

INSPECTION REPORT

ST CUTHBERT'S C OF E PRIMARY SCHOOL

Darwen

LEA area: Blackburn with Darwen

Unique reference number: 119615

Headteacher: Mrs Janet M Grime

Lead inspector: Paul Edwards

Dates of inspection: 8th - 10th March 2004

Inspection number: 260757

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 aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	204
School address:	St Alban's Road Darwen Lancashire
Postcode:	BB3 0HY
Telephone number:	(01254) 701 336
Fax number:	(01254) 761 621
Appropriate authority:	The governing body
Name of chair of governors:	Mr Philip A Knowles
Date of previous inspection:	12 th October 1998

CHARACTERISTICS OF THE SCHOOL

St Cuthbert's Church of England Primary School has 204 pupils on roll, 96 boys and 108 girls. Ten children attend the Significant Moderate Learning Difficulties Unit (special unit) for children with mild learning difficulties. Most pupils are from a White British background and a minority are from a wide range of different ethnic backgrounds. No pupils are at an early stage of learning English as an additional language. Twenty one per cent of the pupils have been identified as having special educational needs and 4.8 per cent have a Statement of Special Educational Need, which is well above the national average. Pupil mobility is higher than average with 27 pupils joining and 19 pupils leaving the school at times other than the normal admission and leaving times. Attainment on entry to the school is below average. The school was successfully reassessed for Investor in People status in 2003. It is part of the Excellence in Cities initiative and the Primary Leadership programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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32655	John Bostock	Lay inspector	
27426	Terry Aldridge	Team inspector	Foundation Stage Science Geography History
32201	David Shearsmith	Team inspector	Special educational needs The work of the special unit English Art and design Design and technology

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 5
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6 - 9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9 - 13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13 - 15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16 - 28
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides its pupils with a **satisfactory** education. The overall quality of teaching is sound and some of it is good. Most pupils make satisfactory progress in English, mathematics and science but too few of the more-able pupils are doing as well as they should in these subjects. As a result of this, St Cuthbert's is an underachieving school. The headteacher has a clear vision for the school and manages it effectively and she is well supported by the newly formed leadership team. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Too few of the more-able pupils achieve the standards of which they are capable in English, mathematics and science.
- Teachers do not make sufficient use of the assessment information to plan suitably challenging work.
- The provision for pupils in the special unit is very good and there is good provision for pupils with special educational needs.
- Attitudes and behaviour of the pupils are very good and there is very good provision for their moral and social development.
- Relationships between staff and pupils are very good.
- The curriculum is enriched by a very good range of activities.
- Financial management is good.
- There are good procedures in place for listening to the views of children.
- Parents think very well of the school.

The school has made **satisfactory** progress since the previous inspection. The quality of resources for information and communication technology has improved and teachers are making more effective use of computers. The curriculum is now better balanced and the provision for the personal development of children in the Reception class has improved. Taking account of the increased number of pupils with special educational needs, standards have been maintained. There has been insufficient improvement in the challenge provided for the more-able pupils

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	C	E	C
mathematics	D	C	E	D
science	E	C	E	C

*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 6.*

Most pupils achieve satisfactorily. However, the school is underachieving. The children in the Reception class are unlikely to reach the standards expected of children their age except in personal and social development where they make good progress. Results in the national tests for Year 6 pupils and Year 2 pupils have varied from year to year. Inspection evidence shows that most pupils achieve satisfactorily in English, mathematics and science. However, the achievement of the more-able pupils is unsatisfactory and they do not attain the standards of which they are capable. Standards in information and communication technology have improved and are now broadly average.

The school's provision for the pupils' spiritual, moral, social and cultural development is very good. The pupils' attitudes towards school and their behaviour are very good. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education.

Teaching is satisfactory overall. The teachers manage the pupils very well and relationships between staff and pupils are very good. Because of the teachers' very good understanding and knowledge, the pupils in the special unit make very good progress and achieve very well. Pupils with special educational needs in mainstream classes also achieve well because of the good support and teaching. However, more-able pupils do not do as well as they should because the teachers do not make effective use of assessment information to plan work for these pupils. They underestimate the standards of which these pupils are capable of achieving. The school provides the pupils with a satisfactory range of learning opportunities, which are enriched by a very good range of out-of-school activities. Visits and visitors to the school make a significant contribution to the pupils' education. The school has very good arrangements for promoting the care and welfare of pupils and monitors their personal development well. Monitoring of academic development is satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher, well supported by the new leadership team, is providing good leadership. The Governing Body is well informed and keen to work with the school to raise standards. It fulfils its statutory duties effectively. Co-ordination of English and mathematics is good but the leaders have not yet had sufficient impact on their subjects. Leadership in some other subjects is less effective.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school works hard to build a constructive partnership with parents and they are very positive about the school. The pupils' views are taken very seriously and they enjoy coming to school. Both parents and pupils think the behaviour at the school is good. Most pupils are positive about school and work hard, particularly where the teaching is better.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Improve the achievement of the more-able pupils in English, mathematics and science.
- Ensure teachers make more effective use of assessment information.
- Develop the role of the co-ordinators.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is **satisfactory** overall in the Foundation Stage and in Years 1 - 6. However, a significant minority of more-able pupils do not attain the standards of which they are capable and underachieve. Standards are below average in English, mathematics and science by the end of Year 2 and Year 6.

Main strengths and weaknesses

- The achievement of the more-able pupils is unsatisfactory.
- Standards in English, mathematics and science are below average.
- Pupils with special educational needs make good progress and achieve well in most subjects.
- The children's personal and social development is good in the Reception class.

Commentary

1. Table 1 below shows that in the 2003 National Curriculum tests for Year 2, pupils' standards in reading were similar to the national average, in writing they were below average and in mathematics they were well below average.

Table 1 - Standards in national tests at the end of Year 2 – average point scores in2003

Standards in:	School results	National results
reading	15.0 (15.0)	15.7 (15.8)
writing	12.9 (16.3)	14.6 (14.4)
mathematics	14.1 (17.1)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

2. Table 2 below shows that in the 2003 National Curriculum tests, standards in English were broadly average and in mathematics and science they were below average.

Table 2 - Standards in national tests at the end of Year 6 – average point scores in2003

Standards in:	School results	National results
English	25.3 (27.0)	26.8 (27.0)
mathematics	24.7 (27.0)	26.8 (26.7)
science	27.0 (28.9)	28.6 (28.3)

There were 34 pupils in the year group. Figures in brackets are for the previous year.

3. Inspection evidence shows that by the end of Year 2 and Year 6, standards are below average in English, mathematics and science. However, the increasing number of pupils with special educational needs, some of whom attend the school's special unit that has been established since the previous inspection, affect the overall standards. Pupils with special educational needs achieve well and make good progress, particularly in the key areas of English and mathematics, because of the good quality of support they receive. However, throughout the school, the more-able pupils are underachieving and do not reach the standards of which they are capable.

