

INSPECTION REPORT

ASHLEIGH PRIMARY SCHOOL

Darwen, Lancashire

LEA area: Blackburn with Darwen

Unique reference number: 119200

Headteacher: Mrs C Henderson

Lead inspector: Mr A Margerison

Dates of inspection: 11 – 13 October 2004

Inspection number: 266325

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:	Foundation
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	238
School address:	Ross Street Darwen Lancashire
Postcode:	BB3 2JT
Telephone number:	01254 703171
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Appropriate authority:	Governing body
Name of chair of governors:	Mr P Lamster
Date of previous inspection:	24 May 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in Darwen in Lancashire. The locality is primarily an area of private housing, and most of the pupils live close to the school. However, it is a popular school and a few pupils are brought to the school by their parents from the surrounding area. Although pupils' backgrounds vary, overall their socio-economic circumstances are average. There are 238 pupils on roll aged between four and 11 years. Most of the pupils have some experience of education before they join the school, many at the local pre-school nearby. Overall, the number of pupils who join and leave the school during the school year is slightly below average. When children start school, their attainment varies from year to year but overall it is close to that which is typical for their age. The proportion of pupils eligible for free school meals is below average. The proportion of pupils with special educational needs, mainly for moderate learning difficulties, is below average, although there are a small, but significant number of pupils who have specific learning difficulties. There are an above average proportion of pupils with a Statement of Special Educational Needs. The majority of pupils are of white-British origin and number of pupils from minority ethnic backgrounds is very small and no pupils have English as an additional language. The school was awarded the School Achievement Award in 2003 and is involved in several other initiatives including Excellence in Cities, the Primary Leadership scheme for Primary Schools and the Local Education Authority (LEA) Learning Network Community.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21666	Mr A Margerison	Lead inspector	English Geography History Special educational needs
32678	Mrs K Dodd	Lay inspector	
29261	Mrs P Ward	Team inspector	Mathematics Information and communication technology Design and technology Music Religious education
30691	Mrs K Yates	Team inspector	Science Art and design Physical education Areas of learning in the Foundation Stage English as an additional language

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Ashleigh Primary School is a **good school** providing good value for money. Due to the good quality of teaching, pupils of all abilities achieve well.

The school's main strengths and weaknesses are:

- pupils achieve well to reach good standards in English and science by Year 6;
- the headteacher has a very clear vision of the future development of the school;
- teachers' marking does not consistently reflect the objectives of lessons or involve pupils in reviewing and setting their own targets for learning;
- pupils develop positive attitudes to school and behave well;
- teachers' planning, particularly in mathematics, does not consistently ensure that pupils of all abilities are fully challenged;
- pupils are provided with a good curriculum that is significantly enhanced by very good links with the community;
- teaching assistants make a very important contribution to the development of pupils' personal skills and achievement;
- there are no systematic procedures to involve parents in the development of the school.

The school has made steady improvement since the last inspection. The curriculum has improved well, particularly in the provision for information and communication technology (ICT) and the opportunities that pupils have to conduct investigations in science. Subject leaders have clear roles and are involved in planning school priorities for improvement. However, assessment procedures do not routinely involve all teachers in evaluating the progress that pupils are making or involve them in setting learning targets for individual pupils. There is still no separate outdoor provision for children in reception to practise and develop their physical skills. However, the school has plans in place to address this in the immediate future.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	A	B	D
mathematics	B	B	A	C
science	C	A	A	B

*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.*

Pupils of all abilities, including those with special educational needs, achieve well as they move through the school. In reception, children achieve well to exceed the goals that they are expected to reach in their personal and social development, knowledge and understanding of the world and their creative development. Children achieve satisfactorily in the other areas of learning so, with the exception of a few children with special educational needs, they all reach standards that are at least in line with those expected. In the 2004 national tests for pupils at the end of Year 2, when compared with all schools nationally, the school's results in reading and writing were well above average and above average in mathematics. When

compared with similar schools the results were average in reading and mathematics and above average in writing. Inspection evidence shows current pupils in Year 2 are achieving well to attain good standards in reading, writing and mathematics. In the 2004 national tests for pupils in Year 6, standards in English were below average when compared to similar schools. However, this reflected a few pupils who

reached the higher than expected level in mathematics and science that just missed reaching this level in English, particularly in the writing element of the tests. For pupils in the current Year 6, inspection evidence shows that in English and science, pupils are achieving well to reach good standards. However, in mathematics achievement is satisfactory and standards are in line with those expected. Pupils achieve satisfactorily in religious education and in information and communication technology to attain standards that are in line with those expected by Year 6. In music, pupils achieve well to reach standards above those expected. Insufficient evidence was available to enable judgements on standards or achievement to be made in any other subjects.

Pupils' personal qualities, including their moral and social development are good. Pupils have positive attitudes to school and behave well. Attendance is above average and punctuality is very good. Provision for pupils' spiritual and cultural development is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good, with a substantial proportion of teaching that is very good, particularly in Years 1 to 6. Teachers have good subject knowledge and, where it is available, use information and communication technology well to help pupils learn. Throughout the school, support staff make a very important contribution to pupils' learning. In lessons they help ensure pupils, particularly those with special educational needs are fully involved in activities. In small groups they are well prepared and have a clear understanding of their role. A significant strength of the teaching is the very high expectations that teachers have of pupils' behaviour and how they encourage them very effectively to take part in lessons. At the start of most lessons teachers make sure pupils know what they will be learning about. They use questions well in whole class discussions to challenge pupils and to extend their understanding. However, individual activities, particularly in mathematics, do not always reflect the range of different abilities in the classes and teachers' marking is inconsistent in helping pupils know how well they have done in particular lessons. In addition, teachers are not routinely involved in setting specific targets for pupils. As a result, pupils are not always clear about what they are aiming to learn next. The curriculum is good and significantly enhanced by the very good range of activities after school, visits and visitors. This reflects the very good links that the school has established with the local community. These activities are available to all pupils and the proportion that takes part is very high. Relationships between pupils and adults are very good so that pupils, including those with special educational needs, are well cared for and supported.

LEADERSHIP AND MANAGEMENT

The school is well led and managed by the headteacher and governors. The headteacher has a very clear vision for the school and high aspirations for its future. She has recently restructured the senior management team and put into place systems to involve all staff in the development of the school, but these have not yet had enough sufficient time for them to have a significant effect on the direction of the school or its development. Governors have a clear understanding of the strengths of the school and the challenges it faces in the future. They challenge the leadership constructively and are prepared to take difficult decisions to maintain the quality of education despite significant financial constraints. They ensure that the school fulfils its legal responsibilities satisfactorily.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school, but a significant proportion does not feel they are sufficiently involved in the development of the school. This reflects the lack of formal systems to canvas their views and opinions on proposed changes to school procedures. Pupils also have positive views about their school and the School Forum ensures they have a strong voice in school.

IMPROVEMENTS NEEDED

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

- ensure teachers' marking clearly identifies how well pupils have done and develop procedures to routinely involve them in setting and reviewing targets for learning with pupils;
- ensure that teachers' planning consistently challenges all pupils of all abilities;
- introduce formal procedures to involve parents in the development of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

From when they start school in reception, pupils, including those with special educational needs, achieve well as they move through the school. As a result, standards in Years 2 and 6 are above those expected.

