

INSPECTION REPORT

BURNLEY HEASANDFORD PRIMARY SCHOOL

Burnley

LEA area: Lancashire

Unique reference number: 119261

Headteacher: Mrs K Allen

Lead inspector: Mr A Giles

Dates of inspection: 8th – 11th November 2004

Inspection number: 266533

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	564
School address:	Queen Victoria Road Burnley Lancashire
Postcode:	BB10 3BT
Telephone number:	01282 422009
Fax number:	01282 839085
Appropriate authority:	The governing body
Name of chair of governors:	Mr I Longstaff
Date of previous inspection:	October 2002

CHARACTERISTICS OF THE SCHOOL

Heasandford Primary School is much larger than the average primary school with 564 pupils on roll. The school serves a very wide catchment area with the majority of pupils coming from the Bank Hall, Lanehead and Queensgate wards, three of the most disadvantaged areas of Burnley. Rolls are falling slightly in line with all schools in Burnley due to falling birth rates. Pupil mobility has risen steadily since the last inspection and the number of ethnic minority children attending the school has increased dramatically. Over three years this figure has increased from 15 per cent to 44 per cent, which relates to 230 pupils on roll for whom English is not the first language. The Early Years intake of pupils who have English as an additional language for 2004-2005 is 60 per cent; this is very high compared to the national average. 35 per cent of pupils are eligible for free school meals; this figure is well above the national average. The number of pupils regarded as having special educational needs is above the national average. The numbers who have statements of special educational needs is high compared to the national average. Standards of attainment on entry to the school have fallen since the last inspection and are now well below those expected nationally. The school has recently acquired Investors in People status and is regarded by the Local Education Authority as a school of excellence for its self evaluatory procedures. It belongs to a cluster of schools linked to the Excellence in Cities scheme, which brings in extra funding.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17709	Mr Alan Giles	Lead inspector	Mathematics
			Physical education
			English as an additional language
			History
			English as an additional language
19443	Mrs Nancy Walker	Lay inspector	
23375	Mr John Hicks	Team inspector	Science
			Information and communication technology
			Geography
			Special educational needs
30834	Mrs Ann Lowson	Team inspector	English
			Design and technology
			Art and design
22452	Mrs Mary Farman	Team Inspector	Foundation Stage
			Music
			Religious education

The inspection contractor was:

Eclipse Education (UK) Limited
14 Enterprise House
Kingsway
Team Valley
Gateshead
Tyne and Wear
NE11 0SR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Heasandford Primary is a good and effective school. Rigorous procedures that evaluate the work the school does are challenging all staff in the school to perform as well as they should. Since the last inspection the school has successfully met all of its goals and targets to remove the serious weaknesses. Key staff have been successful at providing the focus and means to measure progress and improvement. The school provides good value for money.

The school's main strengths and weaknesses are:

- Very good whole school processes of self-evaluation that have been at the centre of the implementation of new policies and the setting of clear targets for improvement.
- Excellent leadership and vision provided by the headteacher supported very well by senior staff.
- Good teaching overall. Very good teaching of present pupils aged four to seven, resulting in very good achievement by these pupils.
- Significant improvements in 2003 for Year 6 national age-related standards in English, mathematics and science. Similar improvement for Year 2 in the 2004 tests.
- The successful teaching and learning strategies used in English, mathematics and science lessons are not used consistently in other subjects.
- The improvement in lesson planning is not consistently adapted to meet the different needs of pupils between the ages of seven and 11 to further raise standards.
- Key skills in information and communication technology (ICT) are not as high as they could be because of unsatisfactory accommodation and because they are not used consistently to improve learning in other subjects.
- Very good cultural and ethnic relationships.

The school has made very good improvement since the last inspection. Standards have risen considerably in literacy and numeracy and achievement and progress is better and more consistent in all years. The school has yet to fully deliver an exciting and resourceful curriculum that will raise standards in non-core subjects. This includes the need to fully integrate the use of ICT in all areas.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2002	2003	2004	2004
English	E	C	E	E
mathematics	E	D	E	E
science	E*	D	D	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 2.*