4. Children in the Reception class achieve satisfactorily but, due to the high proportion with special educational needs, only about half are likely to reach the Early Learning Goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. The children's achievement in personal and social development is good and most are on course to reach the expected level in this area.
5. In English, speaking and listening skills are average in all year groups. Pupils of all ages discuss well in class. They ask and answer questions sensibly and listen well to other pupils and teachers. Standards in reading are average. Pupils are confident and read competently when reading fiction, using a variety of strategies to help them make sense of text. Standards in writing are below average. Although the less-able pupils make good progress, the more-able pupils do not attain the standards of which they are capable.
6. Achievement in numeracy is satisfactory overall. In Years 1 and 2, the pupils develop a satisfactory grasp of number and use a range of strategies to work out calculations in their heads. They measure accurately and compile charts and graphs satisfactorily using data they have collated. Most pupils in Years 3 to 6 build satisfactorily on their knowledge and understanding and use a developing range of strategies to carry out mental calculations. The pupils have a secure understanding of place value. Pupils with special educational needs achieve well and make good progress because of the good level and quality of support they receive. However, the more-able pupils are not doing as well as they should because the work is insufficiently challenging for them.
7. Standards in science are below average by the end of Year 2 and Year 6. Although achievement is satisfactory overall, again the more-able pupils are not doing as well as they should and they underachieve. Standards in information and communication technology are average by the end of both Year 2 and Year 6 and the pupils achieve satisfactorily in most aspects of the subject. The pupils' skills in control and modelling are below average because this aspect has not been covered in any depth.
8. In all of the other subjects where it was possible to make a judgement, art and design, design and technology, geography and physical education, standards are broadly in line with expectations and the achievement of most pupils is satisfactory.
9. Pupils with special educational needs make good progress. This is because of the good support they receive in the independent parts of lessons and with literacy intervention programmes. These pupils make good progress in literacy and numeracy. Occasionally, the pupils are not always well supported during direct teaching and, as a result, some learning opportunities are lost. The most able and talented pupils are not sufficiently challenged in lessons. The tasks that are set are insufficiently demanding and do not provide sufficient support and challenge for them to achieve their potential.
10. Standards within the special unit are tracked very effectively and the pupils make very good progress and attain the standards of which they are capable. This is the result of the very good teaching and support provided for these pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Provision for pupils' personal development, including spiritual, moral, social and cultural elements, is **very good** overall. Attendance is **satisfactory**.

Main strengths and weaknesses

- The school sets high expectations for pupils and they react to this with very good attitudes to the school.
- The children behave very well and show respect for one another.

- Pupils display confidence and have good self-esteem for their age.
- Pupils' social and moral development is very good.
- Relationships between pupils and between pupils and staff are very good.

Commentary

11. From morning arrival at school, through assemblies, lessons and all aspects of school life, teachers establish clear expectations of the required attitudes of pupils. As a consequence, pupils listen attentively and are keen to answer questions and to be involved in discussions. They concentrate well on tasks and work enthusiastically. In this good learning environment teachers are able to focus on teaching throughout the school. Participation in the many extra-curricular clubs is also very good.
12. High expectations and strong encouragement of good behaviour at all times are rewarded by the performance of pupils. There is no evidence of bullying or instances of racism. Teachers establish an atmosphere of quiet, controlled behaviour and maturity in pupils. During whole school assembly, pupils are particularly reflective, orderly, quiet, and fidget free, and in movement around school they also behave very well. Pupils display respect for one another in class discussions, teamwork and play, where they are generally well behaved, orderly, and quiet and are considerate of the feelings, possessions and personalities of one another. Play at break and lunchtimes is energetic and friendly. Pupils with special educational needs have a positive attitude towards learning and take a full part in all aspects of school life. Pupils behave well in lessons, particularly where support assistants are used well. Behaviour in the special unit is very good, with pupils on task and making very good contributions to the lessons.
13. Teachers encourage responses from all pupils in lessons, praise their successes in all aspects of school life, ranging from numeracy work to physical education activities and support their participation in the extensive extra-curricular clubs available. As a result, pupils are confident when approaching and talking to staff and visitors. In lessons they display a relaxed relationship with teachers, which is seen in their participation in discussions, in a mature, sensible way.
14. The school provides a wide range of circumstances for pupils to develop their social skills and moral values and pupils enthusiastically take up the opportunities. These include the responsibility of being class representatives on the very active school council, which is an exemplar for its very good self-management and organisation by pupils. Pupils act as 'playground friends' for other pupils needing some support and they look after the library and registers and equipment in physical education and assemblies. They work closely with the community and the church in the well-attended annual pantomime and religious ceremonies at the church and school, where pupils often read prayers and are involved in the planning. They are involved with other schools through sports activities, and carry out several fund raising activities. They mix well with other groups and adults during their school trips, associated with researching topics such as Victorian and Egyptian life. Pupils have a good understanding of right from wrong, feel that the behaviour of others at the school is generally very good and that pupils are friendly to each other. Parents also agree that their children behave well. The school effectively fosters the pupils' understanding of living in a multi-ethnic society through its work in religious education and through work with other schools.
15. Teachers create a caring, disciplined, safe, and happy environment, which values fairness, friendliness and respect for one another. Children respond to this by forming very good relationships with each other and with adults in the school. They help each other with work, mix well in their play and work and display care and compassion when other pupils are upset. In circle time, pupils are helped to overcome barriers of shyness and contribute well. They respect staff and are polite to visitors.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.0
National data	5.4	National data	0.4

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

16. Attendance was unsatisfactory last year. However, during the first half of this school year, attendance has improved substantially and is currently satisfactory. There were no exclusions last year or this. There is a significant amount of authorised absence associated with hospital appointments and the medical conditions of the above average percentage of pupils with special educational needs.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing its pupils with a **satisfactory** education. Teaching is satisfactory but the lack of challenge for the more-able pupils results in the school underachieving overall. The curriculum is satisfactory. Links with parents are good and the school provides very good care and guidance for the pupils.

Teaching and learning

Teaching and learning is **satisfactory** overall. It is very good in the special unit. The teachers generally are not making effective use of the good range of assessment information.

Main strengths and weaknesses

- More-able pupils do not make the progress of which they are capable because the teachers do not make effective use of the assessment information.
- Teaching and learning in the special unit are very good.
- Pupils with special educational needs learn well.
- Learning support assistants provide good support for pupils.
- The marking of pupils' work is not sufficiently evaluative in some classes.

Commentary

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (11%)	25 (67%)	7 (19%)	1 (3%)	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.

17. Teaching and learning are satisfactory in the Foundation Stage, with particular strengths in the way the staff work together and the relationships that are built up with the pupils. The work is planned effectively and the children are provided with a satisfactory range of experiences. The children with special educational needs are provided with very good support and this enables them to make the progress of which they are capable. Because of the good opportunities provided, the children make good gains in their personal and social development.
18. The needs of pupils within the special unit are very well met, Planning ensures pupils make good progress, during the time they are in the unit as well as when they are integrated into the school. The teacher in the special unit knows the pupils very well and work is matched closely

to their needs. When the pupils from the unit are integrated into lessons, the level of support enables them to make good progress and attain the standards of which they are capable. Pupils with special educational needs in mainstream classes make good progress. This is because their needs are identified early and accurately and the pupils are provided with a good level of knowledgeable support.

