complacent and recognises there is more to do. In the current Year 6 there are seven pupils with statements of their special educational need and this is likely to have an impact upon standards for this year group.

Pupil's behaviour and attitudes to work are **very good**. The school makes **good** provision for the pupils' personal development, including their spiritual, moral, social and cultural development. Pupils work very hard, are conscientious and enjoy school. They willingly take on responsibilities throughout the school and are keen to help and encourage each other to improve. Attendance is average but some families take extended holidays in term time. Pupils are punctual.

QUALITY OF EDUCATION

The quality of education throughout the school is **good** because the school helps the pupils to become effective learners. The pupils benefit from **good** teaching and because teachers plan their work effectively and match it carefully to the needs of the pupils, the pupils learn well. The teachers manage pupils' behaviour very well and as a result the pupils have very good attitudes to their work. As a result achievement in the school is good.

The curriculum is good and allows the pupils to study interesting and relevant subjects. Very good provision of extra curricular activities and visits and visitors to the school make learning exciting. The staff take very good care of the pupils and as a result pupils feel safe and secure. This is an inclusive school where individual differences are accepted and celebrated. Staff help pupils and parents with friendliness and encouragement and trusting relationships are firmly established.

LEADERSHIP AND MANAGEMENT

The head teacher provides **very strong** leadership. The leadership and management of other key staff are **good**. The governing body is **good**. All statutory requirements are met. There is strong teamwork and a shared commitment to improvement with a clear focus on raising standards. There is **very good** provision to meet the needs of pupils with special educational needs, those who speak English as an additional language and pupils with physical, emotional and medical difficulties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have **very positive** views of the school. All parents spoken to view the school very highly and appreciate all the school provides and achieves for their children. Pupils also have very **positive views** of the school. They recognise that the teachers are helpful and friendly and listen carefully to them. They particularly liked the 'buddying' schemes, the new information and communication technology (ICT) suite and when they are allowed free choice to study different subjects. They know that their views are valued by the headteacher and staff and they have a say in the development of the school.

IMPROVEMENTS NEEDED

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

- Continue with the work throughout the school to raise standards in writing and the use of mathematical skills in problem solving.
- Improve the outdoor area for the children in the reception classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils **achieve well** throughout the school. In 2003 the national test results showed that standards in Year 6 were well above average in English and mathematics and above average in science. Although standards in this year group were high there is a need throughout the school for further improvements in the pupil's writing skills and their problem solving abilities in mathematics. Standards in music, physical education and personal, social, health education and citizenship are above the levels expected by the end of Years 2 and 6.

Main strengths and weaknesses

- All pupils achieve well.
- Standards are well above average in English and mathematics. In science, music, physical education and personal, social health education and citizenship; they are above average.
- Some aspects of the pupils' writing and problem solving in mathematics could be improved.

Commentary

1. Children enter the school in the reception classes with skills in all areas of learning that are below the levels expected of pupils of their age. Their abilities in communication skills and their personal development are well below the levels expected. As a result of good teaching and learning and a secure, welcoming environment the children achieve well. Consequently the majority of children will reach the expected levels in all areas of learning, however a significant number will not. This is because there are an above average number of children with special educational needs and children who start school with little or no understanding of English. As a result of good help from the bilingual assistant, the teaching assistants and teachers they do well although they do not achieve at the nationally expected levels. The school has noticed a generally declining level of attainment on entry to the school particularly in the children's communication and personal skills. In this area the school works effectively to encourage the children to become active learners and to develop very good attitudes to their work.

2. For Year 2 pupils in 2003 standards in reading and writing were not as high as the year before. In mathematics their results were broadly similar to the previous year but not as high as the national results. This fluctuating picture is seen in each year group and is caused by the different numbers of pupils with special educational needs and English as an additional language in each year group. Inspection findings show, that in 2004 standards in reading, writing and mathematics are likely to be broadly average.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.5 (25.6) | 26.8 (27.0) |
| Mathematics | 28.5 (26.1) | 26.8 (26.7) |
| Science | 29.5 (28.2) | 28.6 (28.3) |

There were 66 pupils in the year group. Figures in brackets are for the previous year

3. The table above shows that in 2003 Year 6 the pupils achieved above the national picture in English, mathematics and science, a good improvement from the previous year.

4. Inspection findings show that for the current Year 6 standards are likely to be broadly average. Year groups tend to be radically different in nature with the numbers of pupils who have special educational needs and English as an additional language affecting the profile of each year group. The school keeps a careful track of the pupils' progress and judges how they are doing accurately. The headteacher and deputy headteacher are rigorous as they check gender issues, the different ethnic groups and ability groups to ensure all are making good progress and resources are targeted appropriately. For example, in the current Year 6 there are seven pupils with statements of their special educational need and the school has decided to support these pupils by employing an extra teacher to deliver their literacy and numeracy lessons. Pupils with English as an additional language are given good quality targeted help from the bi-lingual support assistant and teacher and as a result they become more confident as they acquire English. The effect of pupils joining the school partway through their education also has an effect on how the pupils do. In some year groups nearly 20 per cent of the pupils have joined the school at times other than in the reception class. So, results fluctuate year on year. The school has recognised that there is more to do in English and mathematics and there has been a whole school focus on improving these two subjects. This is beginning to pay off and improvements can be seen in the pupils' work. However, there is still more to do to improve the pupils' writing skills and ability to solve problems in mathematics.