Main strengths and weaknesses

- Pupils achieve well to reach good standards in reading and writing and mathematics in Year 2 and good standards in English and science in Year 6.
- Pupils with special educational needs achieve well throughout the school.
- Pupils do not achieve as well as they could in mathematics in Years 3 to 6.
- Children in reception achieve well in their personal and social development.
- Achievement in music is good so standards are above those expected by Year 6.

Commentary

1. Children start in reception with levels of skills that are broadly typical for their age and most have pre-school experience. Overall, they achieve satisfactorily in the first year in school so that most children reach at least the expected levels by the end of reception in all areas of learning. The school has sound procedures to help the children settle into school so they quickly learn how to behave and the routines of the class. As a result, children make good progress in developing their personal and social skills and achieve well in their first year in school in this area of their learning with the majority exceeding the expected levels. In addition, teachers and support staff work effectively together to provide a broad range of activities that enable children to achieve well in developing their skills and understanding in their knowledge and understanding of the world and in their creative development. However, the lack of detailed methods of assessing children's progress in their language, literacy and mathematical development results in their achievement being satisfactory. Children's achievement is satisfactory in their physical development.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.1 (16.5)	15.8 (15.7)
writing	16.2 (15.6)	14.6 (14.6)
mathematics	17.3 (17.6)	16.2 (16.3)

There were 33 pupils in the year group. Figures in brackets are for the previous year

2. Overall, children have a secure foundation on which to build in Years 1 and 2 that contributes directly to their very good results in the national tests in Year 2. Although the school's results have been consistently well above average in reading, writing and mathematics, the trend in the school's results is below the national pattern. The results in 2004 were better than the previous year when the school gained the School Achievement

Award. The results in reading and writing were well above the national average and in mathematics above average. However, when compared with similar schools, although the results were above average in writing, they were average in reading and mathematics.

Inspection evidence shows that that pupils are achieving well in Years 1 and 2. As a result, pupils in Year 2 are well placed to maintain these good standards in reading, writing, speaking and listening and mathematics. Pupils are also achieving well to reach standards above those expected in music.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.7 (29.3)	26.9 (26.8)
mathematics	28.7 (28.1)	27.0 (26.8)
science	30.6 (30.7)	28.6 (28.6)

There were 35 pupils in the year group. Figures in brackets are for the previous year

- Overall, standards in Year 6 are similar to those seen at the time of the previous inspection. The school's results in national tests in English and mathematics have been consistently above average and well above average in science, although the trend in the school's results for pupils in Year 6 is below the national pattern. In 2004, when compared with all schools they were above average in English and well above average in mathematics and science. However, when compared with similar schools, although the results were average in mathematics and above average in science, they were below average in English. This apparent fall in standards in English from 2003 when they were above average, generally reflects variations in the pupil groups. However, it was directly due to the lower proportion of pupils who reached the higher than expected levels compared with mathematics and science. In particular, few pupils who gained the higher than expected level in writing at the end of Year 2 reached a similar level in Year 6, although most missed this by only a few marks.
- For pupils in Years 3 to 6, inspection evidence shows that pupils are achieving well in English and science and are well on course to reach good standards by the end of Year 6. However, in mathematics, due to teachers' inconsistent use of varying activities in lessons, pupils, particularly the more able, are achieving satisfactorily and standards are in line with those expected. There is no difference between the achievement of boys or girls. However, pupils with special educational needs achieve well due to the effective way that teachers plan activities for them in lessons and the good support they receive from classroom assistants.
- In other subjects, pupils achieve satisfactorily in religious education to reach standards in line with those expected and in information and communication technology (ICT). Although, standards in ICT are not as good as at the time of the last inspection, the school has invested heavily in new computers and software and has done well to ensure that standards are in line with those expected, despite rapidly changing demands and technology. In music, due to good teaching, pupils achieve well to reach standards above those expected.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are **good**. Pupils' attendance is above average. They have positive attitudes to school and behave well. Pupils' punctuality is very good. Pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Pupils are very interested in school and in the activities it provides.
- As pupils move through the school they become very good at taking responsibility.
- Relationships between most of pupils are very good.
- The school has very high expectations for pupils' behaviour and conduct so they develop a clear understanding of what is right and wrong.
- Provision to reflect upon and to develop pupils' understanding and knowledge of the daily lives of other cultures is not sufficiently threaded through the work of the school.

Commentary

6. From discussions with pupils and according to parents, most pupils are very keen to attend school and are punctual. The school office staff are very vigilant in ensuring that staff complete registers accurately and follow up any unexplained absences quickly. The school has established very good procedures to promote and encourage pupils to attend. As a result, attendance is above average and the school is well supported by parents, most of whom ensure that their children attend school as much as possible. However, the school is not complacent and has identified maintaining attendance as a main priority area for improvement to try to reduce the number of parents taking pupils out of school for holidays in term time.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.1

Unauthorised absence	
School data	0.1
National data	0.4

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

7. At the time of the last inspection, behaviour was a strength of the school. The inspection team agree with most parents that this is still the case, particularly in lessons and when pupils are supervised around the building. Teachers have very high expectations of behaviour and reinforce them consistently in lessons. The school's high expectations of behaviour are also clearly set out to parents in the school prospectus and through the 'High-five' pupil expectation charts displayed around school. As a result, most pupils develop a very clear understanding of what is right and wrong. This is reflected in the lack of any exclusions in the last year. However, pupils' own views are not so positive about behaviour with a significant proportion across the school having reservations. From talking to pupils, this mainly reflects the behaviour of a few pupils at lunchtime and playtime in the schoolyard whose activities are boisterous and highly charged. The fact that pupils of all ages play together in the yard with several ball games going on at once also contributes. However, during the inspection one Year 6 pupil and the School Forum came up with a plan to introduce more control and management to these games. This reflects how, as pupils move through the school, they learn that they all have a responsibility to the orderly running of the school and that their views are important and valued by teachers.
8. The school makes good provision to develop pupils' moral and social development. Parents are also very pleased with the way that the school develops pupils' personal skills and helps them grow in maturity and self-esteem. This reflects the fact that from the reception class upwards there are increasing opportunities for pupils to take responsibility for jobs around school so, by Years 5 and 6, pupils have a very clear understanding of how they can contribute to the school community. For example, a group of pupils run a school stationery shop under the guidance of the headteacher. Pupils are also taught how to work constructively with each other, to take turns and to respect the views of others. All staff

reinforce these skills consistently by providing many opportunities for pupils to work with each other in lessons and to discuss issues about relationships in personal, health and social education and religious education lessons. As a result, relationships between pupils are very good. However, provision to develop pupils' spiritual and cultural development is satisfactory. Pupils learn about different religions and cultures and have benefited from links with another local school with a broad range of different cultures represented among its pupils. However, these opportunities tend to be linked to specific subjects and are not consistently threaded throughout the work of the school. Similarly, although there are good opportunities for pupils to reflect upon the lives and troubles of other people in assembly, there are missed opportunities in lessons for pupils to reflect upon and compare the lives of other people with their own.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education, founded on effective teaching, is **good**. The curriculum is **good** and very well enriched by activities out of lessons, visits and visitors. Links with the community are **very good**.