19. During the inspection, good teaching and learning was observed. In these lessons, the sessions were lively and interesting and made good use of the time available. Particularly good use was made of interactive whiteboards to make the activities more interesting and stimulating. In the best lessons, the teachers make good use of skilful questioning to extend the pupils' knowledge and understanding. For example, in a good Year 3 numeracy lesson, the teacher questioned pupils of all abilities and this provided him with a clear understanding of what the pupils could do and the support that individuals needed. As a result, using a variety of different strategies, additional guidance was given and the pupils made the progress of which they were capable. In all lessons, the teachers share the learning objectives with the pupils and this helps to ensure they have a good understanding of what they are expected to achieve.
20. In English, mathematics and science, the teaching is satisfactory overall. The school gathers a wealth of assessment information that identifies what the pupils can do and what they know and understand. During lessons observed during the inspection, some teachers made effective use of this information to plan work for pupils of different abilities. However, an analysis of the pupils' work, particularly in the core subjects of English, mathematics and science, show that this information is not used systematically to plan work for the more-able pupils. This results in unacceptably low teacher expectations for this group of pupils. Discussions with them show that they are not being challenged sufficiently and not making the progress of which they are capable. The teaching of information and communication technology is generally satisfactory, although some teachers need to make more effective use of computers to develop learning in other subjects.
21. The day-to-day assessment of the pupils' work is satisfactory. Work is usually marked regularly and systematically. However, few teachers identify how the children might improve their work. Although targets for individuals and groups of children are pasted in books or available for group use, little of the marking identifies how the pupils are progressing towards these targets.

The curriculum

The school offers a **satisfactory** curriculum with all aspects of the national Curriculum in place. There are very good opportunities for enrichment, both within and outside the school day. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The school is very inclusive.
- The curriculum is enriched through a very good range of activities.
- The school provides good personal and social development.
- The unit for pupils with moderate learning difficulties is a strength of the school.
- The curriculum for the more-able pupils is insufficiently developed to meet their needs.
- There is ineffective use of time during the school day.

Commentary

22. The school has a broad and balanced curriculum that meets the needs of most pupils. Curriculum areas are planned satisfactorily to ensure that most pupils develop their skills well. Pupils who are less able and those with special educational needs are well catered for. However, pupils who are more-able make insufficient progress. Insufficient use is made of

assessment information and, as a result, expectations are low and planned activities do not meet the needs of these pupils in all subjects, but particularly in English, mathematics and science. Some lessons are too long and the school does not make the most effective use of time during the day.

23. Provision for personal development is good; pupils are involved in lessons that explore individual feelings as well as whole school and community issues. There is a school council, which meets regularly, where pupils' opinions are taken into account.
24. The school's transition arrangements are good. The pupils in the Reception class have a good induction programme. There are also good procedures as pupils transfer from one class to another, as well as good links with the secondary to which pupils in Year 6 transfer.
25. The good provision for pupils with special education needs ensures that pupils make good progress. This is because pupils are clearly identified and receive good support, both from the class teacher and other adults in lessons. The provision for more-able and talented pupils is unsatisfactory. The school does however have plans to address this issue in terms of identifying pupils and ensuring they get the right provision. Currently, the teachers' planning does not sufficiently take into account the needs of the more-able pupils. The needs of pupils with special educational needs are however well met and they have individual education plans with clear targets to ensure they make progress. These plans are reviewed systematically. However, there are no formal plans for monitoring and evaluating the progress of pupils and the quality of provision. The school has however identified this as an area for improvement.
26. There are very good opportunities for learning outside the school day. Homework is set and linked to some lessons and also includes reading and spellings. There is a wide range of out of school activities including art, French, netball, football, science and information and communication technology. There is a strong inclusive culture where all pupils are encouraged and welcomed and where learning is enhanced.
27. There are planned opportunities to study other religions, including studying celebrations such as Ede and the Chinese New Year. Personal, social and health education, are appropriately planned for, including citizenship, sex education and relationships. Plans are currently under review to ensure pupils' needs are sufficiently well met.

Care, guidance and support

Arrangements for ensuring pupils' care, welfare, and safety are **very good**. The school provides pupils with **satisfactory** support, advice and guidance. The school takes good account of pupils' views.

Main strengths and weaknesses

- Teachers and other staff take very good care of pupils.
- The systems for monitoring and assessing the pupils' development are unsatisfactory and inconsistent.
- Pupils' views are taken into account through the activities of the school council and surveys of their opinions.
- The school manages health and safety arrangements well.
- Induction arrangements are handled well.

Commentary

28. Pupils have a trusting, secure and confident relationship with their class teachers and teaching assistants, and virtually all pupils feel that they have a person to go to if necessary. During playtimes and lunchtimes the pupils are well supervised. In lessons, teachers care for the feelings of pupils as well as their physical health. Child protection measures are very good.

Successes of pupils are celebrated in class and in whole-school assemblies to which parents are invited. Parents consider that good care is taken of their children and that they enjoy school. Bullying is not seen as an issue by parents, pupils or staff.

29. The system for monitoring and assessing pupils' achievement in order to direct their future development, is applied inconsistently. In numeracy and literacy, this information often forms the basis of new learning targets for the children, although this is not true throughout the school. In other subjects, this aspect of guiding pupils' development is not applied and needs to be implemented. As a consequence, new targets for pupils' development, especially for the more able, are not as ambitious as they could be.
30. The school council meets every week and has an active participation in school issues. Recent topics which have been successfully resolved, include reminders to all classes about minor behaviour problems by a few pupils and replacement of toys for playground use. The school has recently carried out a survey of opinions of pupils about various aspects of life at the school, organised through the school council.
31. The school promotes a healthy lifestyle, with displays around the school showing the benefits of healthy eating and exercise. Assemblies are used to remind pupils of care they need to take of themselves and there is a breakfast club, which is well attended. All necessary routine Health and Safety arrangements within the school are managed well. However, the school is built on several levels, accessed internally only by steps, and there is a significant potential problem under forthcoming legislation requiring equal access for all, which is currently being discussed with the local authority.
32. Induction arrangements for pupils are good. The Reception class teacher visits pupils at their nurseries and playgroups before they join the school. The school also has an 'open day' for parents and children to visit the school and meet their teacher, and during the summer term before arrival, pupils are invited to attend the 'Busy Bees' club with the Reception class over several weeks.
33. The care, guidance and support for pupils with special educational needs are good. All pupils have individual plans and targets, which are specific to their needs. Pupils with special educational needs are well supported, for example, through withdrawal arrangements and during the independent part of lessons.

Partnership with parents, other schools and the community

The links with the community are **very good**. Partnership with parents and with other schools and colleges is **good**. These arrangements have a strong effect on pupils' learning.

Main strengths and weaknesses

- The development of pupils' social, religious and moral understanding is greatly assisted by the school's work with the local community.
- Pupils benefit from the close links with secondary schools in the area.
- There are very good arrangements to ensure parents are satisfied with the school.
- The school provides good information to parents about the activities of the school and the development of their children, so parents can help them at home.

Commentary

34. The local church in particular, and the community in general, is closely integrated into the activities of the school. The curate takes an assembly each week, makes visits to lessons in support of pupils' understanding of the role of the church and provides religious artefacts for the school to use. Pupils visit the church at major religious festivals and on other occasions. In turn, the school has produced artwork for the church to use. There are regular visits to the

school by theatre groups in support of pupils' development, as well as recently by a member of Blackburn Rovers football team. Every year there is a well-attended and successful pantomime or show involving school members with the local amateur dramatic association and the church. In the summer, pupils support the local fete and 'Darwen Rose Queen', whose role includes a focus for charitable and social work in the area. Pupils also support many charity events organised through the school and visit care homes for the elderly. These activities help develop in pupils their awareness of religious values, of right and wrong, of the responsibilities of being part of a community, and also their self confidence and their social interaction skills.