5. In ICT and religious education the pupils achieve well and reach the levels expected of them by the end of Years 2 and 6. Standards in music, physical education and personal, social, health education and citizenship are above average by the end of Years 2 and 6. This is the result of a clear commitment in the school to an environment where all work happily together look after each other and recognise and support individual differences. Standards in music and physical education are good because of the enthusiasm and commitment of the teachers to the curriculum and extra activities, which helps to promote these subjects.

Pupils' attitudes, values and other personal qualities

Pupil's attitudes and behaviour are **very good**. Their personal development, including their spiritual, moral, social and cultural development is **good**. Attendance is now **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Successful strategies for building up the pupils' self discipline have been rewarded by very good attitudes and behaviour.
- Ample opportunities for personal development result in pupils being confident, well balanced and eager to accept responsibility.
- Relationships are open and very good.
- Attendance is continuing to improve and is now in line with national expectations. However too many holidays are taken during term time.

Commentary

6. Pupils enjoy coming to school. They count their teachers as friends who are there to help them learn. Consequently the school is an orderly place where there is an atmosphere of cheerful industry in response to good teaching and interesting lessons. The pupils work purposefully, collaborating well when required. This is a continuing strength from the last inspection. Teachers explain lesson objectives clearly; consequently pupils know what they are expected to do and are used to reviewing their targets as lessons proceed. Pupils respond well to questioning and freely discuss what they are doing. Because of these very good attitudes interruption of lessons is rare and pupils achieve well. The school has refined systems to promote the very high standards of self-discipline and deal effectively with emerging problems. Pupils talk about how important it is to behave consistently well. They support the school rules and think they are fair. As a result, occasions of bullying or bad behaviour are rare and are viewed with disappointment by all involved.

7. The school skilfully uses time for reflection, allowing the pupils to grow in making responsible choices and appreciating the world around them. This is well structured in class and assemblies. Racial harmony and togetherness are fully accepted and differences joyfully celebrated through the festivals of the year. Consequently the pupils' personal development matures through better understanding and appreciation of each other. Pupils' experiences of art and design and music are aided by opportunities to exhibit their best work. For example, a 'Reflection for the Poppy Appeal' and Year 5 'Working together making musical instruments' Parents comment warmly about this. Many opportunities are made for pupils to experience responsibility and work together. Simple monitoring roles to encourage the pupils' confidence are increased as pupils move up the school. Younger children look up confidently to the older ones who help them in a wide range of activities.

8. There is a very good whole school atmosphere as a result of very good relationships and racial harmony throughout the whole day. This is demonstrated by very good-natured interaction in the large playground. Due to lack of resources there is little structured play but this does not deter much lively activity in large and small groups. No lapses in behaviour were observed during the inspection, rather only a happy response to supervision. Pupils will generally speak first on meeting adults. Their trust and confidence is evident by the endless questions they ask and their willingness to volunteer comment on what is on their minds.

Attendance

Attendance in the latest complete reporting year 2002

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data: | 6.2 | School data : | 0.1 |
| 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.

9. The school promotes regular attendance and punctuality at every opportunity, during registration and by class and individual pupil awards. This has slowly had the effect of consolidating improvement in the past year. Most pupils are early and keen to start their lessons. The school's efforts are now well supported by most parents but there are still too many holidays taken during term time.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 380 | 1 | 0 |
| White – Irish | 2 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Mixed – White and Asian | 1 | 0 | 0 |
| Asian or Asian British – Pakistani | 84 | 0 | 0 |
| Asian or Asian British – Bangladeshi | 28 | 0 | 0 |
| Chinese | 1 | 0 | 0 |
| Any other ethnic group | 3 | 0 | 0 |
| No ethnic group recorded | 2 | 0 | 0 |

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education enabling the pupils to learn well. **Effective teaching** results in **good** levels of achievement. The curriculum is **well** organised and there are very good opportunities outside of lessons to enrich the pupils' learning opportunities. However the outdoor play space for the reception children is recognised as unsatisfactory and an area for further development. Teaching and learning are **good** and because the pupils are **very well** cared for they do well. The pupils have **very good** attitudes to their tasks and work in a productive atmosphere.

Teaching and learning

Teaching and learning is **good** throughout the school. Effective teaching results in good achievement. Throughout the school the teachers make **very good** use of **good** assessments to guide and direct their work. This ensures that the pupils' learning is carefully matched to their needs, so that they achieve **well**. As a result the pupils are responsive, happy and confident.

Main strengths and weaknesses

- Teaching and learning is consistently good throughout the school.
- Strong relationships and a clear insistence on high standards of behaviour allow the teachers to teach well and no time is wasted managing behaviour.
- The encouragement and help pupils are given in their lessons leads to them to work very hard either in groups or individually and as a result achievement is good.
- Teachers know the pupils' strengths and areas for development because of the good systems they have in place for checking the pupil's work.
- Marking in writing is very good but is not as strong in science and mathematics.

Commentary

Summary of teaching observed during the inspection in 48 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|-----------|--------------|----------------|------|-----------|
| 0 | 6 (12 %) | 30 (63 %) | 12 (25 %) | 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.

10. Teaching and learning is good throughout the school. Teaching in the reception classes has improved since the last inspection when it was judged satisfactory and good teaching has been sustained in the rest of the school. The active learning initiative in the reception class and Years 1 and 2 allows the teachers to challenge and develop the pupils' learning through a clear emphasis on developing independence and the pupils' communication skills.