Teaching and learning

Teaching and learning are **good**. Assessment is **satisfactory**.

Main strengths and weaknesses

- Teachers place a very high priority on encouraging pupils and involving them in lessons.
- The deployment of support staff and the contribution they make to pupils' learning is very good.
- Teachers' marking does not consistently reflect the objectives of lessons or involve pupils in reviewing and setting their own targets for learning.
- Teachers' planning is not consistent in ensuring that the activities in lessons, particularly in mathematics, fully challenge pupils of all abilities.
- Teachers in all classes manage pupils very well and insist on high standards of behaviour.

Commentary

9. Overall, teaching is good and leads to good learning. The standard of teaching is very similar to that seen at the time of the previous inspection. Considering the different demands placed on teachers since then, such as the introduction of the national strategies for literacy and numeracy and the increased use of ICT in lessons, this reflects the good leadership of the school.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (29%)	19 (56%)	5 (15%)	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. Although, during the inspection, teaching in reception was frequently good, over time teaching and learning are satisfactory. Teaching of children's personal skills is good and based on very strong relationships between children and adults and teachers' very high expectations of children's behaviour. As a result, children learn how to behave well and

respond very positively to each other and adults when they are working together as a class or in small groups. Teachers' planning of activities to develop children's knowledge and understanding of the world and their creative development is also effective. A good range of interesting

activities stimulates and motivates children so their curiosity is captured, they concentrate hard and apply themselves well to the tasks they are given. Classroom support staff make a very important contribution to these aspects of children's learning by working with groups and individuals, encouraging them to talk about what they are doing and gently prompting them to extend their understanding. However, the school does not have any systems in place to track the development of reception children's learning as the year progresses so teachers are not clear exactly what children know and what they need to learn next. As a result, activities in literacy and mathematics do not consistently challenge all children which limits the pace of their learning and their achievement in these two important areas of learning as they move through the year.

11. Teaching and learning in Years 1 to 6 is good with the strengths of the teaching seen in the reception classes mirrored throughout the school. Teachers have very high expectations of pupils' behaviour and reinforce them very effectively. As a result, behaviour is good and a positive learning environment is the norm. There are a few pupils who find behaving well difficult, but teachers are very skilled at dealing with potentially inflammatory situations so that no pupil's learning is affected. Clear explanations and explicit instructions mean that pupils are very clear what is expected of them and, at the start of most lessons, teachers make it clear to pupils what they are aiming for in the lesson so they understand what they are learning about. Teachers also make very good use of classroom assistants, mainly to work with lower ability pupils and those with special educational needs. In most lessons, the classroom assistants work very effectively with these pupils, prompting them in discussions and helping them to complete their written tasks. Occasionally, during whole class discussion, support staff do not have a clear role, but this is the exception rather than commonplace. In addition, in some lessons in English and mathematics, teachers plan specific activities for pupils with special educational needs that are linked directly to the targets in their individual plans. As a result, these pupils achieve well relative to their ability and are generally fully included in all lessons and activities.
12. This is not consistently the case for more able pupils, particularly in mathematics. As is the case in most lessons, teachers use questions well in whole class parts of lessons to target pupils of different abilities and ensure that all pupils are involved and challenged by the activities. They also follow up initial questions well to check pupils' understanding and to push more able pupils to extend their understanding. However, individual activities are not consistently well planned. Teachers make extensive use of a commercial scheme, but do not supplement these materials enough. As a result, there is insufficient variation in the activities so that pupils are not always fully challenged by their work. They achieve satisfactorily because of the effective teaching in the whole class parts of lessons and the effective use of the interactive whiteboards in lessons by teachers which ensures pupils develop their skills at a steady pace. However, there is scope for them to make more progress, particularly in their ability to use and apply their skills to solve problems.
13. The school has developed good procedures to assess the progress that pupils are making, particularly in English, mathematics and science at the end of each year and is beginning to analyse tests carefully to identify specific areas of weakness to work on. However, these procedures are not fully in place across all subjects, in for example, ICT. As a result, teachers do not always have sufficient information to ensure that pupils are being fully extended by the tasks they are set. This is particularly important in ICT since much of the teaching takes place in the ICT suite by a specific teacher who does not necessarily have the background knowledge of each pupil to provide a variety of tasks in

these lessons closely matched to individual pupils' skills. As a result, although the teacher uses the resources well and has a very good relationship with pupils of all ages, much of the work in these sessions tends to be very similar and pupils are given more or less help depending on their ability rather than varying the tasks in the lessons. In addition, the school does not make sufficient use of the assessment information to track the progress of pupils through the year so that

teachers are not able to discuss systematically with pupils what they need to learn next or to link their marking of work to these targets. As a result, marking is frequently rather general and does not clearly identify for pupils how they can improve their work. Teachers use homework satisfactorily to support the work that pupils do in lessons and parents are happy with the amount they get, but as pupils get older, teachers do not always provide different homework for pupils of different ability and miss opportunities to extend and develop pupils' skills.

The curriculum

The curriculum is **good**. The opportunities for enrichment are **very good**. Accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The range of activities outside of lessons is very good and a very high proportion of pupils take part.
- Provision for pupils with special educational needs is good.
- Provision for pupils' personal, social and health education is good.
- Access for children in reception to the full range of outdoor activities is limited.

Commentary

14. Recently, the school has altered the times of the school day so the teaching time in all year groups is in line with the national recommendations. As a result, school's commitment to ensuring pupils are provided with the experiences they need in order to develop their own skills and aptitudes is fulfilled well. This is also reflected in teacher's careful planning which ensures full coverage of the National Curriculum and the locally agreed syllabus for religious education. As a result, pupils experience a good, broad, balanced and relevant curriculum based on the recommended programmes of study and the Early Learning Goals for children in reception.
15. The provision for pupils' personal, social and health education is a particular strength of the school. The staff responsible for this area of the school's work have put a huge amount of work into establishing a whole school scheme of work and a consistent approach so that pupils' skills and understanding develops gradually as they move through the school. This programme makes a very significant contribution to the very good relationships and pupils' good personal skills seen throughout the school during the inspection. Pupils are able to discuss and learn about issues surrounding sex and drugs education along with other aspects of health education. However, the co-ordinators want to develop the provision further and is currently working on the application for the Healthy Schools Award and extending the schools' work on sex and relationship education.
16. Similarly, the provision for pupils with special educational needs is good. The provision fully meets the guidance in the Code of Practice and is based firmly on ensuring that pupils, including those with emotional and behavioural difficulties, are provided with the support they need. The school provides a good balance between supporting pupils in class and in small groups. Pupils' individual plans have clear targets that teachers and support staff use to plan the work for pupils that ensures they make good progress. These are reviewed regularly, but only those pupils with a statement of special educational needs are systematically involved in setting and reviewing their targets.

Procedures to involve all pupils identified with special educational needs are in the early stages of development.