35. The local secondary school supports the careful transition of pupils into the next phase of their school life by sending teachers to visit the school, hosting group visits to the secondary school, holding sports days and chess competitions. Pupils also come to assist at sports day and most importantly, there is the establishment of a 'buddy' system for pupils believed to be most in need of support during the transition. Pupils with special educational needs are taken to their new school and introduced one by one. The school also works with several other secondary schools, which pupils might choose to attend. The school is also a member of a cluster group of primary schools, which benefit from having specialist numeracy and literacy teaching support.
36. In the event of parents having concerns or issues, the school operates an 'open door' approach and parents are warmly welcomed into school at any time for discussions about pupils or to attend assemblies. Parent evenings are very well attended and the school will make separate appointments if necessary for parents to be able to discuss the progress of their children. Nearly all parents feel comfortable about being able to approach the school in the event of any issues. Parents praise the work of the school with the pupils. Links with parents with pupils having special educational needs are satisfactory. The school tries to involve parents wherever possible. The school has links with a number of agencies to support the work of special needs and these are effective in meeting the needs of most pupils.
37. The school provides a comprehensive range of information to parents about the school and the development of pupils. Regular newsletters and notices in school provide clear information about timing of clubs and out-of-school activities, as well as changes to day-to-day arrangements of the life of the school. There are two parent evenings a year to discuss the development of pupils, as well as annual reports. Most parents feel well-informed about their children's progress.

LEADERSHIP AND MANAGEMENT

The leadership shown by the headteacher and leadership team is **good**. The school is soundly managed. The school is governed satisfactorily and the governors have a clear understanding of the strengths and weaknesses of the school.

Main strengths and weaknesses

- The leadership shown by the headteacher and senior leadership team is good.
- The headteacher and leadership team have a clear vision, with a focus on raising standards in a fully inclusive school.
- The support and commitment of the Governing Body is good.
- The day-to-day routines and financial procedures are well managed by the school administrator.
- There is a lack of monitoring of standards, teaching and learning by some subject leaders.

Commentary

38. The leadership shown by the headteacher is good and she is totally committed to the school. She has a clear vision and sense of purpose for raising standards and achievement and promoting an inclusive school. Since her appointment two years ago, she has faced many challenges including changes of staff, new building developments and major flooding. She has a good understanding of what needs to be done to raise standards and achievement and is beginning to put effective systems in place. She is ably supported by a hardworking deputy and leadership team who share her vision and aspirations. Parents believe the school is well managed. Considering the changes that have taken place in the past two years, the smooth running of the school is indicative of the headteacher's leadership and management skills. However, despite the best efforts of the headteacher, the issue of raising the achievement of the more-able pupils remains a challenge that has still to be tackled and needs all staff to recognise that these pupils can do better.
39. School development planning is firmly focussed on raising standards, based on a satisfactory analysis of performance and the needs of the school. The annual improvement plan provides a focus for this development. Staff, governors, parents and pupils are consulted through meetings and surveys to identify priorities. The plan is monitored regularly by the leadership team and Governing Body to identify the progress made.
40. Leadership has created a hardworking team who work well together towards a common purpose of raising achievement. There are satisfactory arrangements for regular staff meetings and appropriate training. There is a positive atmosphere amongst the staff, promoting mutual respect, equality and inclusion. Teaching and support staff provide good role models. There is regular monitoring of the quality of teaching, learning and standards by the headteacher, and English and Mathematics curriculum leaders. However, curriculum leadership and management in some other subjects are unsatisfactory because there is insufficient monitoring of the teaching and learning and standards the pupils achieve. However, developing the role of subject leaders is identified in the school improvement plan. The special needs co-ordinator provides good leadership and manages this area very well.
41. The school is soundly managed and resources are targeted appropriately. The school is developing strategies for self-evaluation and this is having some success in English and mathematics. The school now monitors pupils' performance using national and optional tests in English and mathematics. Most recent test results have been analysed and targets set for groups and individuals. Recent monitoring of teaching, learning and standards in these subjects has also identified areas for development. Tracking and monitoring of pupils' progress have recently been established but have not been in place long enough to raise standards. This good practice now needs to be developed by subject leaders in science and the foundation subjects to raise standards and achievement in these areas. There are currently no whole-school systems in place for subject leaders to monitor standards, achievement or ensure that planned activities are delivered with sufficient depth and rigour. Regular whole-school assessments in subjects other than English and mathematics are not yet in place and this is a further area for development.
42. The new special educational needs co-ordinator provides good leadership to this area. There is a clear plan of action for future developments, which identifies issues such as the effective deployment of teaching assistants. Classroom assistants make a good contribution to the curriculum, although they need further training to develop their skills. Leadership and management of the special unit are very good and provide a clear vision for the unit. The newly appointed special educational needs governor has a clear understanding of her role and the issues that the school needs to address.
43. Performance management procedures are well established for the headteacher and teaching staff and this is helping to identify areas for focused staff development. Induction procedures for staff new to the school are satisfactory, ensuring that they are quickly assimilated. The newly-qualified reception teacher is receiving good support from her induction mentor. The

school is successfully used as a placement for trainee teachers by training establishments. The recruitment, deployment and workload of staff are satisfactory and the school is looking at current and future requirements. Support staff are satisfactorily deployed to make teachers' work more effective in and out of the classroom

44. The governance of the school is satisfactory. The governing body is supportive and kept well informed by the headteacher. It brings together a wide range of expertise and experience to give good support across many areas. It is ably led by a committed chair who regularly visits the school. Termly governing body meetings are held and discussions and decisions clearly recorded. There is an appropriate range of committees, which usually meet termly. However, the finance committee meets monthly to monitor the budget. Governors are fully aware of the current challenges facing the school and have a developing understanding of their role in monitoring and evaluating the school's performance. The governors' role in influencing and challenging the work of the school is evolving through more regular visits and more involvement in the construction and monitoring of the school improvement plan. The governing body effectively fulfils its statutory responsibilities through a wide range of policies, which are regularly reviewed. It regularly appraises the work of the headteacher and successfully sets and monitors appropriate performance targets.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	569,220
Total expenditure	564,684
Expenditure per pupil	2,768

Balances (£)	
Balance from previous year	61,729
Balance carried forward to the next	66,265

45. Day-to-day financial and resource procedures are secure and managed very well by the conscientious and hard working administrative officer. She makes a significant contribution to the smooth running of the school. Good use is made of current technology for managing pupil and financial records. The most recent external audit identified some minor weaknesses, which have been addressed. Grants are used effectively and finances are kept in very good order. The school has effectively absorbed the principles of best value into its management practices.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