11. The teachers provide very good role models for the pupils and through their encouragement and effective teaching they support the pupils well. The teacher's explanations in lessons are clear. They ensure that the pupils know what they are learning and return to the learning objectives as the lesson progresses, so that the pupils do not lose sight of the task in hand. Because relationships are strong the pupils have confidence in asking questions and giving their ideas and suggestions and they know that these will be valued by the staff.

12. The pupils are given every encouragement to learn and with interesting activities they are enthusiastic about their learning. Pupils enjoy their lessons. Pupils work hard together in groups and value the input of others. Mixed gender and mixed race groups work happily together. Pupils say that they are expected to work hard and behave very well in lessons. One pupil said that he and his friend had done particularly well in the previous lesson even though the learning had been hard. The pupils

are expected to work independently and this is a skill they develop from their earliest days in school. All the pupils get on well so that all abilities and races work happily together and gain from each other ideas and suggestions in a very inclusive environment.

13. Careful regular checks of the pupils' work are used very effectively by the teachers to plan the work for the pupils in their class. This information is also used to target specific help for individuals. Information about the composition of the class is a valuable tool for the teachers and they make good use of it. The teachers are careful in ensuring that those pupils who do not speak English as their first language are clear about the meanings of technical terms and words.

14. Marking of pupils writing tasks is generally consistent and gives very good guidance and also encouragement. The pupils say they find this particularly useful in guiding their progress. However the marking of pupils' work in mathematics and science is not as strong. It encourages the pupils and gives good praise but does not always help them to understand what it is they need to do next to improve further.

The curriculum

The curriculum is **good** and very effectively promotes the school's aim of equal access for all pupils. There are **very good** opportunities to extend learning beyond the classroom and the pupils value these opportunities. Accommodation is **very good**, apart from the improvement needed for the outdoor area for the reception children. Resources to help the children in their work are **good** overall.

Main strengths and weaknesses

- The school ensures that very good attention is given to making sure that all pupils are fully included in the life and work of the school
- Extra-curricular provision and the use of visits, visitors and the local community to enrich the curriculum are very good
- Provision for personal, social and health education and citizenship is very good
- Provision for pupils with special educational needs is very good
- The school has a good number of well qualified teachers, an effective team of support staff, very good indoor accommodation and good resources, all having a positive impact on pupils' achievements.
- The outdoor learning environment is unsatisfactory and does not sufficiently meet the needs of the children in the reception classes.

Commentary

15. Teachers plan a good range of learning opportunities for pupils, developing meaningful links between subjects and involving all pupils very effectively, including those from other local schools. The school has effectively built upon the strong position reported in the last inspection.

16. The provision of extra-curricular activities is very good. These include clubs for science, mathematics and computers as well as a wide range of musical and sporting activities. All pupils have full access to these. The school makes very good use of visits and visitors to extend pupils' learning and personal development. Links with local schools and the local community further enrich the curriculum for the pupils. The residential visit to Wales for Year 6 and the use of the local high school to provide support in teaching French are clear examples of this.

17. Provision for personal, social and health education, including citizenship and sex and drugs education, is very good. Pupils achieve well and standards are above average.

18. A discrete programme of work is well supported by opportunities, which promote the pupils' personal and social development. Team building, problem solving and sporting challenges, in which Year 5 pupils worked with pupils from a special school, are examples.

19. The provision for pupils with special educational needs is very good. These pupils receive very good support in lessons from teaching assistants and there are clear targets in their individual learning programmes. These targets are frequently discussed with the parents of the pupils. The school has very strong links with neighbouring schools to extend the learning opportunities for these pupils. Pupils new to the school and those who are learning English as a second language are given very good help so that they achieve well.

20. The curriculum for children in the reception classes is good. A particular strength is the innovative active learning environment that has been created to help the youngest children and pupils in the school. Although there have been significant improvements in the curriculum for the reception children the school recognises there is more to do to improve the outdoor facilities.

21. There is a good number of well-qualified teaching staff and an effective team of support staff who play an important role in helping pupils to achieve well. The indoor accommodation is very good and includes a separate gym and Arts Centre. The school is accessible for those with physical disability. Resources are good overall, and very good in ICT and music. These resources are well used by teachers and have a positive impact on pupils' achievements.

Care, guidance and support

The school's provision for the care and welfare of its pupils is **good**. The monitoring of pupils' achievements and personal development is **very good**. This allows the teachers to provide very good support and guidance for all the pupils in their care. **Very good** opportunities are created for pupils to express their views and they are willingly implemented by the school.

Main strengths and weaknesses

- The 'School Council' acts independently as a very well organised sounding board, reflecting the views of all the pupils.
- This is an inclusive school where differences are accepted and celebrated. Very good monitoring systems result in each pupil feeling very well supported.
- Staff support the pupils and their parents with friendliness and encouragement. Trusting relationships are clearly evident as a result.

Commentary

22. The 'School Council' takes a lead in seeking pupils' views on their contribution and responsibilities to the smooth running of the school. There is much concerned discussion on many suggestions. Members make businesslike decisions on good ideas and leave uncertainties to ponder over for the next meeting. Consequently, conclusions are generally of benefit and willingly implemented by the school. Pupils say they are proud to contribute to school life and have their views taken into account.