The achievement of pupils is good. Children achieve very well in the Reception classes. In the current Year 2, standards in English are close to those expected nationally. This is a significant improvement on the 2003 national tests when they were well below these expectations. This very good achievement is also reflected in the most recent 2004 results that show further significant improvements in reading and writing. Present standards in Year 2 mathematics are also now in line with those expected nationally, a result of recent very good provision. This level of improvement is not yet reflected in the below average test results. Present Year 6 standards observed in English, mathematics and science are slightly below the standards expected nationally. This maintains the considerable improvements shown in the 2003 national tests. The most recent 2004 results show a decline in comparison because of a high number of pupils with special educational needs. The trend of improvement for pupils in Years 3 to 6 in the period since the last inspection is above that nationally. Observed standards in ICT are approaching national expectations. Standards in religious education match local requirements. There is a clear desire to raise the standards of

attainment and achievement of pupils with special educational needs and those who have English as an additional language and they achieve well. The more able pupils are now achieving well.

Pupils' personal development including their spiritual, moral, social and cultural development is very good. Provision for developing pupils' spiritual awareness is vastly improved and is now very good. There is a sensitivity and respect for different values and beliefs helping to contribute to the very good cultural and ethnic relationships observed in and outside classrooms. The school expects and encourages good behaviour and gives pupils a clear knowledge of what is morally right or wrong. Pupils have learned to get along with each other very well and personal relationships are very good, attitudes to learning are a strength of the school.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching and learning are good overall. Teaching in Reception to Year 2 is consistently very good and a strength of the school. As a result of encouragement and stimulation, pupils are engaged in their learning very well. Teaching in Years 3 to 6 is good, but although planning has improved it is not consistently adapted to meet the different needs of pupils at this stage. The focus and challenge often observed in English and mathematics is not consistently applied in other subjects. Achievement in ICT is restricted by a shortage of classroom space to teach whole classes relevant computer skills. Teaching assistants make a good contribution to the learning of all pupils, especially those with special educational needs and English as an additional language. Overall assessment procedures are good. There are excellent records of pupils' achievements but teachers do not always refer to these when planning and marking. New planning for subjects has significantly improved the curriculum and ensures pupils make better progress from year to year. The school recognises that innovative organisation is needed to create opportunities to extend learning further across the whole curriculum. The school provides very well for the care and welfare of its pupils and has very good partnerships with other schools and the community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. Excellent leadership and vision by the headteacher has allowed for a clear and relevant assessment that was necessary to improve the serious weaknesses identified at the last inspection. She has been well supported by key leaders and teachers, governors and Local Education Authority staff. This has enabled them to monitor the implementation of new policies and the setting of clear targets for improvement. The very effective financial management has provided the necessary improvement in learning resources and professional development of staff. The governing body have ensured that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents feel their children enjoy coming to school and that they are making appropriate progress. Although questionnaires report incidents of bad behaviour and bullying, inspection findings judge the behaviour of pupils to be good overall. Inspection findings agree with parents that more consistent opportunities are needed for pupils to complete regular and appropriate homework. Pupils enjoy very trusting relationships with many adults in school and appreciate that they are consulted about changes made to the school.

IMPROVEMENTS NEEDED

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

- A more consistent adaptation and delivery of new subject plans to meet the different needs of pupils between the ages of seven and 11.
- To further develop a broader and more creative curriculum that will allow the school to link their successful teaching and learning strategies across all subjects.
- To continue to develop the teaching and accommodation to improve pupils' key ICT skills and to further integrate it across the curriculum to improve teaching and learning in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Over the last three years the rate of improvement in the school's results for pupils between the ages of five and seven has been below that of the national trend. Actions taken since the last inspection have significantly improved achievement in English at this age. The 2004 national test results show standards in reading and writing to be high when compared to similar schools. Similar actions, although over a shorter period, are beginning to improve standards in mathematics at the expected level 2. The 2003 English, mathematics and science results for pupils in Year 6 reflect the considerable progress made in raising standards since the previous inspection in 2002. The results dipped in English and mathematics in 2004 due to increased numbers of pupils with special educational needs and variations in the standards of teaching of mathematics. However, since the last inspection the trend of improvement in standards at this age is above that found nationally. As found in the present Year 6, this represents good achievement.

Main strengths and weaknesses

- Despite entering the Reception classes with levels of attainment that are well below those expected, children in the Foundation Stage achieve very well.
- Very good achievement in reading and writing between the ages of five and seven resulting in standards that are now close to national expectations in Year 2.
- A small number of Year 6 pupils did not reach expected levels in the 2004 mathematics tests because lesson planning was not modified to meet the different needs of pupils.
- Standards in ICT have improved but unsatisfactory accommodation and an inconsistent use in other subjects is restricting further progress.
- A lack of investigative challenges in some science lessons.