46. Provision for children in the Foundation Stage is **satisfactory**. The Foundation Stage is satisfactorily managed by the temporary co-ordinator who supports the newly qualified teacher. Assessment procedures, using the recently introduced foundation profile, are satisfactory. Improvement since the last inspection has been **satisfactory**, with the standard of teaching and provision maintained. The weakness in provision for the personal development of children has been successfully addressed.
47. Children are admitted into school in the September of the year in which they are five. Many children have previously attended one of the local nursery schools. Nineteen of the twenty-six children currently on roll have already attained their fifth birthday. Well over half of these children are below average attainers and just under one-third have been identified as having special educational needs.
48. Induction procedures are good and include visits from staff to nurseries that send children to the school, pre-visit afternoon story-times, and afternoon sessions with the reception teacher. Discussions with parents indicate that they are very pleased with the arrangements and very supportive of the Foundation Stage. Assessments are made on entry to reception and show that most children enter with standards that are below average in all areas of development and a few well below. Most make at least satisfactory progress throughout reception but only a few are likely to reach expectations in communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development by the end of the Reception year. However, because of the good opportunities provided, most are likely to attain the Early Learning Goals in personal, social and emotional development. The quality of teaching is satisfactory overall, although good teaching was observed during the inspection.
49. Weekly and daily planning are satisfactory overall and have evolved since September. However, planning is not sufficiently linked to the recognised 'stepping stones', which lead to the Early Learning Goals. Children often undertake the same tasks because assessment is not used effectively to provide challenging activities for more-able pupils. This means they do not achieve as well as they could. There is a good range of interesting, directed and self-chosen activities, planned to encourage independence. Most children are attentive, well-motivated and behaved, and clearly enjoy school in the secure environment. Staff provide very good role models for the children and manage them very well. They work very well together, sharing teaching responsibilities and carefully monitoring children's progress.
50. The accommodation in the reception class provides a stimulating learning environment, with clearly defined areas. Resources are of good quality and well used. It provides sufficient opportunities for independent learning opportunities to challenge children's natural curiosity. There is a spacious outdoor play area, marked out with a roadway and crossings, where children use large wheeled bicycles, tricycles and scooters. However, there is currently no permanent outside adventurous climbing equipment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide good opportunities for encouraging independence.

- Staff provide a caring and supportive environment from which children learn to co-operate and help each other.
- Staff provide very good role models and relationships are very good.
- Children achieve well because of the good teaching and the high expectations set by staff.

Commentary

51. By the end of the reception Year, most children are likely to attain the Early Learning Goals in personal, social and emotional development, and their achievements are good due to quality teaching. Many children have limited social skills on entry to reception and adults work hard to develop these. Adults know their pupils well and generally provide good opportunities for developing independence. Caring relationships ensure that the children know what is expected of them so that they quickly learn the correct way to behave. They quickly settle into the daily routines of directed and self-chosen tasks with little fuss and behaviour is very good. They take good care of materials and equipment and move confidently round the classroom. Children are given many opportunities to develop independence, co-operation, sharing and taking turns, through a range of activities, such as when using the large wheeled toys in the playground and sand and water activities. They are encouraged to clear away at the end of sessions, putting equipment away carefully. The very good teamwork of the adults provides the children with very effective role models for co-operation and a calm approach to work. Relationships are very good. Most children show good levels of interest in what they are doing, concentrate well, even when not directly supervised, and most are eager to learn. Most children already go to the toilet unaided and manage to dress after physical education and put on their own coats.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff take every opportunity to develop the children's language skills.
- Children do not always form letters correctly.
- There are insufficient opportunities for developing writing skills of more-able children.
- Not enough use is made of assessment to provide challenging activities for more-able children.

Commentary

52. By the end of the reception year, about half the children are likely to attain the Early Learning Goals in communication, language and literacy. On entry to the reception class, many children have limited language skills, with a restricted vocabulary and many find it difficult to express themselves. During activities both in and out of the classroom, adults use opportunities to develop children's speech and language through good questioning and modelling, ensuring that they take turns and listen to others. This means children make satisfactory and sometimes good progress due to the good teaching and learning and many achieve well. Very good relationships mean that many children develop the confidence to talk. Most children listen and join in enthusiastically with favourite rhymes and songs, developing speech and language. Most are attentive when stories such as 'We're going on a Bear Hunt' is read to them. There is satisfactory teaching of specific knowledge and skills and children are gradually learning to recognise sounds and simple words. They regularly take books home to share with parents and carers and there are many opportunities when children can look at books themselves, which they handle with care. Activities in the reception class role-play area, currently 'The Jungle', provide children with the opportunity to develop confidence in speaking and listening skills and co-operation as they play with, and talk about, the animals. They are taught to recognise words and letter sounds in stories and opportunities are provided for children to practise writing patterns and letters. However, a weakness identified in the scrutiny of work

samples, is that all children often undertake the same tasks and insufficient use is made of assessment to provide challenging activities for more-able children. Most children attempt to write their names, although a small proportion form their letters incorrectly. Overall, there are insufficient opportunities for more-able children to develop writing skills. The overall quality of teaching is satisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Adults plan a wide range of practical activities to promote children's mathematical development, which ensures children achieve satisfactorily.
- Good use is made of mathematical language.
- Good use is made of resources to promote learning.
- Not enough use is made of assessment to provide challenging activities for more-able children.

Commentary

53. By the end of reception, about half the children are likely to attain the Early Learning Goals in mathematical development and they achieve well. This is due to many having low knowledge and skills on entry. Teaching and learning are satisfactory overall because insufficient use is made of assessment to provide more challenging tasks for more-able children. A wide variety of opportunities are provided to help children become familiar with mathematical vocabulary. In outdoor play, children are encouraged to use mathematical expressions, such as 'next to', 'beside', 'longer', 'shorter', 'wider'. Adults plan a good range of interesting activities to promote mathematical understanding. Adults use a wide range of number rhymes and songs to help children count and a few are already beginning to count at least to five. Children have regular access to structured sand and water activities and are developing an understanding of words such as 'full', 'empty', 'larger than' and 'smaller than'. They are developing an understanding of shapes, and weigh and measure when making biscuits for Teddy Bears picnic and simple data handling constructing a pictogram of favourite fruits. All these practical activities prepare the way well for future learning and are appropriate for this stage of development, ensuring that children sustain interest and do not become bored.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area.
- Staff use questioning effectively to enhance the children's knowledge and understanding of the world about them.
- There is a good range of visitors to the school to enrich learning.
- Children have regular access to, and use, computers.
- Not enough use is made of assessment to provide challenging activities for more-able children.

Commentary

54. By the end of reception, about half of the children are likely to attain the Early Learning Goals in knowledge and understanding of the world. Teaching, learning and children's achievement are satisfactory overall. The reception classroom is well organised with a range of activities to

stimulate children's enthusiasm and natural curiosity. Through the use of road layouts, simple construction kits, and role-play areas, children increase their knowledge and understanding of the world. Cooking and biscuit-making activities for 'Teddy Bears' Picnic' make them aware of health and safety issues. There is a good range of visitors, such as the fire services, police and nurses, which enriches children's learning and raises awareness beyond the school. There is an annual class trip as well as autumn and spring walks within the local area. Opportunities are provided for children to develop early scientific skills, through simple observations of seeds and plants and the use of lenses and magnets. They begin to learn about their own culture and that of others and how to live harmoniously together through religious education lessons. Children have regular access to a listening centre and computers, using the mouse and keyboard to design and print pictures and control objects on the screen.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good hand and eye co-ordination is encouraged in a variety of activities that require the use of puzzles, small hand-tools, crayons, pencils and brushes.
- Staff make satisfactory use of the outdoor play area and children have regular access to the hall to participate in physical education activities.
- Not enough use is made of assessment to provide challenging activities for more able children.
- There is currently no permanent outside adventurous climbing equipment so that children have the opportunity for climbing, jumping and sliding activities.