23. An inclusive atmosphere is very evident with individual needs paramount. All adults in school are very caring and work very hard to build up the pupils' self esteem, particularly in the early years. The strong position at the time of the last inspection has been further improved. Teachers encourage each pupil to achieve their best. Any emerging problems or weaknesses are discussed with pupils and thoroughly shared with parents to bring about improvement at an early stage. In lessons, there is an openness, which allows praise and fair criticism to be profitable. To complement this, everyone joyfully acknowledges all areas of achievement in lessons and outside school activities. Achievement assemblies are impressive. Consequently relationships are naturally very good and pupils are often seen in unstructured situations sharing their thoughts with staff and talking enthusiastically about their work.

24. All staff, teaching, non-teaching, and the administration staff are kind and supportive. As a result, pupils feel very well looked after. Parents comment on this very regularly. Even the newest

pupils in school soon feel confident and secure in their new surroundings. A health and safety matter, fully accepted by the school, is in the process of being dealt with.

Partnership with parents, other schools and the community

The links between school and parents are **very effective**. There is a strong sense of community, which is enabling school and home to work closely together. The school makes good use of its links with the community to add depth to the curriculum and to promote the pupils' personal development. The school forms **very good** links with other schools. There has been good improvement since the last inspection.

Main strengths and weaknesses

- The school sets out to involve and consult with parents, with very good response from the great majority of parents.
- Links with high schools are very well organised.
- There are very strong developing links with two local special schools to the benefit of each set of pupils.
- There are fruitful links within the community.

Commentary

25. The school goes to great lengths to offer a wide variety of opportunities so that all parents may actively and regularly discuss their children's progress. Parents spoken to all welcomed these times as a helpful dialogue and feel their views are valued. There is good response to the home, school agreement and to school questionnaires seeking parent's views. Parents are strongly encouraged to assist their children's work at home and a recent curricular related evening was encouragingly well attended. Parents welcome the packs the school provides for pupils who have extended holidays as these guide the pupils' information gathering. Information for parents is very good. There is regular information on current work in lessons, supplemented by good individual reports. Statutory information is very good, as illustrated by a very well written school prospectus supplemented by a most helpful guide for parents on the social and personal development of young children who are moving from nursery to school life. The Governors' Annual Report is of a very high standard as it gives parents a full and clear insight into matters discussed and decisions taken for the benefit of the school. Parents welcome the opportunities to attend school celebrations and events in very large numbers.

26. Transfer to high school is very well organised. Year 6 pupils say they have enjoyed their time in this school but are looking forward confidently to their move into secondary education. They are already clear about the procedures to assist smooth transfer. Support for those with special educational needs is particularly thorough and closely involves their parents.

27. Close productive links with two local special schools have recently developed. Increased understanding is creating an inclusive atmosphere as a result of shared learning experiences promoting the personal development of the pupils in each school.

28. The school is firmly established as a presence in the community. Consequently there are mutually beneficial links with, for example, with local clergy and cultural leaders of the community who come in to share in assemblies.

LEADERSHIP AND MANAGEMENT

The head teacher provides very **good** leadership. The leadership and management of other key staff are **good**. Governance is also **good**. There is very **good** provision to meet the educational needs of all groups of pupils, including the high proportion with special educational needs, English as an additional language, and those with physical, emotional and medical difficulties.

Main strengths and weaknesses

- The head teacher's clear vision has provided a positive direction for the school.
- Effective teams have been established to oversee and manage the curriculum.
- The head teacher has shown very clear commitment to the promotion of equality of opportunity for all groups of pupils.
- Very effective systems have been established to monitor the performance of pupils.
- Governors support the school well, and act as its critical friends.

Commentary

29. The head teacher's clear vision has provided a positive direction to the school, and aims to give the school its own distinct character through curriculum innovation and the promotion of high standards. Areas for improvement have been identified and the establishing of strategic plans to address them has been central to the school's drive towards raising standards. She has been successful in her efforts to ensure that the staff develop as a team; they demonstrate a willingness to accept changes of responsibility to meet the needs of the school and to secure improvement. The introduction of an effective personal and social programme has ensured that the school is a working happy environment where pupils of all ages and ethnic groups mix together socially to sample a good range of creative activities.

30. Effective teams have been established to oversee and manage the curriculum. All members of staff are included in core and non-core teams, and share collegiate responsibility. The inconsistency of standards is the main focus, and all the staff have performance management curriculum targets to share the responsibility for addressing this issue. The senior leadership team take overall responsibility for the monitoring of teaching and learning on a systematic basis, and they have been successful in improving the quality of teaching as a result. An extensive programme of professional development supports this improvement. There are good systems in place to ensure that the school's finances are well managed, and steps have been taken to reduce the bureaucratic workload for teachers.

31. The headteacher shows a very clear commitment to the promotion of equality for all groups of pupils. The special relationship with the two local special schools extends the opportunities for the inclusiveness, for a wide range of pupils as well as staff. The leadership and management of special educational needs are good. The co-ordinator has a very clear understanding of pupils' needs, and is well supported by the head teacher and all members of staff. The well co-ordinated Ethnic Minority Achievement team ensures that pupils with a first language that is not English are well served and that they are able to access the whole curriculum alongside their peers. The requirements of the race equality bill are fully met and monitored by the school.

32. Very effective systems have been established to monitor the performance of pupils. Their progress is tracked throughout the school and is used for setting targets to ensure that all pupils achieve their potential.

33. The Governors support the school well, and act as its critical friends. They have a clear understanding of the school's priorities for development. The governing body meets all statutory requirements, is appropriately involved in the performance management procedures, and the school's strategic planning. They offer appropriate challenge to ensure that the needs of the school are being met.