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

Standards in:	School results	National results
reading	15.4 (14.2)	15.8 (15.7)
writing	14.0 (13.3)	14.6 (14.6)
Mathematics	14.4 (14.4)	16.2 (16.3)

There were 68 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	25.3 (26.5)	26.9 (26.8)
Mathematics	25.6 (26.4)	27.0 (26.8)
Science	28.3 (27.8)	28.6 (28.6)

There were 85 pupils in the year group. Figures in brackets are for the previous year

Commentary

1 The school is making good progress in answering the key issue of the last inspection to raise standards in English, mathematics, science. Satisfactory progress has been made in improving standards in ICT, music and history, part of the same key issue.

2 Children achieve very well in the Reception classes. Compared to the previous inspection many more children enter the Reception classes with considerably lower levels of attainment. In spite of a limited vocabulary and lower than expected communication skills, children listen

attentively and are encouraged to talk to small groups and the whole class. This benefits all children, including those who have English as an additional language, and increases their ability to speak to an audience clearly and in sentences. The use of stimulating mathematical activities motivates children to increase their skills in recognising and using numbers. Most children are likely to meet the mathematical requirements for their age by the time they leave the Reception classes. Children achieve very well in their ability to observe and investigate natural change and features of the world.

3 In the current Year 2, standards in speaking and listening, reading and writing are close to those expected nationally. This represents very good achievement for these pupils, who entered school with standards well below those typically found. Over half the pupils in Year 2 have English as an additional language and these pupils have achieved very well due to the very good quality of bilingual support they receive. As a consequence, they are learning English rapidly. In the current Year 6, standards are just below those expected nationally. Standards in speaking and listening and reading match national expectations, but skills in writing are weaker.

4 In Year 2 mathematical standards match national expectation, in Year 6 they are just below. Good use of the National Numeracy Strategy to plan modules of work has improved aspects of number understanding in all years. In the main, teachers are encouraging the development of mathematical understanding by giving tasks that promote thinking and problem solving skills. Lesson structures are successfully promoting the use of literacy skills to help pupils discuss their work and articulate their strategies for solving problems. Understanding is less developed in shape, measurement and the collection of data and the interpretation of graphs. There are inconsistent challenges in lessons to develop mental strategies for learning. In some Year 6 lessons, pupils spend less time than needed in developing their own strategies for problem solving. This is because of over direction by teachers and tasks that are not always based on present levels of understanding.

5 Standards in Year 6 science have steadily improved in recent years and are now close to those expected nationally. This level of improvement was maintained in the 2004 national tests. There is now a greater, if inconsistent, emphasis on investigative work and scientific enquiry. As a result, pupils in Years 1 and 2 are achieving well because they are highly motivated and enjoy developing their skills and knowledge. Achievement between the ages of seven and 11 is good but inconsistent. This is because there continues to be a lack of challenge in some lessons where investigations are not well organised and pupils insufficiently acquire the scientific knowledge planned for.

6 The school has made good improvement since the last inspection in resourcing the full curriculum for ICT. This has resulted in standards in Year 6 that are close to those expected nationally. In classrooms that have interactive whiteboards learning is much improved. However, plans to include ICT in lessons are not widespread and opportunities to enhance learning further are missed. The new ICT suite is too small for older pupils and it restricts learning because of insufficient direct hands-on experiences.

7 Standards in religious education meet the expectations of the Locally Agreed Syllabus for pupils by the ages of seven and 11. Pupils throughout the school clearly enjoy learning about different world religions and show much respect and understanding of a range of cultures and beliefs. They achieve very well in understanding why people worship and celebrate in different ways but have a less well developed understanding of how religion affects the way people live. In art and design pupils reach standards that are typical of those found in most schools. In music there has been an improvement in the development of pupils' composition skills. Year 6 studies in history and geography have limited extended pieces of writing based on logical deductions and factual knowledge in both these subjects.

8 Children with special educational needs and those who have English as an additional language achieve very well. This is because the very carefully planned provision and support enables them to learn and work alongside their classmates. The very effective and sensitive support for these pupils makes sure they understand and join in all activities.