17. The school makes very effective use of external agencies such as the music service, Blackburn Rovers Football Club and the local library service, to enhance learning that broadens the curriculum beyond that normally seen. For example, during the inspection, a

representative from a local organisation provided a 'Tudor' theme day for pupils in Year 4. This was an excellent day and really brought the period to life for pupils through music, dance, drama and creative activities. In addition, there is a good range of different extra-curricular activities in which many pupils take part. These cater very well for those pupils who are not necessarily academic, and cover sports, music, computers, modern foreign language and the arts. The school makes every effort to ensure that all pupils have a chance to take part and achieve success for themselves. For example, more than half of the pupils in Years 3 to 6 take extra music lessons in brass, woodwind, guitar or keyboard. The school is also used by the LEA Music service as the venue for the orchestra and choir and many pupils from Ashleigh Primary School are involved.

18. The school has improved its resources well since the last inspection, particularly in ICT. The computer suite is now well equipped and most of the classrooms in Years 3 to 6 have interactive whiteboards and projectors for teachers to use in lessons. These are generally used well with the deputy headteacher particularly adept at using this resource in his teaching to capture pupils' attention and to present tasks to pupils. However, there is no separate outside area for children in reception, which puts heavy demands on staff to ensure supervision is good enough because children cannot be left to work outside without the constant presence of an adult. The school has plans in place to address this in the very near future.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety is **good**. Support and guidance for pupils are **satisfactory**. The school has **good** procedures to involve pupils in the work of the school.

Main strengths and weaknesses

- Relationships between adults and pupils are very good.
- The day-to-day care of pupils is good.
- The monitoring of health and safety procedures and practices is not consistently rigorous enough.
- There are no systematic procedures to involve pupils in setting their own targets for learning.
- The school forum is a good voice for pupils' views and respected by the school.

Commentary

19. The school has good policies in place to ensure the health and safety of pupils and, on a day-to-day basis, the care of pupils is good. Parents are confident that their children are cared for well. The school has a satisfactory policy with regard to pupils' use of the Internet and procedures to record accidents, child protection and other events are effective. However, the implementation monitoring of the health and safety procedures, particularly those contracted out to external companies, is not rigorous enough to ensure that procedures are consistently followed. Whilst this does not necessarily put the safety of pupils immediately at risk, it is important in the long-term that these procedures are followed as closely as possible.
20. Lunchtime supervisors and support staff have very good relationships with pupils, and as a result, pupils feel confident that if they have a problem, there is an adult that they can go

to for help and support. However, the school does not have systematic procedures in place to monitor the personal development of pupils and to ensure that they have regular opportunities to discuss how they are getting on, both personally and academically with a responsible adult. This reflects the lack of systematic procedures to involve pupils in setting their own targets for learning.

21. The school fully values the views of pupils and has established good procedures to involve them in its work. The School Forum is organised by the pupils themselves, under the strong direction of a very articulate and well-organised Year 6 pupil. He has a clear understanding of the role that the School Forum plays in the school and ensures that its work is focused and effective. Consequently, the School Forum has made significant contributions to several aspects of the school's work, such as the organisation of activities at lunchtimes and represents the views of pupils well.

Partnership with parents, other schools and the community

The school has established **satisfactory** links with parents. Links with the community are **very good** and with other schools are **good**.

Main strengths and weaknesses

- Links with local businesses are very good and enhance pupils' learning.
- There are no systematic procedures to involve parents in the development of the school.
- The school has established good educational links with other school in the area and farther afield.
- Annual reports to parents on pupils' progress do not identify consistently what they need to learn next.

Commentary

22. The school has worked hard to develop its links with the local community since the previous inspection. These links are now wide ranging and have had very positive effect on the quality of education it provides for pupils. The school takes part in local events and uses the community for visits to help pupils learn about their local heritage, in particular the textile industry, as do most schools. However, it is the extensive links with local business that are a notable feature of the school that distinguishes it from the majority of other schools. These links have resulted in members of the local businesses working in and out of school with pupils and providing funding for school resources, including ICT. In addition, very good links with the police, fire service and a road safety organisation contribute significantly to the provision for pupils personal, health and social education. Pupils have also worked within community to come up with plans to reduce traffic and pollution problems outside of school at the beginning and end of school.
23. The school communicates with parents through a broad range of different methods such as newsletters and curriculum information. There are examples of good practice such as the website that provides good information to parents and the school prospectus gives parents very good guidance on how they can help their children at home with reading. However, the quality of the information to help parents really to know what their children will be learning about is variable between classes with some very clear examples, but others are vague and not specific enough. In addition, pupils' annual reports do not consistently detail how well they are doing against expectations and targets are generally too vague to help parents understand how their children are getting on. As a result, a small proportion of parents do not feel that they know enough about their children's progress, but more significantly, a substantial proportion do not feel that they are sufficiently involved in the work of the school. This also reflects the fact that the school does not have systematic procedures in place to canvas parents' views or consult them on possible initiatives or changes to school procedures. Consequently, although these changes are carefully planned to improve standards and the quality of education for pupils by ensuring that the school fully meets its statutory responsibilities to provide a broad

and balanced curriculum, misunderstandings and misconceptions have arisen which have had an adverse effect on how a significant group of parents view the school and what it is trying to achieve.

24. The links the school has established with other schools in the area make a good contribution to pupils' learning. For example, the school is involved in the Blackburn and Darwen learning network, which gives pupils opportunities to mix with pupils from other schools, including those with broader cultural diversity among its pupils. This helps pupils develop a better understanding of the daily lives of people from other cultures and backgrounds. In addition, the school has been part of a national research project studying different ways to teaching and learning and the headteacher is very involved in the local school cluster group that shares good practice between schools. Teachers' skills in using ICT in lessons have developed well as a result.

LEADERSHIP AND MANAGEMENT

The school is **well led and managed**. Governance of the school is **good**. The headteacher's leadership of the school is good. She is well supported by senior managers who share her very clear vision for the school. Consequently, the school is well placed to improve the quality of education by making the best use of the wide experience of the staff despite the financial pressures caused by high staffing costs.

Main strengths and weaknesses

- The headteacher has very high aspirations for the school.
- Senior staff are committed to improving the quality of education provided for pupils and are good examples for other staff and pupils through their own teaching.
- Governors have a good understanding of the strengths and weaknesses of the school and by challenging senior staff, help shape the direction of the school well.
- Financial management of the school is good.
- Recently introduced systems to involve all staff in the development of the school have not yet had time to ensure all staff feel fully involved in its work.

Commentary

25. The headteacher has been at the school for one year and in that time has developed a very clear understanding of the strengths of the school and what needs to be developed to improve it further. She has very high aspirations for the school, works with a clear sense of purpose and has introduced effective self-evaluation procedures based on the observation of lessons and the careful analysis of assessment data from national tests. As a result, the school improvement plan clearly and accurately identifies its priorities for development and is linked to financial planning and methods as to how its success will be measured.
26. The headteacher is very involved in the national Primary Leadership Training Programme and has been the main driving force behind a number of initiatives designed to make school improvement planning focussed on raising standards and developing the role of subject leaders to make the best use of the considerable expertise among the staff. For example, the senior leadership team was reconstituted recently to involve senior staff drawn from across the school with an enhanced role for the deputy head teacher, who has many years experience in the school. Performance management and staff development systems are in place for all staff, although those for support staff are, at present, more informal than for teaching staff, and support staff have a monthly meeting with the headteacher to discuss their role. As a result, there is a clear structure to involve all staff, including support staff in the development of the school. However, at the time of the inspection, these systems had not had sufficient time to become fully embedded as

an integral part of the school's procedures so there were a few staff who did not feel they had been fully involved in its work. However, given the new systems in place, the skills of the senior staff who support the headteacher well and are good role models for their colleagues, the school is well placed to build on its strong community spirit.