Financial information

Financial information for the year April 2002 to March 2003

| | |
|----------------------------|--------------|
| Income and expenditure (£) | Balances (£) |
|----------------------------|--------------|

| | |
|-----------------------|-----------|
| Total income | 1 168 238 |
| Total expenditure | 1 211 455 |
| Expenditure per pupil | 2 418 |

| | |
|--|---------|
| Balance from previous year | 104 930 |
| Balance carried forward to the next year | 61 713 |
| | |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in reception classes is **good** in all areas of learning.

34. There are 57 children in two reception classes, a growing number of whom are from ethnic minority homes. There is also an increasing number of children starting school who have special educational needs. Overall, the standards of attainment on entry is below average and in the areas of personal social and emotional, and communication, language and literacy it is overall, well below the expected levels. By the end of their time in reception year it is likely that the majority of children will reach the expected levels in all areas of learning, however a significant minority will not.

35. Overall, teaching and learning are **good** in both classes and pupils achieve **well** in all areas of learning. Planning identifies appropriate targets for all children, including those with special educational needs and those who have English as an additional language. The achievements of all the children is checked rigorously to ensure that the right amount of challenge is provided. The school's emphasis on active learning through a wide variety of stimulating activities is having a very positive effect on children's learning and all support staff make a very valuable contribution to the children's **good** achievements. These are all improvements on the findings of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff enjoy good relationships with children.
- Children are actively involved in their learning.
- Very good use is made of all available space.
- Teachers do not always insist on routines being firmly established.

Commentary

36. In both classes staff enjoy good relationships with children, who settle well into school. There is a high emphasis on all children being actively involved in their learning and as a result their confidence is growing. Highly skilled nursery nurses promote the development of social skills very well and children respond eagerly by showing a willingness to care for others. All staff work diligently to make the learning environment exciting and children enjoy the rich opportunities provided. On occasions when routines are not clearly established by teachers, children do not have a clear understanding of what they are required to do and in these lessons the pace of learning slows.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good opportunities are provided to develop the children's speaking and listening skills.
- Books are chosen to excite and enthuse.
- Displays are used to stimulate language.

Commentary

37. Staff are conscious that many children have well below average speaking and listening skills when they enter the reception classes and every opportunity is taken to question children and develop their vocabulary. Stories are specially chosen which complement the class topics and engage the children in taking part in responses. Displays prompt children to look carefully at pictures and to talk about what they see there. Adults pitch questions at the right level and praise children for their efforts. Books are arranged at heights whereby children can easily access them and stories are told in such an engaging way that children are eager to hear more. They are developing a love of reading as they frequently choose to spend time in the library areas. Parents are encouraged to read books with their children. More able children are beginning to recognise initial sounds, read a few words and to form their letters correctly. Children with special educational needs are given extra help and encouragement within a supportive framework.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A rich variety of learning experiences is provided.
- New vocabulary is used meaningfully.

Commentary

38. Adults take every opportunity to develop the children's mathematical skills. For example, they encourage children to select the correct numbers on a telephone when they 'ring' the vet to make an appointment for their sick pet. More able children compare and order the height of towers as they use the language of 'tall' and 'short' with understanding. Less able children enjoy sorting objects by colour and all children join in number rhymes and songs. Computer programmes are used to encourage children to listen to instructions carefully and then to count independently the buttons on a jacket. Children with English as an additional language happily join in with a bilingual assistant who skilfully introduces number in rhymes such as 'Hickory, Dickory Dock'. She does this in both English and Punjabi and in this way seeks to encourage parents who have little English to assist their children in their learning. Opportunities to explore in sand and water assist children in their understanding of capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of resources to enhance this area of learning.

Commentary

39. Staff enhance children's knowledge and understanding of the world by bringing live animals into the classrooms. Children are learning to take care of two live rabbits, Betsy and Billy and their interest in these animals is helping to develop their speaking and listening skills. Staff have thoughtfully housed the rabbits at ground level ensuring children are able to watch all their movements and assist in feeding and watering them. Children are becoming aware of the importance of celebrating achievement both inside and outside school when teachers present certificates to reward success in swimming and learning of new words. Children beam with pride as they learn to shake hands and eagerly receive their awards.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children have good opportunities to develop cutting and sticking skills.
- Provision for outdoor play is inadequate.

Commentary

40. Most children have had few opportunities to develop their cutting and sticking skills at home and teachers rightly place great importance in these areas of development. Children relish the opportunity to use small tools to roll play dough, cut round shapes and build towers. The outdoor play area is spacious but current provision is not meeting the needs of young children. Storage of outdoor play equipment is difficult and is not easily accessible to staff which means that climbing equipment is rarely available for children to develop their skills. There is no covered area under which children may play throughout the year and not all areas are fully enclosed. The school has drawn up plans to address this issue.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Role play is structured well.
- Music is used well to engage all pupils creatively.

Commentary

41. Role-play is carefully structured to enable children to use their imagination as they dress up in outfits at the vet's surgery and take turns in administering injections and bandages to the sick pets. Staff work alongside children to develop their language well and ensure that new vocabulary is used and understood. All children engage enthusiastically in striking instruments as they respond to the music of 'Skip to my Lou'. More able children are also learning the order of actions to accompany the song while the less confident show their interest by watching the actions of others.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and this ensures all pupils achieve well.
- The marking of pupils' work is very effective in identifying how they can make improvement.
- Pupils' library skills are much improved since the last inspection.
- There is good leadership and management of the subject.
- The school is working hard to raise standards in writing

Commentary

42. Standards in English fluctuate year on year because of the wide variations in the make up of the different year groups. In 2003, in Year 2 standards in reading were well below average and in writing they were below average. In 2003 in Year 6 standards were well above average. However, standards for the current Year 2 and Year 6 are judged to be average, indicating the effect of this variability throughout the school, but representing good achievement overall.