Pupils' attitudes, values and other personal qualities

Attendance is satisfactory overall but is adversely affected by the extended holidays taken by some pupils. Pupils have very good attitudes to school and they behave well. The provision for pupils' spiritual, moral, social and cultural development is very good. The provision for their personal development is very good.

Main strengths and weaknesses

- Very strong sensitivity and respect for different values and beliefs means personal relationships are a strength of the school.
- The school has very good procedures for promoting attendance and punctuality, and is communicating very well with parents about the adverse effects of extended holidays.
- Spiritual awareness is planned for through a range of activities and is monitored for the impact on pupils' lives.

Commentary

9 The very strong emphasis on personal and social development ensures the youngest children quickly relate very well to each other and adults. This enables them to work in calm and secure surroundings. The children in the Foundation Stage make very good progress towards achieving the early learning goals in personal, social and emotional development. All adults have very high expectations of their work and behaviour that makes them want to learn and do well.

10 There is recognition of the crucial importance of all pupils attending school and very good procedures have been devised to promote and monitor attendance. Pupils enjoy coming to school. The most serious problem is caused by a number of pupils who are absent for prolonged holidays. The school is having extended dialogue to resolve these problems. Punctuality is good. The School Council is beginning to contribute to pupils' wider involvement in school life although they still need to be guided in their discussions. Groups like this add greatly to the school's social and moral provision. Pupils enjoy taking responsibility and take on a wide range of jobs such as prefects and monitors. They particularly like helping to supervise and mentor the younger pupils during break times and interact well with them. They make a valuable contribution to their behaviour and help to promote good relationships. Older pupils enjoy helping to run the library, including using the computer that keeps track of which pupils have particular books. Pupils in sports teams demonstrate a remarkable maturity when they discuss recent games and emphasise the need to work together and to blame no-one. The school is careful to rotate responsibilities so that everyone has an opportunity to play their part. Pupils feel safe in school and say that bullying only happens very rarely. When reported, it is dealt with efficiently and promptly. The inspection findings do not concur with a significant number of answers in the parent questionnaires that report poor behaviour as an issue for the school. The school is a harmonious community, which reflects the hard work and commitment of all staff in working with parents and the local community. Consequently, pupils are very well prepared for life in a multicultural society.

11 Provision for developing pupils' spiritual awareness is very well improved from the unsatisfactory context of the last inspection. This is well exemplified by a workshop held by pupils in Year 2 where parents and pupils had brought in a vast array of religious artefacts to view and touch. The workshop illustrated the sensitivity and respect for the different values and beliefs found everywhere in the school. This helps to contribute to the very good cultural and ethnic relationships observed in and outside classrooms. The school expects and encourages good behaviour and gives pupils a clear knowledge of what is morally right or wrong, including sensible school rules. Pupils have learned to get along with each other very well and personal relationships are a strength of the school. This is helping to improve standards because, when pupils share tasks, they collaborate well and their learning is much improved. Pupils know what is needed to live successfully in the wider community and their behaviour on visits brings positive comments. Lessons on personal, social and health education vary in quality but, at best, contribute greatly to pupils' all-round development. Pupils learn about their own culture and develop an appreciation of that of others. A group with special educational needs in Year 6 talk with enjoyment and

enthusiasm about their visit to see Shakespeare's "The Tempest" in a local theatre. A variety of stimulating assembly themes make a significant contribution to pupils' very good spiritual development shown in the moving Remembrance Day occasion. Assemblies are very well monitored to gauge their impact on pupils' personal development.

Attendance

Attendance in the latest complete reporting year (94.6%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.5
National data	5.1	National data	0.4

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

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll
White – British	318
White – any other White background	1
Mixed – White and black Caribbean	5
Mixed – white and Asian	3
Mixed – any other background	3
Asian or Asian British - Indian	1
Asian or Asian British - Pakistani	214
Asian or British Asian – Bangladeshi	15
Black or Black British - Caribbean	1
Black or Black British - African	2
Any other ethnic group	1

Exclusions

There have been no exclusions in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. Assessment of pupils' work is good. The curriculum is good. Pupils are very well cared for and the school has established very good links within the community and with other schools.

Teaching and learning

The quality of teaching is good. Pupils learn well. The quality of assessment is good.

Main strengths and weaknesses

- The successful teaching of key skills has improved overall standards since the last inspection.
- Lessons are now generally well planned, although occasionally not modified to suit all abilities.
- New and rigorous assessment procedures have dramatically improved target setting and the measuring of achievement, but are not consistently used to give short-term learning targets.