27. Due to the effectiveness of the school's self-evaluation procedures, governors have a good understanding of the work of the school and ensure that the school meets its legal responsibilities, including the promotion of its race equality policy. They are provided with reports from the headteacher to each meeting, but also receive written reports and presentations from subject leaders describing what they have done towards achieving the targets in their own subjects. As a result, they are able to make decisions regarding the future development of the school from a well-informed position. The governors do challenge the school leadership to justify and explain the purpose of specific initiatives, such as the recent changes to the school day, and, consequently, make a good contribution to the development of the school. They are also prepared to take difficult decisions to secure the future financial security of the school and to ensure that the school gets best value from its spending. This is particularly important because the school has very high staffing costs, primarily due to the experience of the staff, which contributed directly to the small overspend in 2003/04. Governors have acted effectively to reduce staffing costs, but this does mean that funds available to support developments, such as the expansion of ICT resources are limited and have to be allocated carefully and the effect of any spending evaluated.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	624,436
Total expenditure	656,797
Expenditure per pupil	2,796

Balances (£)	
Balance from previous year	32,233
Balance carried forward to the next	(127)

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

On entry to school, attainment of the majority of children is at the expected level. Achievement overall is satisfactory and by the end of the year most children reach the expected standards in all areas of learning and a significant number will exceed these levels. In their personal social and emotional development, knowledge and understanding of the world and creative development, children achieve well and most children exceed the expected levels.

Overall, teaching and learning are satisfactory and they are good in developing children's personal, social and emotional development and knowledge and understanding of the world and creative development. Teachers and the teaching assistants work well together and are good role models to children. The curriculum provided is satisfactory and meets the requirements of the most recent national guidance. However, there are no clear or comprehensive systems to monitor children's learning to give an instant overview of their progress. As a result planning does not consistently identify the small steps in learning which individual children need to learn next and the mix of teacher-led activities and individual activities that children choose to do is not always correctly balanced. The resources available for teachers and children are good, but there is no separate outdoor area for children to use.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff enjoy very good relationships with children.
- Children's attitudes are positive.

Commentary

28. Teaching is good and as result, children achieve well. Teachers and support assistants provide good examples for children; they have high expectations of behaviour and relate very well to all the children who know the daily routines well and develop good levels of concentration. Children enjoy coming to school, and are confident and happy. Adults consistently encourage children to share and show consideration for others and are duly rewarded by the children who behave well, and respond positively to the caring ethos of the class. Resources are well prepared and all children show respect for school equipment. They learn to take turns and share and co-operate well when working on the computer, playing with construction equipment or in the role-play corner. All children are given due encouragement and praise to raise their self-esteem. The provision to develop their awareness of their own local heritage is good and children develop a basic awareness of different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children participate well in story activities.
- Planning is not always well matched to children's level of development.

Commentary

29. Teaching and learning in this area of learning are satisfactory. At this early part of the year, almost all children speak very clearly for their age and they enjoy listening to and joining in with stories, which are read with great expression by the teachers. More able children are confident to predict and answer questions while less able children are given more time to collect their thoughts. More able children recognise a few initial sounds of words and are beginning to recognise some familiar words and to write them legibly. The expectation in the first few weeks of their start in school is that children of average ability and the less able children should also be able to copy the writing of whole sentences is inappropriate. However, assessment of their needs is not well matched to the early steps in learning for children of this age so that individual activities in lessons are not consistently varied enough to match the broad range of abilities in the class. For example, some activities are too difficult for the less able whilst the more able are not always fully challenged and their skills extended. As a result, although the majority of children reach the expected levels by the end of the reception, children's progress is not consistent so their achievement is satisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of resources.
- Questions do not extend children's thinking.

Commentary

30. Teaching in this area of learning is satisfactory. The strengths that pervade all lessons such as high expectations of behaviour, the very good relationships between staff and children and the effective contribution by support staff to supporting groups of children are strong features. In addition, whole class discussions are lively and brisk. Resources are well prepared and they are colourful and engaging so that children enjoy using them. However, the lack of systems to track the progress of children as they move through the year means that staff do not have sufficient information to ensure that children are consistently challenged in group activities. For example, the more able children confidently count to 26 and many of them have the mathematical language to explain their findings clearly, but the questions posed by the teacher do not always encourage children to answer in full sentences so that they may be challenged at a higher level. As a result, although most children reach the expected levels by the end of the year, their achievement is satisfactory relative to their starting point.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities are interesting and stimulate children.

Commentary

31. The good teaching seen in this area is characterised by the good opportunities children have to use all their senses as they engage in a variety of exciting activities that increase their knowledge, and understanding of the world well. Less able children examine the colour of autumn leaves while more able children predict that plants need sun and light to help them grow. All children are keen to use the computer and many demonstrate a growing control of

the mouse when operating a program related to plant growth. In small groups children enjoy making raspberry buns with teaching assistants who promote their language, mathematical and physical skills well as they take turns to weigh and mix the ingredients. All the time adults explain clearly the changes that are taking place and children relish the taste of the finished product. As a result, children achieve well.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- A good awareness of exercise is promoted.
- The limitations of the outside accommodation restrict children's access.

Commentary

32. Teaching and learning are satisfactory so children achieve satisfactorily. Adults encourage all children to dress and undress independently and most are keen to do this and show increasing control over fastenings. In physical education lessons in the school hall teaching is good. Teachers promote the need to warm up before taking part in physical activities well and most children move freely and with confidence as they follow the teacher's good examples of stretching to make a variety of shapes. Those who are a little unsure are quickly supported by the teaching assistant who models movements well. The more able show a good sense of rhythm as they match movement to music and all children are respectful of using space sensibly. As at the time of the previous inspection, there is no separate outdoor area for children and facilities for outdoor activities continue to be limited to the school playground to which there is restricted access, particularly for older reception children. Although the school now has sufficient wheeled toys for children use to stimulate imaginary activity, there is still a shortage of large apparatus for children to develop their physical skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of activities is provided to develop creative skills.

Commentary

33. The good teaching is reflected in the many exciting opportunities for children to develop their imagination as they participate in role-play, which enhances their social and language skills. They are very happy to take turns in dressing up and using the gardening equipment from 'Percy's Hut'. Teaching assistants interact well with children when they construct a bridge to enact the 'Billy Goats Gruff' story and develop their language skills well. All children listen with enjoyment and respond well to the teacher who demonstrates clearly how to vary their singing voices when singing loudly or quietly in response to music. Instructions are clear and expectations are high so that children are fully involved and they achieve well in their attempts to clap and play rhythm sticks and shakers in time to songs and music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 are above the national average.
- Teaching is good and pupils achieve well.
- The support for pupils with special educational needs is very good.
- Pupils' attitudes to learning are very good.
- Management is good and is particularly successful in identifying areas for development and in adapting the curriculum to meet the school's needs.
- Assessment information is not always used well enough to assist pupils in understanding how they can improve.