Commentary

55. By the end of reception, about half the children are likely to attain the Early Learning Goals in physical development. Children are developing their cutting skills. The quality of teaching and learning is satisfactory and sometimes good. The outdoor provision is satisfactory and provides a satisfactory learning environment, where children develop independence and co-operation. Children move freely with growing confidence and are developing good awareness of space and others as they use the large wheeled toys on the roadway. They run, jump and balance well and enjoy using small apparatus. Both outside and in the hall, they respond well to instructions, stop and start on request, and clearly enjoy the opportunities provided for physical development. Staff are clearly aware of health and safety issues as they support children. However, children's physical development could be even better if children had access to fixed climbing equipment in the outside play area, to develop climbing, sliding and jumping skills.
56. Children are given a wide range of opportunities to develop their finer co-ordination and manipulative skills by using puzzles, handling dough, cutting with scissors and using brushes and crayons in activities, such as when painting jungle pictures and colouring table mats for the 'Teddy Bears Picnic'.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of planned creative activities.
- Children have regular access to a role-play area and good use is made of it.
- Not enough use is made of assessment to provide challenging activities for more able children.

Commentary

57. By the end of reception, about half of the children are likely to attain the Early Learning Goals in creative development. The quality of teaching and learning is satisfactory and sometimes good and children's achievement is satisfactory. There are many opportunities for painting, singing, role-play and music. Planning, photographs and displays show that, through the use of art, role-play, songs, rhymes and stories, children successfully develop their imagination and creativity. Children use paint confidently to create imaginative pictures of the jungle and animal skins. Resources are plentiful and used well. Children readily take part in role-play activities in 'The Jungle' and are beginning to co-operate well. Weekly sessions in the school hall provide good opportunities to move to musical instruments and respond to tuned and untuned musical instruments. Adults often intervene well during creative activities with challenging questions and are willing to enter into play when opportunities present themselves. Resources and equipment are used well.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The pupils with special educational needs are well supported.
- The co-ordinators provide good support for the development of the subject.
- Teaching is good in most lessons seen.
- Standards are below average by the end of Year 6.
- The more able pupils are insufficiently challenged in lessons.

Commentary

58. Standards have declined since the previous inspection, when they were average. In the 2003 national tests, standards in English were well below average for 11 year olds and below average for 7 year olds. Most pupils enter the school with below average skills and make satisfactory progress by the time they are 11, except for the more-able pupils, particularly in writing where progress is much lower than it should be.
59. Pupils get a satisfactory start in the Reception class and make average progress in reading through Key Stage 1 but below average progress in writing. Girls generally do better than boys.
60. The proportion of pupils with special educational needs varies from year to year and consequently, the test results fluctuate. More-able pupils are under-performing across the school, particularly in writing, where standards are below average by the end of Year 2 and Year 6. The additional literacy support and early literacy support is having a good impact on the less able. The school, however, doesn't use some of the other intervention strategies, which would be useful in raising standards in English, such as further literacy support for pupils in Years 5 and 6.
61. Although the school has started to track the progress of pupils in English, insufficient use is made of the information by teachers to raise standards. Planning is not sufficiently adjusted to meet the needs of all pupils, particularly the more able. Pupils in Year 6 are not sufficiently aware of their progress and what they need to do to improve to prepare for the national tests. From the analysis of work, pupils are given a good start, up to the end of Year 3. However, there is a significant dip in progress in Years 4 and 5, which impacts on the standards at the end of Year 6.

62. Pupils with special educational needs are very well supported in English lessons. Teachers and support staff understand their needs and plan appropriately to build up literacy skills and knowledge. The special educational needs leader and support staff provide well focussed, good quality, in-class support for specific groups and individual pupils as well as withdrawal sessions. As a result, these pupils make good progress towards their targets and their self-esteem is good. More-able and talented pupils are not identified specifically by the school and, as a result, there is insufficient challenge and these pupils do not make sufficient progress and reach high enough standards. For example, in a Year 4 lesson on poetry, work was not planned in sufficient detail to meet the needs of more-able pupils. As a result, standards were too low in the lesson.
63. Speaking and listening skills are broadly average by the end of Year 2 and Year 6. Insufficient time is devoted to speaking and listening in some classes. However, when pupils are given opportunities to talk with partners and to discuss their work and give feedback, literacy skills are developed well. Where individual targets are displayed in books or on tables and referred to regularly, pupils know what is required to achieve and get a sense of achievement when they are ticked off. Writing skills are taught within the framework of the national strategy. Some teachers make well-informed choices of texts to read with their pupils and these then help to inform both reading and writing. The school is in the process of reorganising guided reading, including the way it is delivered. However, in the guided reading sessions seen, pupils were making good progress where teachers are creative about the way it is delivered and standards were broadly average by the end of Year 2 and Year 6.
64. Limited use was made of information and communication technology in literacy during the inspection, with computers rarely being used during independent time at all. However, there was evidence that the pupils use computers for word processing and with examples seen of essays, report writing and poetry.
65. Marking and feedback to pupils is insufficiently developed in the school and little evidence of marking being used effectively to identify what pupils need to do next to improve. Some teachers are good at letting pupils know what they have done well. In one class, the teacher had marked the work and given points for improvement and, as a result, learning was enhanced. However, in some cases, work had been marked negatively and gave no indication to the pupils as to how their work might be improved.
66. The subject is led and managed well in some respects but its influence on raising achievement is currently limited. The subject leader has created a portfolio of work and audited some aspects of the subject to create an action plan. Assessment is not used sufficiently well to identify the learning needs of individuals and year groups to focus on improvement. The subject leader has identified the need to review the reading scheme books in light of the lower attainment in reading. The libraries have recently been refurbished and although these are a good resource for the school, their accessibility, particularly for Key Stage 2, is unsatisfactory.

Literacy across the curriculum

67. There are satisfactory opportunities for pupils to apply their literacy skills across the curriculum. Too many worksheets in some subjects limit the opportunities for the pupils to practise writing skills, for example in science where the teachers tend to direct how the pupils should set out a piece of work.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Teachers motivate pupils well so that they work hard and have positive attitudes towards mathematics.
- Pupils with special educational needs achieve well.
- Teachers do match work sufficiently well to the needs of the more able pupils.
- The marking of the pupils' work is inconsistent.