- Regular professional staff development has improved subject knowledge.
- Teachers are not consistently referring to excellent pupil records of achievement to set targets when marking pupils' work.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	19 (44%)	12 (28%)	10 (23%)	2 (5%)	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.

Commentary

12 Teaching and learning are good overall. The quality of planning and resourcing has improved and lessons and subjects that feature good teacher subject knowledge encourage, stimulate and engage pupils in their learning well.

13 The quality of teaching is consistently very good in the Reception classes and in Years 1 and 2, and is an improvement on the good teaching observed in the last inspection. Its strongest features are high expectations, assessment and planning to meet individual needs, relationships and teamwork. This ensures that all children achieve very well in acquiring and using new skills. They respond very well to the exciting, stimulating and consistently worthwhile work.

14 Teaching in Years 3 to 6 has improved significantly since the last inspection. It has been particularly impressive in the improvements in teachers' subject knowledge, often as a result of quality staff training and development. This has led to teachers and learning support staff teaching basic skills very well, a critical aspect in the rise in standards since the last inspection. Pupils are increasingly more motivated to learn. They are more involved in their learning as teachers are successfully promoting the need for them to discuss their work and to articulate their strategies for solving problems and carrying out research.

15 There are areas of improvement needed to raise teaching standards further. Occasionally, especially with older pupils, teachers' use of standardised planning lacks the modification and creativity needed to challenge and motivate pupils of all abilities. Often this is because ICT and other exciting resources are not used to reinforce and stimulate learning well enough. On other occasions, there is inconsistent emphasis placed on practical and investigative tasks, for example, in mathematics and science. Some teachers do not have the necessary organisational skills to enable this type of learning to be more successful. For example, in mathematics, further challenging tasks would enhance pupils' ability to develop mental and problem solving strategies for learning. In science some investigations are not well planned and organised and pupils insufficiently manage their learning to acquire the appropriate scientific knowledge.

16 Pupils with special educational needs and those who have English as an additional language are very well supported by recognised assistants in lessons. They are highly motivated, join in fully and thrive on success. Small group work is used very effectively to address areas of pupils' individual education plans. Very good inclusion strategies by teachers and classroom support staff ensure that these pupils join in lessons and all other activities very well. For example, in the Reception classes stories are read bilingually and in another class staff and pupils have learned sign language so that they can communicate with a profoundly deaf pupil. Improved planning and setting arrangements, means provision for higher ability pupils, including those identified as gifted and talented, has improved since the last inspection.

17 Overall assessment procedures are good. The thoroughness of the arrangements for the assessment and recording of pupils' progress in the National Curriculum core subjects is excellent. These are used very well to provide the processes for tracking, target setting and the reporting of progress. National and commercial test results are carefully analysed to identify any patterns in strengths and weaknesses. These are used to inform subject action plans and reports for pupils

and parents. These procedures are not always applied when marking pupils' books. Marking is not consistently giving pupils' enough guidance about what the next steps in learning are and what they need to do most to improve their work. Although assessments are used to inform curriculum planning and class organisation, some teachers are still insufficiently modifying tasks and teaching styles to suit the recorded achievement levels of all pupils. For example in some mathematics lessons tasks given were either too challenging or too easy and did not correctly consider what was appropriate for the varying levels of ability.

The curriculum

The school provides a good curriculum. The Foundation Stage curriculum is very good. Opportunities for curriculum enrichment, through the use of visits and visitors into school, are very good. The school's resources for learning and accommodation are good.

Main strengths and weaknesses

- The leadership and management of the curriculum by the Foundation Stage leader is excellent and children get a flying start to their education.
- The day-to-day curriculum for pupils aged seven to 11 lacks innovation and excitement, which results in some missed opportunities to extend the provision for the non-core subjects.
- The curriculum is very inclusive and promotes cultural and racial harmony very effectively.
- Pupils benefit from a curriculum that is enriched by a good range of visits and visitors.
- Improved resources for learning have made some lessons more exciting and improved pupils' motivation, although ICT has still to be embedded and used in every subject area.

Commentary

18 The curriculum is now much improved and is helping to drive up standards quickly, particularly for those children in the Foundation Stage and in Years 1 and 2.