Commentary

34. In 2004, test results for pupils at the end of Year 2 standards in reading and writing were well above the national average. When compared with similar schools performance in reading was average but in writing above average. There was no significant difference between boys and girls. In the 2004 test results in English for pupils at the end of Year 6, pupils' performance was above average. However, in comparison with similar schools, performance was below average. Although, this generally reflects variations between different year groups, it was directly due to the lower proportion of pupils who reached the higher than expected levels in the writing element of the tests who had done well in their writing tests at the end of Year 2. This had the effect of reducing the proportion of pupils overall who reached the higher than expected level.
35. Standards in Years 2 and 6 during the inspection week were good and similar to those of 2004. There is every indication that by the summer term of 2005, if the quality of teaching and learning is maintained, pupils are likely to attain as well in 2005, a significant number of pupils in Year 6 being likely to attain the higher level 5.
36. Standards in listening and speaking in Years 1 and 2 are above average. During lessons pupils listen carefully to adults. Year 2 pupils, when discussing their story plans, listened appreciatively to the ideas of others. Average and higher-attaining pupils used their use vivid imagination when creating the characters they wished to include in their work. Lower-attaining pupils used a narrower range of vocabulary. Pupils in Year 6 are confident and articulate. When commenting critically on the style and language of journalistic writing they used extensive vocabulary, for instance the words articles and features.
37. In Year 2 standards in reading are good. Average-attaining pupils read confidently from graded readers, using phonic, context and picture clues successfully. Higher-attaining pupils are independent readers and read extensively with understanding. As they move through the school pupils make good progress in their reading skills. This is because of the high emphasis placed on developing pupils' reading skills in small groups and individually and the increased range of books that the school has purchased. During carefully planned reading sessions, pupils are encouraged to read with appropriate

expression and their understanding is checked. Lower-attaining pupils and pupils with special educational needs receive additional guidance and encouragement from their teachers and teaching assistants to enable them to improve their skills and achieve well. Pupils are enthusiastic learners with positive attitudes to books. Year 6 pupils are competent readers. They are able to express opinions

on the work of authors. A good improvement since the last inspection is the relocation organisation and use of the school library. Pupils enjoy their library sessions and demonstrate good skills in locating and using information books. They are also adept in researching information.

38. Year 1 pupils can write simple sentences forming their letters correctly. They make good progress. In Years 2 and 6 standards in writing are good and pupils achieve well. Almost all Year 2 pupils write neatly in sentences, in joined script. When planning and writing their interesting stories, they use their good knowledge of letter sounds to spell out unfamiliar words. In Years 3 to 6, the average and higher-attaining pupils write imaginatively, using interesting language, including figures of speech such as similes, to enhance meaning. Analysis of pupils' earlier work shows teachers have high expectations of pupils' presentation so they make good progress in developing their handwriting skills. Pupils write with increasing length and for a good range of purposes, including letters, poems, imaginative stories and facts gained from research. Older pupils know the strategies to make their work interesting and are able to adapt their writing style to match the purpose, for instance the structural features of recounts and editorial skills. Average and above average pupils use a wide range of connecting words and effective describing words to maintain interest. Lower-attaining pupils do not develop their work to the same extent. Almost all pupils write in a well-developed cursive handwriting style. Spelling and punctuation, including speech marks and commas, are usually accurate.
39. The quality of teaching is good. Some very good specialist teaching was also seen in the older classes. A particular strength is the way in which the clear lesson objectives are shared with pupils at the start of lessons so that they know what is expected of them and what they are going to be learning. Group activities are especially well organised, with tasks matched very carefully to the needs of different pupils. Effective use of interactive whiteboards holds pupils attention and motivates them to read the texts. Teachers are skilled in using questions to help pupils think for themselves and encourage them successfully to extend their own ideas. Because of the teachers' very good knowledge of their needs and the very good quality support from teaching assistants, pupils with special educational needs make good progress towards their own targets and succeed well. The teaching of library skills is of a good standard and enables pupils to become confident independent learners. The skills sessions included in the literacy hour are taught particularly well, with high challenge, a very brisk pace and especially sharp focus. Homework is used well to increase spelling and reading skills. The very good attitudes of the pupils and their very good relationships with adults and other pupils have a significant effect on pupils learning.
40. The subject leader has a good overview of teaching and learning and the areas for improvement. Good assessment systems are in place to monitor the progress of pupils from year to year, but the use of the information to track the progress of individuals and of groups is in its early stages. As a result, there is inconsistency in the way the information gained is used constructively to set individual and group targets in reading and writing and to involve pupils in setting and reviewing their own targets for learning.

Language and literacy across the curriculum

41. Language and literacy skills are exploited effectively in other subjects. This enables pupils to extend their speaking, reading and writing skills. One such example being in

science lessons where pupils quickly record the results of their experiments. The use of information and communication technology in the subject has improved. Pupils often word process their work and research information connected to their studies.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Mental and oral work is taught well.
- Relationships in all classrooms are very good. Teachers work hard to raise self-esteem, and this helps pupils to become confident mathematicians.
- Activities in lessons are not consistently well planned to match the abilities of different pupils.
- There are not enough planned opportunities for the use of mathematical skills in other subjects.

Commentary

42. Standards in mathematics have been consistently well above the national average in recent years in Year 2 and above average in Year 6. However, they are not as strong when compared with similar schools. In 2004, they were average. Inspection evidence shows that currently standards are good in Year 2 and broadly in line with those expected in Year 6. However, analysis of pupils' work and assessment information shows that this reflects variations in pupil groups and that current pupils in Year 6 have achieved satisfactorily since Year 2 when their results in the national tests were average. Achievement overall is satisfactory.
43. Pupils enter the school with a broadly typical level of mathematical understanding. Good teaching in Years 1 and 2 ensures pupils of all abilities make good progress. Pupils with special educational needs are supported well by teachers and teaching assistants. They take a full part in lessons and are achieving well. The more able pupils are not allowed to sit back; teachers make sure they are challenged by the effective use of questions and the expectation that pupils learn to use their skills to solve simple problems rather than just learn how work with numbers. Girls and boys are currently making similar progress. Pupils enjoy their lessons and show very good levels of concentration and productivity.
44. A strength in all classes is the strong emphasis given to oral and mental work. Teachers plan and lead this part of the lesson well. They provide a good range of activities and choose useful equipment to help understanding. Oral sessions are fun but purposeful. Teachers set a lively pace with demanding questions but make sure no-one is left floundering. As a result, pupils become quicker and more accurate at remembering number facts. Teachers insist on pupils using the correct vocabulary and this enables them to explain how they arrived at an answer. Good teaching in oral work is helping pupils to improve their mental calculation skills and develop a good understanding of mathematical ideas. Teachers also use the ICT resources available in classrooms in Years 3 to 6 well to illustrate to pupils what they are aiming to teach.
45. The activities in lessons where pupils are working on their own are not as effective, particularly in the upper years of the school. Teachers make extensive use of a commercial scheme as the basis for much of the work they ask pupils to do. Although, the tasks are well matched to the aims of the lesson, the restrictions of the scheme's materials do not allow teachers to provide activities that consistently match what pupils of different abilities need to learn. As a result, although pupils with special educational

needs are well catered for by classroom support staff and, on occasions, specific work linked to their individual plans, more able pupils are not always challenged sufficiently and there is not enough emphasis placed on developing their problem solving skills. This reflects the school's use of assessment information. The school has good procedures in place to assess the levels pupils are at the end of each year but this information is not used extensively across the school to set precise targets for pupils or to track their progress through the year. Consequently, teachers are not sufficiently clear as to what pupils need to learn next and cannot link their marking to these targets to give pupils clear guidance on how to improve their work.