Commentary

68. Pupils in Years 1 and 2 achieve satisfactorily, although standards are below average by the end of Year 2. This is slightly better than standards attained in the national tests last year, when the pupils' attainment was well below the national average. The improvement is due, in part, to the support provided leading numeracy teachers and in improvements in the quality of teaching. Most pupils develop a satisfactory grasp of number and are beginning to use a range of strategies to carry out calculations in their head. They are generally accurate when using addition, subtraction, multiplication and division operations and have a satisfactory knowledge of number bonds and multiplication tables. They measure accurately and construct charts and graphs satisfactorily using the data they have collated.
69. By Year 6, most pupils achieve satisfactorily but standards are below the national average. However, the pupils should do better, particularly the more-able pupils who are not being provided with work that is sufficiently challenging. The national tests last year showed pupils reached standards that were below the national average. Pupils in Year 3 build well on their knowledge and understanding gained in Years 1 and 2 but progress slows in Years 4 and 5, particularly for the more-able pupils. Although progress picks up again in Year 6, there is much to be done. Overall, the pupils improve the strategies they use to solve problems and to carry out mental calculations. They have a satisfactory understanding of place value and use this knowledge satisfactorily when working with large numbers and fractions. Pupils work hard, settle quickly to tasks and have very good attitudes towards their work.
70. Teaching is satisfactory overall. Teachers motivate their pupils well by sharing the learning objectives, which gives them a good understanding of the tasks they are to carry out. The teachers make very good use of interactive whiteboards and this technique also stimulates the pupils' interest well. In the best lessons, teachers make good use of questions and the pupils' responses to develop their knowledge and understanding. Good support is provided for pupils with special educational needs and the work provided by the teachers is generally well-matched to their ability. This enables these pupils to make good progress and to achieve well. However, the teachers do not match the work well for the more-able pupils. There is a wealth of assessment information collated but too few teachers make effective use of the information when planning their work for the more-able pupils and consequently these pupils do not achieve the standards of which they are capable. Several teachers lack a clear understanding of what more-able pupils in their classes are capable of achieving and the work in books shows too little emphasis on work which pushes the most able. The analysis of work also indicates that the teachers' marking of work is not used effectively to identify how the pupils might improve the quality of their work.
71. The leadership and management of mathematics are good overall but its influence on raising achievement is limited due to the amount of teaching, which is only satisfactory. The subject leader has made significant strides in the collation of assessment information and in the dissemination of this information to teachers. He has a very clear picture of the improvements that need to be made. Monitoring of teaching and learning has been undertaken but, as yet, there has been too little impact on the school's provision.

Mathematics across the curriculum

72. There are satisfactory opportunities for pupils to use mathematics across the curriculum. Pupils collect data and produce graphs in science. They also use mathematical skills in using different aspects of information and communication technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy science activities and science contributes well to their personal development.
- Pupils are keen to learn, behave very well and try hard.
- Some lessons are too long so that pupils lose interest.
- There is too much reliance on worksheets, especially in the infants and activities and recording over directed in some lessons.
- The role of the subject co-ordinator needs further development, with more involvement in the rigorous monitoring of teaching, learning and standards.
- Assessment is not used effectively to plan activities for different groups of pupils and provide more challenge for more-able pupils.

Commentary

73. The 2003 teacher assessments and National Curriculum test results show that the pupils' attainment was average at the end of Year 2 and well below average at the end of Year 6. At the end of Year 2 and Year 6, work seen during the inspection and the school's assessment, indicate that standards are below average. Overall, achievement is satisfactory, although the more-able pupils do not do as well as they should. Standards are not as high as at the time of the last inspection. This is because the number of lower-attaining pupils and pupils who have been identified as having special educational needs, has increased. However, improvement and progress since the last inspection has been satisfactory overall.
74. A range of practical activities develop pupils' skills of observation, prediction and recording. For example, pupils learn about what seeds need to germinate and grow from direct observation and recording. They develop an understanding of 'fair testing' by investigating how far toy cars can go when they run down a ramp. However, there is an over-reliance on worksheets, which prevents pupils from developing their extended writing skills. Pupils in Year 6 co-operate well when undertaking investigations and activities that promote speaking and listening skills and personal development. They have a satisfactory understanding of fair testing and use this knowledge effectively when they investigate what affects to the rate of dissolving sugar. However, standards of written work are below average and often poorly presented, with examples of unfinished work. Scrutiny of pupils' work reveals that insufficient emphasis has been put upon the development of subject-specific skills and there are weaknesses in assessment systems, which prevent pupils from achieving the very best. Too few opportunities are provided for pupils to record their findings in a variety of ways using information and communication technology. Pupils are beginning to make satisfactory use of numeracy skills when recording their results to investigations, using a range of graphs and charts. Most pupils have a very good attitude to science, try hard and are keen to learn.
75. The quality of teaching overall is satisfactory, although good teaching was observed in lessons during the inspection. However, this is not reflected in pupils' workbooks over the year. Pupils often undertake similar tasks and little account is taken of pupils' abilities. There are examples of unfinished and incomplete work. Teachers' expectations of what pupils are capable of achieving are not always high enough, as shown by the unsatisfactory standards of presentation, which some teachers accept, and the lack of informative marking, which

prevents pupils from improving on their previous performance. During the inspection, most teachers clearly explained the lesson purpose so that pupils knew what they would be doing and learning. However, teachers do not always engage pupils sufficiently during the introductory session because answers are only taken from those pupils who put their hands up. Some lessons are too long and pupils start to lose interest. Teachers provide satisfactory opportunities for pupils to carry out investigations, developing skills of observation and prediction. However, pupils' learning has not been sufficiently underpinned by secure teaching of scientific skills and processes, such as developing scientific questions, synthesising and evaluating information, and hypothesising because activities are over directed. The lack of assessment procedures results in all groups of pupils covering the same skills and tasks, which do not sufficiently challenge the more-able pupils.

76. Leadership and management are currently unsatisfactory because there is a lack of rigorous monitoring of teaching, learning and standards. The curriculum is satisfactorily planned, based on national guidance but there is insufficient rigorous scrutiny to ensure planned tasks are delivered with sufficient rigour and depth. There are currently no whole-school assessment procedures in place linked to national curriculum expectations, which means teachers do not always plan appropriate activities for all groups of pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- There is a good number of computers for the pupils.
- The new information and communication technology suite is being used well.
- Good use of interactive whiteboards stimulate the pupils' interest effectively.
- Staff confidence and knowledge have improved.
- Pupils' use of information and communication technology for control and modelling is underdeveloped.

Commentary

77. By the end of Year 2 and Year 6, standards in information and communication technology are broadly average and pupils achieve satisfactorily. The evidence from displays and the pupils' work shows that their knowledge, understanding and skills are improving satisfactorily for all groups of pupils. In the lessons observed where direct teaching was undertaken, pupils in different year groups were confidently using a range of programs to create documents, add pictures and drawings and present information in a variety of ways. Work is generally well-integrated into subjects such as English and mathematics but less so in other areas of the curriculum. For example, pupils in Year 6 demonstrated satisfactory skills in producing a questionnaire and inserting a table as a formal method of recording their information.
78. The teaching is generally satisfactory in most classes. This has resulted in improved standards from the time of the last inspection. In the lessons observed, the teachers demonstrated a good understanding of the programs they were using and gave clear demonstrations of the techniques being taught. This shows improvement since the previous inspection. In the computer suite, the teachers make very effective use of the interactive whiteboards to demonstrate the tasks the pupils are to undertake. Where teachers have interactive whiteboards in their classrooms, the teachers make very good use of the resource to stimulate the pupils' enthusiasm and interest. The teachers make effective use of the knowledgeable support assistants to provide guidance and support for the pupils.
79. The pupils enjoy opportunities to use information and communication technology and show good levels of co-operation when sharing computers. The work on display showed the use of drawing and painting programs, word processing, simple use of spreadsheets and programs

to present information to an audience through text and pictures. The school has recognised the need for improvements in the use of programs to develop the use of control technology, for example the use of sensors in science. The inspection evidence confirms this is a weakness. Opportunities to use the Internet to carry out research are severely restricted due to the inadequacies of the system. Work is being undertaken by the Local Education Authority to improve this shortcoming.

80. The leadership and management of information and communication technology are satisfactory. The provision has improved greatly since the time of the previous inspection, particularly with regard to the quality of resources and improved teaching. However, little monitoring on the quality of teaching and learning has been undertaken and this lack of monitoring results in some staff not making as effective use of computers as they might.