43. The school also makes good provision for the different groups of pupils. The large proportion of pupils with a wide range of special educational needs is effectively supported and makes good progress as a result. Pupils for whom English is an additional language make rapid progress due to the specialist skills of the language support staff.

44. Pupils' speaking and listening skills overall are average. They have regular opportunities to engage in discussion in literacy lessons as part of the whole school focus upon the development of speaking and listening skills. Most pupils speak confidently and are able to express themselves adequately in classroom discussions, in making responses to questions and in talking about their work. This is usefully extended further with older pupils who are required to evaluate each others work orally, and must ensure that they speak sensitively and carefully balance negative and positive comments.

45. Reading standards are average. The teaching of reading skills is done systematically and follows the use of published reading programmes. There are regular opportunities for pupils to read in school, to adults or to engage in silent reading. There is good support for reading at home where pupils are heard read regularly, and this helps sustain their interest and improve their confidence and ability. Pupils use a range of strategies to read unfamiliar words in order to develop the ability to read independently. Older readers talk knowledgeably about the books they are currently reading. They have developed useful library skills although the school library is inadequate for the size of the school.

46. Standards in writing are not good enough and continue to be an area for improvement. The staff have worked hard to raise standards through a whole school focus. All teachers have a writing improvement target for their class. Lesson observations have taken place; work sampling has been carried out to look for examples of development in writing skills. There has been regular in-service training; and a growing awareness of the development of writing in other subjects. In lessons, all pupils, including those with special educational needs are given a good grounding in basic skills and the development of writing skills are structured systematically alongside the key features of different genres. During lessons pupils have opportunities to use ICT to word process their writing and to use other programs to support the development of their writing skills.

47. The quality of teaching seen during the inspection was good overall. In Year 6 teaching was of very good quality ensuring that pupils were highly motivated and made very good progress in the development of narrative writing. Throughout the school, teachers plan effectively and use resources

very well to make lessons interesting and enjoyable so that pupils want to learn. The good quality of relationships and the sensitive management ensures that all pupils are made to feel valued, and this helps their learning. A very effective marking system is now used by most classes, and this is proving to be helpful to pupils in identifying how they can improve their writing. Pupils are well motivated, behave well and show good levels of concentration on their work during lessons. There is effective partnership between class teachers and language support staff to ensure the good provision for pupils for whom English is an additional language. This good teaching results in good achievement for these pupils.

48. The leadership and management are effective because of the clear direction given to the teaching of English, and in addressing the weaker areas in order to raise standards.

Language and literacy across the curriculum

49. Pupils' writing skills are developed well in other subjects such as history. There are also good opportunities for pupils to use their writing skills in science for report writing. Speaking and listening is promoted well in personal, social and health education, and through circle time.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning throughout the school is good and as a result the pupils achieve well.
- There are good procedures in place for checking and keeping track of all the pupils' achievements. Pupils work hard in their lessons and this helps them do well.
- Pupils are not as secure in using their mathematical knowledge and understanding when they are solving problems.
- Marking does not help the pupils to improve their work.

Commentary

50. Standards in mathematics at the end of Years 2 and 6 are average. Throughout Years 1 to 6 pupils achieve well because teachers plan their work with great attention to abilities of the pupils. In Years 1 and 2 pupils engage in an appropriate range of mathematical activities including various counting, sorting and number activities. They have good opportunities to practise and develop their skills in mental tasks. Skilful help is given to those pupils for whom English is not their first language. Pupils achieve well in their understanding of basic number operations because they have many opportunities to consolidate their skills. In a Year 3 lesson pupils were given challenging tasks appropriate for their abilities and as a result of effective use of the 'Smartboard' to demonstrate properties of shapes the pupils achieved well. In Year 5 the pupils were set an interesting task to make a plan of a lounge using mathematical shapes, which they further developed on the computer. Pupils are able to provide quick and accurate answers to number questions involving for instance times tables, decimals and fractions. They are less secure when the questions involved more complex calculations and problem solving. When dealing with some problem solving activities pupils are less confident.

51. The school has made the raising of standards in mathematics a high priority for improvement. The newly in place co-ordinator keeps a careful track of the achievements of different groups of pupils and these are analysed where improvements are to be made. Teaching and learning are good throughout the school. This is particularly effective in the mental and oral starts at the beginning of lessons. Here teaching is highly focused and all pupils are fully engaged in their learning. Planning is consistently good and ensures that all pupils of all abilities, those with special educational needs and those whose first language is not English are well catered for. In all lessons there are secure relationships which means a good working atmosphere as the pupils work and as a result they do well. Pupils are confident and successful with their tasks.

52. Observations of the marking of pupils' work indicates that it is supportive rather than helping them see where they need to improve. Pupils said that they enjoyed their learning in mathematics although sometimes their work was hard.