46. The subject leader provides good leadership to the subject, is a good role model to colleagues and has a clear understanding of what needs to be done to improve standards. He leads by example and the school has plans in place to enable him to share his expertise with other staff as part of the development of the subject.

Mathematics across the curriculum

47. There is some use of mathematics in subjects such as science and geography. This gives pupils good opportunities to use their skills. Pupils often collect interesting data in their science experiments, but chances are missed to make more of this, for example by working out averages or looking for patterns and generalisations. There is insufficient use of ICT to present or examine mathematical work, although some teachers are beginning to make good use of the electronic screen.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average and achievement is good.
- Teaching is good and often very good.
- Good emphasis is placed on the development of investigative skills.

Commentary

48. Teacher assessments in 2004 show attainment for pupils by Year 2 to be well above the expected levels with a high proportion of pupils working at the higher than expected level for their age. Pupils in Year 6 also attained well above average in their national tests. Inspection evidence for pupils in the current Years 2 and 6, shows that standards continue to be good. Pupils achieve well in lessons because the teachers have high expectations for them to think for themselves and to work logically in scientific investigations. These results are an improvement on those found at the time of the previous inspection.
49. At the start of lessons, teachers make sure pupils know and understand what they are expected to learn. In this way, pupils maintain a clear focus for the aims of the lesson and they are developing a methodical approach to scientific processes of investigation, which is an improvement on the findings of the previous inspection. Teachers have high expectations of all pupils who enjoy the challenge of expressing their ideas and finding the evidence. Teaching assistants are well briefed as to the planning for the lessons and they make a significant contribution to the learning of all pupils, especially those pupils with special educational needs.
50. In a Year 2 lesson, where teaching was very good, pupils achieved very well because the teacher used searching questions, written clues and illustrations to prompt pupils to observe closely, and then to discuss and consider the similarities and differences between the varying habitats of elephants, frogs, and cacti. The pace of the lesson was brisk and the teacher and teaching assistant constantly challenged pupils to ascertain what pupils already knew and to extend their learning.

51. In Year 5 the teacher makes very good use of ICT so that pupils gain a very good understanding of how pulse rate may be measured and related to heartbeats. Pupils are highly motivated and work very well together as they use pulsometers and take three recordings to create a fair test and accuracy in their results. They use calculators confidently to find the average pulse rate, round these results up and group data in tally charts to record the frequencies. They meet the high challenge set by the teacher as they confidently construct bar charts to present and analyse their findings.

52. By Year 6 pupils collect interesting information from web sites and gain a clearer understanding of the forces of gravity. The teacher ensures that pupils understand the importance of carrying out experiments safely and they generally work well together both in pairs and in small groups as they describe and discuss their findings. They are confident to use a forcemeter and interpret the scale accurately and then record their findings neatly. More able pupils notice mathematical relationships when they compare the measurements taken in grams and then in newtons. All pupils achieve well and those who have less understanding are well supported by teaching assistants who explain the processes again and take time to question pupils to check their understanding.
53. The subject leader makes good use of information gained from test results and has a clear understanding of where pupils do well and where they need to improve. In some classes, pupils often do not have a clear view of how they may improve their work, as marking rarely gives pupils information as to how they might improve their work and tracking of their progress is not in place.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- ICT is used well to support pupils' work in other subjects.
- The school uses the new ICT suite well to develop pupils' computer skills.
- Pupils' attitudes to learning are very good.
- Pupils with special educational needs are very well supported.
- Assessment is not yet being used sufficiently well to assist teachers in their planning or to track pupils' development of skills.

Commentary

54. Standards in ICT are in line with national expectations and pupils' achievement is satisfactory. Younger pupils are familiar with the computer keyboard and use the mouse with increasing confidence. They save and retrieve their work and routinely use ICT to support learning in other subject areas for example to collect data, display work as a bar chart and reinforce their mathematical skills. Older pupils' skills in word processing are good. The average and higher-attaining pupils confidently put information onto spreadsheets, edit their work and search the Internet for information about a different part of the world a part of their work in geography. Lower-attaining pupils and pupils with special educational needs are very well supported to enable them to access the information, learn new skills and make sound progress.
55. The computer suite is having a positive effect on standards. All pupils are given timetabled access to the ICT suite, to enable them to spend time each week practising the skills they have learned and to acquire new skills. Pupils say they enjoy using computers in the suite because they go there in small groups and do not have to wait for teacher assistance. This is having a positive effect on the pace of learning. Another improvement is the way interactive whiteboards are used effectively, by teachers in many subject areas. Notable examples of this were seen during an English lesson to motivate

pupils to comment on the style of newspaper reports and in an art lesson to be introduced to the work of a famous sculptor.

56. Teaching and learning are satisfactory throughout the school. Most teachers use the computers well to demonstrate skills and to consolidate pupils' knowledge in other areas of the curriculum. In music, tape recorders are used well to record pupil compositions. However, at times in classrooms, there are missed opportunities to use the technology in other work and also as a discrete subject. In addition, tasks in the computer suite tend to be very similar for the pupils working there with little variation for pupils of different abilities.

57. Management of the subject is satisfactory. A very recent good improvement has been the allocation of time to enable the leader for the area to work alongside teachers, thereby increasing the knowledge and confidence of the staff as well as the pupils' skills. A new scheme is soon to be introduced to assist teachers in their planning. The assessment procedures are not sufficiently developed to enable teachers to track pupils' development of skills. The subject leader is taking appropriate steps to rectify this alongside the new guidance document.

Information and communication technology across the curriculum

58. ICT is used well to support pupils' work across the curriculum in areas such as art and design, design and technology, science, English and mathematics. Pupils independently use the computer in the library to order books. Good use is made of computers in the suite to engage pupils in historical and geographical research.