Information and communication technology across the curriculum

81. Information and communication technology is used satisfactorily in literacy and numeracy. It is also used satisfactorily in some classes for the development of work in art and design. A small amount of work is undertaken in other subjects, for example writing about ancient Egypt in history and the pupils make some use of digital cameras to record their work. The limitations created by the inefficient Internet connections reduce the opportunities for the pupils to carry out research.

HUMANITIES

Too little work was seen in **history** to make an overall judgement on provision. However, discussions with pupils and an analysis of their work indicates that standards are broadly average by the end of Year 2 and Year 6.

Geography

Provision for geography is **satisfactory**.

Main strengths and weaknesses

- Pupils are interested in geography and keen to learn.
- Leadership and management of the subject are unsatisfactory because there is insufficient monitoring of teaching, learning and standards.
- More able pupils do not achieve as well as they could.
- There are no whole school assessment procedures in place linked to national curriculum requirements to ensure pupils make sufficient progress.

Commentary

82. From the evidence of two lessons, examining pupils' work, and from discussions, standards are broadly similar to that expected by the age of seven and 11. Achievement for most pupils, including those identified as having special educational needs, is satisfactory overall, although higher attaining pupils do not do as well as they could.
83. By the end of Year 2, pupils have a satisfactory awareness of their local area and their journey to school. They recognise significant features and draw a map from their home to school. They understand the difference between different types of homes, such as bungalow, detached, semi-detached and terrace. They know that fruits, such as oranges and bananas grow in different parts of the world and have to be transported to this country. By the end of Year 6, pupils have a clear understanding of the water cycle and how rivers are formed, identifying significant features such as source, meander, tributary and estuary. They know about important mountain ranges and where they are located in the world. Pupils are keen to learn

about other countries and can make links between their way of life and that of others. For example, in Year 3, pupils identify the effect of tourism on the economy of a Greek holiday resort. Year 5 pupils compare their own locality with Plymouth and with Darwin in Australia. Most pupils enjoy geography lessons and work well during group activities, displaying very good relationships. The subject promotes social and cultural development well.

84. The quality of teaching is satisfactory overall. Although teaching in the two lessons observed was good, this is not reflected in pupils' workbooks across the school. Teachers have secure subject knowledge and planning is satisfactory. In lessons seen, they manage pupils well so that behaviour is good. However, work samples indicate pupils usually undertake the same tasks with little attention given to the range of pupils' abilities, so that higher-attaining pupils are not sufficiently challenged. There is limited written evidence in some year groups and an overuse of worksheets, which provide insufficient challenge. Skills of writing and spelling are not as good as they should be and there is underachievement from higher-attaining pupils. Teachers' expectations are not always high enough in what pupils should be achieving. Marking does not provide pupils with guidance as to how they can improve and there is evidence of incomplete and untidy work. The use of computer technology for research is evolving well.
85. The leadership and management of the subject are unsatisfactory because there is no rigorous monitoring of teaching, learning and standards or that the planned curriculum is delivered with sufficient depth and rigour. Whole-school assessment procedures have still to be developed to ensure pupils are developing the necessary skills and knowledge.
86. Although improvement since the last inspection has been satisfactory overall, weaknesses identified at that time in the use of assessment still exist.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Too few lessons were seen in **music and art and design** to make a judgement about the overall provision. However, discussions with the staff and pupils show that the subjects are covered in appropriate depth. In **music**, pupils are given the opportunity to learn to play a range of musical instruments through the services of the peripatetic staff. The pupils sing tunefully during assemblies and concerts are well supported by the parents. One lesson was seen in **art and design**. However, from work on display and a developing portfolio of work, standards are satisfactory by the end of Year 2 and Year 6. There are very good displays showing work linked to other artists such as David Hockney and Charles Renne McIntosh. The scheme of work developed by the subject co-ordinator, enables pupils to explore all aspects of art and design and includes oil painting, mosaics, three dimensional collage as well as print making and patterns. Pupils are enthusiastic about their art and in the one lesson seen in the special unit, pupils worked with fruit to produce very effective collages as well as observational drawings using charcoal.

Design and technology

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- There is a good range of activities planned for the subject.
- There is insufficient challenge for the more-able pupils.
- There is insufficient reference in teaching to planning a design.
- Teachers are developing a portfolio of work to show standards.

Commentary

87. Overall, standards are broadly in line with national expectations by the end of Year 2 and Year 6. In the lessons seen, pupils were motivated and on task, however, the more able did not make sufficient progress due to the lack of challenge. In a good lesson, good teaching ensured that the more-able pupils made progress during the lesson. However, this was not the case in the analysis of work seen and during a Year 5 lesson. Pupils worked well independently when making a Fruit Salad in Year 1.
88. A portfolio of work showed a wide range of work in design and technology. Pupils have been involved in all aspects of the National Curriculum, with skills being well developed through a range of activities.
89. Pupils' skills have been well developed in working with tools but less so in planning and developing ideas sufficiently and, in particular, evaluating refinements as a lesson progresses.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is good.
- Teachers plan interesting lessons and pupils enjoy taking part in them.
- The extra-curricular activities make a valuable contribution to the subject.
- In lessons, the teachers evaluate good examples of movement and skills with the pupils.
- There is no recorded assessment in the subject to help teachers plan work that challenges all pupils.

Commentary

90. Three lessons were observed, two in gymnastics and one in games. The pupils achieve satisfactorily and attain standards that are broadly average by the end of Year 2 and Year 6. Records show that standards are satisfactory in swimming, and most pupils swim the distance expected for this age group.
91. There is a satisfactory curriculum, which provides for the progressive development of a wide range of skills in all areas of the subject. Teachers have secure subject knowledge and use it well to provide interesting and enjoyable lessons. As a result, most pupils behave well, concentrate hard and produce good quality agile movements. Teachers have high expectations and set appropriate challenges for the pupils and in most lessons they evaluate good examples of movement frequently, in order to help pupils to improve their standards still further.
92. The leadership and management of the subject are satisfactory. These provide for a good curriculum and good resources but there is no whole-school system of assessing and recording pupils' progress. Extra-curricular activities enrich learning well. The pupils play competitive games including football, rugby and softball and coaches from local clubs support the school well.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for the pupils' personal, social and health education (PSHE) is **good**.

Main strengths and weaknesses

- The subject is well led and managed.
- There is a well-run school council, which helps pupils to understand citizenship.

- The school is good at promoting personal and social development in all aspects of school life.
- The school needs to continue to review the school's scheme of work to ensure that it continues to be effective.
- There is insufficient monitoring and evaluation of the pupils' personal, social and health education.

Commentary

93. This area of the curriculum is promoted well throughout the school. Not only through planned sessions but also by all staff during the school day. Lessons are well planned and in a good lesson pupils' feelings were fully explored in an interesting and motivating way. A good feature of another lesson was the value put upon pupils' opinions. The pupils contributed well and circle time was used effectively to understand the roles of various groups in the community.
94. The whole-school curriculum plan includes good provision for PSHE and is being revised to include drugs and sexual relationships as well as the role of citizenship. Pupils are also well supported in road safety and keeping healthy. In Year 6, pupils are also supported in the transition from Primary to Secondary school through the PSHE scheme of work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	4

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	2

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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