Mathematics across the curriculum

53. Pupils use their knowledge and understanding of mathematics effectively in other subjects. There are good opportunities for them to use data in science. They display their findings accurately in various graphs and charts. Pupils also have opportunities to reinforce their mathematical skills during other lessons, for example in design and technology, when they measure accurately.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of the good teaching, particularly the older pupils
- Pupils are enthusiastic and work hard
- The subject is well led and managed
- Marking does not consistently tell pupils what they need to do next to improve

Commentary

54. Pupils' attainment at the end of Year 2 is broadly in line with national standards. At the end of Year 6, the pupils achieve well and attain standards which are above average. Pupils enjoy science lessons and work very hard.

55. The good teaching pupils receive, particularly in the upper part of the school, motivates pupils to want to learn. Opportunities are provided for pupils to carry out scientific investigations and make predictions, which they then test. Challenging questions improve pupils' thinking skills and logical thought processes. The Year 6 investigations related to materials is a clear example of this. The work pupils are required to do is well matched to their wide-ranging skills and capabilities. Teaching is less effective when teachers do not challenge pupils to work independently by making choices and testing their own hypotheses. Introductions to lessons are sometimes overlong and this slows the pace of learning.

56. The co-ordinator is knowledgeable and enthusiastic and leads the subject effectively within the constraints of the limited time available. However, the lack of adequate monitoring of the subject, results in inconsistency in the marking of pupils' work and in the setting of realistic targets for them to achieve. There is a good programme of work for teachers and pupils to follow and the tight structure, coupled with good teaching, makes a significant contribution to pupils' learning.

57. The school has made good progress in developing the subject since the last inspection. Standards have steadily improved, greater attention is given to investigational work and pupils have more opportunities to write independently in science. Staff make every effort to ensure that for those pupils who speak English as a second language and those pupils who are slow to learn, the technical and science specific language used in lessons is explained clearly.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Pupils achieve well in their ICT lessons.
- The new computer suite is having a positive impact upon the way the pupils learn.
- Extra-curricular activities help the pupils to improve their skills.
- Teachers use ICT effectively to support learning across the curriculum.

Commentary

58. Pupils make good progress in their ICT lessons. They achieve well and as a result standards by the end of Years 2 and 6 are at the levels expected of pupils of their age. Good teaching and learning alongside the very good levels of resources enables all the pupils to achieve well. The ICT technician provides very good support for sessions for the pupils where they have extra opportunities to work on the computers and to look inside the computers to see how they work. He effectively maintains the computers in working order, irons out any problems and provides good support for teachers and pupils during lessons. At lunchtimes he runs extra curricular activity sessions and these contribute to the pupils' achievements.

59. The teachers are enthusiastic about teaching of ICT and they are keen to have the 'Smartboards' in their classroom, as they perceive the benefits they make to the pupils' learning. The staff have had training in the new suite and are beginning to appreciate the great improvements the new technology is making available to them. The pupils are thrilled by the new computers and are busy learning how to use their personal identifiers to log on. The new suite is not yet linked to the Internet but will be soon.

60. The teachers have good levels of expertise, which they use to good effect in their lessons. In lessons observed the teachers ensured that the pupils sat properly on the chairs, listened carefully to the instructions given by the teachers and worked hard to extend and develop their knowledge and understanding and as a result the pupils achieved well. Pupils with special educational needs particularly enjoy their sessions in the computer suite and work happily alongside their peers.

Information and communication technology across the curriculum

61. Teachers throughout the school make good use of ICT to support pupils' learning in other subject areas. There are seven 'Smartboards' in classrooms and the teachers use these effectively to enhance their teaching in all subject areas. For example, in a Year 4 class the teacher used her 'Smartboard' for a PowerPoint presentation about Kenya in teaching geography. Pupils extend their learning in art and design as they make stained glass windows and in history where the pupils made a poster advertising for the post of Pharaoh. The computers are used effectively by the pupils for research purposes.

HUMANITIES

62. In humanities work was sampled in **geography** and **history** with no lessons observed in either subject. It is therefore not possible to form an overall judgement about provision in these subjects. Observations of work on display, the co-ordinators' files and speaking to pupils about their work indicates that standards are broadly average. In **geography** it is clear that the pupils cover a rich curriculum with a clear focus on investigation and map work. The younger pupils study their journeys to school and look for familiar landmarks on the way, for example the fire station and the swimming pool. Barnaby Bear's visits also give the younger pupils an interesting insight into the places he visits. Older pupils who are studying Kenya watch a presentation on the 'Smartboard' prepared for the lesson by the teacher. This very effective presentation gave the pupils a visual

overview of the map they were studying, with the pupils amazed at the range of features from golden beaches to a high mountain with snow at its peak. Year 6 pupils complete their own project work researching different countries and finding out all about them. In **history** the pupils develop a sense of chronology with the use of timelines, giving the pupils a clear view of the changing people and features over a period of time. The pupils have recently been looking at the effects of war in the world. Excerpts from the School log book showed how the headteacher at the school during the First World War prepared the pupils for life whilst a war was being fought. Teachers were called up to go to war and towards the end of the war the headteacher's eldest son was killed in action. This set of very poignant source materials gave the pupils a clearer understanding of the effects of such conflicts.

RELIGIOUS EDUCATION

Provision for religious education is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- Teachers use a practical approach to help pupils understand new ideas.
- A good range of artefacts and resources supports teaching and learning.

Commentary

63. The previous inspection found standards in religious education to be average at the end of Years 2 and 6. This remains the case. Achievement is good for all pupils, including those with special educational needs and those who speak English as an additional language. Pupils have a good understanding of the bible stories, festivals and different peoples.