HUMANITIES

59. There was insufficient evidence to make secure judgements on the provision or standards in **geography** and **history**.
60. Evidence from teachers' planning, pupils' work and the few lessons that were seen indicate that teachers provide pupils with a good range of activities and experiences to develop their skills in both subjects. Outside speakers and visits are used well to provide practical experiences for pupils. For example, during the inspection, a lady from a local organisation provided pupils in Year 4 with a 'Tudor Day' when the pupils were able to dress up in Tudor costumes and take part in a small drama production and learn Tudor dances. They also had the opportunity to try to write with a quill pen. Most of the pupils found this very difficult, if not impossible, but one pupil in particular showed real talent and produced a superb example of script. Teachers also use other resources well in lessons such as a video camera, to capture pupils' interest. As a result, pupils have positive attitudes to both subjects.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment are in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6.
- The overall quality of teaching is satisfactory.
- Monitoring of provision is not yet sufficiently developed.
- Assessment is not sufficiently developed to assist teachers in planning their lessons or to enable the tracking of pupils' progress in understanding and knowledge.

Commentary

61. As pupils move through the school they achieve satisfactorily to reach standards broadly in line with those expected. In Year 2, pupils have a satisfactory knowledge and understanding of Christian festivals. They discuss friendship, listen to stories from the Bible and relate these stories to their own experiences. In Years 3 to 6, pupils

demonstrate a good knowledge of Christian values. Year 4 pupils discuss people in history who have been prepared to sacrifice their lives for the sake of others and Year 6 pupils share human experiences, consider the concept of a life journey and the kind of human being they would like to become. Discussion with pupils shows that they have good knowledge of the significance of symbolism and

aspects of the Christian faith. However, when asked to recollect their previous learning, they recall having lessons relating to other faiths and have a broad understanding of the teachings in the religions, particularly Islam, to which they have been introduced.

62. The quality of teaching is satisfactory. The work is appropriately and thoroughly planned based on the locally agreed syllabus. Teachers use questions used well to encourage pupils to think about issues. A strong feature is the teaching of Christian values. Pupils are encouraged to identify aspects of their own experiences and feelings, which are then used well to promote discussion of friendship and qualities. In the lessons observed, pupils achieved well. Pupils with special educational needs were well supported and positive comments enabled them to have the self-esteem and confidence to participate and achieve as well as their peers. Much of the work in religious education is oral, so the quantity of written work provided for analysis was small. The visits that have been arranged for representatives of the Christian faith and also the Islamic faith have raised pupils' awareness, but the range of visits and visitors is not yet broad enough to bring a deeper understanding of a wider range of beliefs and practice in all the major world faiths.
63. Management of the subject is satisfactory. The subject leader knows the areas for development. These include the monitoring of teaching and learning within classes and improving assessment to enable teachers to track pupils' progress more rigorously.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. In **art and design**, a good range of displays around the school celebrate pupils' artistic skills and to show that they have opportunities to develop their skills in using a broad range of media and materials. Pupils talk enthusiastically about the Creative Arts Week held in the summer term which was enjoyed by all. Work on display shows good skills in using paint and pencil and inspires visitors to stop and look to investigate their content.
65. In **design and technology**, no lessons were observed, so no judgement can be made on provision. Additional evidence was obtained through the examination of pupils' work, looking at samples of previous work, planning documents and talking to teachers and pupils. Teachers' plans show that pupils have good opportunities to investigate products, to develop, plan and record their designs and also to evaluate their work. Photographs and displays in the school show an interesting range of work including designing and making pneumatic models, three-dimensional construction, moving and controllable vehicles and the making of pizzas. Discussion with Year 6 pupils shows they know which tools, materials and equipment to use and are well aware of safety issues. A good feature is the portfolio of pupils' work that the subject leader for the area has collated to assist teachers in their planning. Good links have been forged with the community, for example in an industry week. Pupils talk enthusiastically this and the fun they had making packaging for crackers.
66. In **physical education**, only one lesson was observed where the teaching and learning were judged to be very good and all pupils including those who have difficulty with coordination achieved very well. This was because the teacher has a very good knowledge and understanding of the skills pupils are to learn and all pupils are confident to apply the basic strategies and tactical principles of attack and adapt them to different situations. The lesson was very well managed and pupils enjoyed the activities working very well with partners and in groups so that they make very good progress.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The achievements of pupils are good.
- Pupils are actively involved in creating and performing music.
- The enthusiasm of the subject leader and the support of specialist music teachers is reflected in the very good attitudes of pupils to the subject.
- Use of formal assessment to track pupils' individual progress not yet sufficiently developed.

Commentary

67. Standards in music meet expectations in Year 2. Pupils make good progress and by Year 6 standards are above expectations. Good quality teaching and the wide range of experiences for pupils to explore instruments and to use sounds expressively enables them to achieve well. When singing, pupils in Years 1 and 2 show satisfactory control of pitch and rhythm and when listening to taped music, they are able to identify the sounds they hear. Most play their percussion instruments with satisfactory control and are able to follow the signals of their teacher. As pupils move through the school, their musical skills are developed well. Pupils have the opportunity to appreciate a good range of music, play a wide range of instruments and compose tunes. Older pupils, when singing hymns, their own compositions and the blues, demonstrate good control of pitch, dynamics and rhythm. A high number of pupils have instrumental lessons, under the direction of visiting instrumentalist teachers. Higher-attaining pupils, who participated in assemblies, played their instruments with good confidence, growing technical skills and pride.
68. The quality of teaching is good. Teachers plan effective music activities. These provide for, and develop effectively, pupils' musical knowledge and skills. In Year 2, skilful questioning is used to ensure that pupils listen carefully to the quality of the sounds they make and time is used well to enable pupils to rehearse and improve their work. Music is also used well in other subjects. For example in history, when learning about the Tudor period, pupils also learn about and play the music of that time. Good arrangements are made for pupils to listen to and appreciate a good range of music, to accompany others' singing and play together in ensembles and bands.
69. The provision of music also supports pupils' spiritual social and cultural development well. In their lessons, pupils listen to a variety of music from around the world. They sing carols at Christmas time and have participated in a samba band performance in the neighbourhood.
70. Video evidence of recent school productions shows that pupils have good opportunities to accompany dramatic productions, play their instruments and sing in front of an audience. Pupils with special educational needs are fully involved. Pupils of all ages perform with confidence. The recorder group, choir and band and occasions such as the arts week enrich the provision well. Discussion with pupils shows that all pupils have equal access to the subject and to the extra-curricular sessions.
71. The subject manager provides good leadership. Planning documents show that pupils have covered all the recommended programme of study for music. The quality of teacher

assessment is satisfactory. However, the use of assessment to track pupils' progress and plan lessons is insufficiently developed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. No lessons were seen during in inspection because of the timetabling arrangement. However, the provision for pupils' personal, social and health education is good. Evidence from talking to the member of staff responsible for this aspect of the school's work shows that the school is very committed to developing pupils' understanding and awareness of issues surrounding drugs, sex and the importance of leading a healthy lifestyle. The school takes part in the national scheme to provide fruit on a daily basis for pupils and is in the process of applying for the Healthy School Award. Discussions with pupils and their good personal development show that the school is successful in developing pupils' sense of responsibility to themselves and each other. The School Forum is a strong voice for pupils, initiates them in the democratic process and teaches them how they can contribute in a positive way to their community. The school ensures that pupils are involved whenever possible in its work and they have made good contributions to discussions on developing playground facilities and how congestion can be reduced at the beginning and end of school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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