64. Teachers use practical approaches well to introduce new topics and these are successful in capturing pupils' interest and making learning meaningful. In a Year 2 class good links were made to science and the topic of growth when a parent came into school with a baby of eight weeks old. Pupils become aware of the idea of vulnerability of human life as they learn about the needs and wants of babies and the importance of injections to immunise the baby from diseases. The lesson finished with a prayer asking Jesus the tender shepherd to take care of a new 'lamb'.

65. In a Year 6 lesson where teaching was good, the pace was brisk and the teacher used the lesson well to assess the understanding of pupils as they began a new topic on Buddhism. A good range of artefacts allowed pupils the opportunity to investigate and think about their significance. More able pupils suggested that the candle might be used for incense while less able pupils drew objects and labelled them with short phrases. Pupils concentrated well and in response to teacher's good questioning they discuss the size, texture and possible use of the objects, thus extending their speaking and writing skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. In **art and design** and **design and technology** work was sampled and discussions held with pupils, no lessons were observed and as a result there is insufficient evidence to make an overall judgement about provision. In **art and design** there is a good curriculum, which allows the pupils to develop their artistic ideas. Observations of displays and pupils' work shows that art and design makes a good contribution to pupils' cultural development. A strong emphasis is given to appraising the work of famous artists and to developing art and design through other subjects. For example work was seen in the style of Picasso, Hundertwasser and David Hockney. The pupils use a range of media and practise different techniques such as pottery, collage, fabric work, weaving and paper sculptures. In **design and technology** there is a clear emphasis throughout the school on the design and making process. The pupils are encouraged to make plausible designs for their products, choose appropriate materials and work out how they are best made. They consider a range of

techniques and decide which are the best for the product they are making. For example, in Year 4 the pupils have worked with electrical circuits to see how they work and what effects they can produce. Using this knowledge the pupils designed their lamps and torches. Pupils in Years 1 and 2 make puppets and moving vehicles in their lessons. Evaluations of their products enabled the pupils to critically reflect upon the materials and equipment used.

MUSIC

Provision for music is **very good**.

Main strengths and weaknesses

- Pupils' achievement is good because of the skilled teaching they receive.
- The quality of singing in the school is good.
- The school orchestra and instrumental tuition are very well supported by the school.

Commentary

67. In music provision is very good and is strength of the school. Standards above the levels expected by the end of Years 2 and 6. Several teachers are musically skilled and contribute to the delivery of the music curriculum across the school, often through exchanging classes to enable them to teach others in a year group. Only one lesson was observed, in Year 6, and it is clear that music teaching is of good quality. Pupils are very confident at reading musical notation, and this skill is taught throughout the school.

68. Singing is of very high quality. Pupils were heard singing in choral assemblies and in the school choir. Very good attention is paid to breathing, posture, timing and diction. They are able to sing in two and sometimes three parts, sing expressively, hold their parts well and make a beautiful sound. The music co-ordinator makes singing an enjoyable experience for all pupils through her highly professional approach.

69. The school orchestra consists of mainly Year 5 and 6 pupils who play brass, woodwind, violin, cello, and recorders. They play confidently and competently and work hard under the very good direction of the music co-ordinator. Instrumental tuition is also supported through the peripatetic music service that provides energetic and skilled musicians on a regular basis, and pupils make good progress in their learning as a result. Musical concerts and plays at Christmas and on other occasions make a positive contribution to pupils' musical experiences.

PHYSICAL EDUCATION

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils' achievement is good.
- A good range of extra curricular activities supports teaching and learning.

Commentary

70. Standards for pupils at the end of Years 2 and 6 are above the levels expected. The curriculum for physical education is well planned and provides a wide range of interesting activities, such as gymnastics, dance and sport. The subject co-ordinator gives good guidance and is well supported by an enthusiastic staff. Good school facilities aid good teaching and learning which results in good achievement. In a Year 2 dance lesson pupils were able to change direction, speed and perform their movements with control. In a Year 6 lesson the pupils learnt the skills necessary to

play a game of hockey. They were taught the correct way to hold a stick and make a pass using the puck, quickly developing accuracy and control in performing this task.

71. The school has worked well to extend the opportunities for pupils for example, through links with Burnley Football Club, where they are involved in cheerleaders' sessions and also the National Handball championships. The school were the National Handball champions for their age group on three occasions. These links with the community sports and the enthusiasm of the staff promotes high levels of interest in sport and good achievements. Pupils talk enthusiastically about this subject and clearly enjoy their sessions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Citizenship

Provision in citizenship is **very good**, pupils achieve **well** and standards are above average.

72. All staff positively reinforce very good attitudes. The school sees pupils' personal, social and health development as a very important part of its work and has put in place a very good programme which includes work on diet, health, sex, drugs and personal safety. This programme helps pupils to develop healthy lifestyles, gain confidence and have a good awareness of safety issues. It is well supported by visits from outside agencies. The School Council provides pupils with opportunities to take part in democracy at first hand. All pupils are encouraged to take responsibility for themselves and others, make informed choices, celebrate differences between people and cultures and to understand how their own actions can affect others.

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 | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 3 |
| Overall standards achieved | 3 |
| Pupils' achievement | 3 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 4 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| 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 | 3 |
| 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 | 3 |
| Support, advice and guidance for pupils | 2 |
| 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 | 2 |
| The leadership and management of the school | 3 |
| The governance of the school | 3 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 3 |
| 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).