19 Key improvements to the curriculum have been:

- The Foundation Stage curriculum, good at the previous inspection, is now very good.
- The curriculum in the infants and juniors was unsatisfactory and it is now good.
- The quality of teacher's planning is good and it is sometimes very good, for example, in literacy. As a consequence, teaching and learning is now much improved.
- The curriculum now fully meets legal requirements and sufficient time is given to each subject so that pupils are able to extend their knowledge and deepen their understanding within each area.

20 The very good provision for extra curricular activities and the good use of visits and visitors enriches the learning experiences of children. The school takes a very active part in a cluster of ten primary and five secondary schools in the locality to develop and enliven the curriculum for all pupils. Funding from the Excellence in Cities initiative has been instrumental in this development. There are a very impressive number of after school clubs and activities for pupils of all ages and these are very well attended.

21 The Foundation Stage provides young children with a rich curriculum. Children benefit from a wide variety of experiences that are well planned and organised and consequently, children are very well prepared for the next stage of their education in the infants. Learning resources and accommodation are good for younger children in the school.

22 Inclusion is at the heart of the school and all teachers and learning support staff use a very good range of strategies to make sure that all children benefit from what the school has to offer. Many younger children are at the early stages of learning English or have English as an additional language. Bilingual support is very good and as a result, these pupils are learning English rapidly. Those pupils who have special educational needs are very well supported and the school liaises very effectively with other agencies to ensure that children have their needs met quickly. Consequently, these pupils achieve very well against the targets set for them. The school makes very good provision for pupils who are identified as being talented and able. They have challenging

activities planned for them, and benefit from a range of activities both in school and at local high schools.

23 There are areas for improvement. The day-to-day curriculum fully meets statutory requirements and pupils benefit from activities that are well planned. However, what it lacks is a sense of excitement and innovation that will further present opportunities to extend learning across the whole curriculum. A recent "Liverpool Week" gave an insight into what could be achieved. All pupils in the school experienced travelling on the "Ferry across the Mersey", whilst singing the famous song as they did so! Liverpool artists and poets worked with children in the school, adding an inspirational element, evident in the work that pupils' produced.

24 Learning resources are good and are used effectively in lessons. They are of good quality, but the school is now quite rightly looking at how these can be improved so that more interesting lessons can be planned. The school's accommodation has improved greatly since the previous inspection and is now of a satisfactory standard. It is safe, clean, well organised and is greatly improved by the vibrant displays of pupils' work. However, the new ICT suite is too small for older pupils, restricting the amount of 'hands on' work they receive. There are a good number of teachers, some of whom are very experienced and some less experienced, who are learning their skills under the effective guidance of other staff. The quality of professional training is considerably helping to improve standards in teaching and learning. Learning support staff are very good and make a significant contribution to pupils' learning.

Care, guidance and support

The school makes very good provision for pupils' welfare, care, guidance and support. The involvement of pupils in the work of the school is very good.

Main strengths and weaknesses

- There is very good pastoral care and induction arrangements from the Foundation Stage to Year 6. Pupils feel they are cared for and supported very well.
- The tracking of pupils' personal and academic development is systematic and very well structured.
- Pupils' views are highly regarded in classroom lessons and about the general life of the school.

Commentary

25 The very good level of care, support and guidance for pupils is strongly linked to the fact that all adults have a very strong commitment to meeting the needs of individuals. The school uses its programme for personal and social development very successfully to help pupils become mature, caring and thoughtful individuals by the time they leave. Pupils appreciate this and the fact that they have adults to turn to if they need help and advice. This gives them confidence and trust in adults because they know their worries are taken seriously. Equally, staff know who to go to if they have any concerns about pupils. The very good arrangements to help young children and pupils new to the school settle and make friends are an improvement since the previous inspection. Parents, carers and pupils value these arrangements and find them very supportive. Pupils with special educational needs are highly motivated to achieve well and integrate fully into the life of the school. They are fully included in all activities and are encouraged to contribute their suggestions in lessons. These pupils have very good relationships with classroom assistants and look forward to their learning sessions with them.

26 The arrangements for listening to pupils' ideas about the school are very effective. The school interviews and questions pupils and listens to the School Council representatives. Pupils are pleased with the fact that the school takes their views into account and acts on them. For instance, the school has provided better lighting in the cloakrooms and drinking fountains as a result of pupils' requests. This makes a positive contribution to increasing pupils' self-esteem and helping them to become responsible and mature citizens.

27 The systematic, clear and regular procedures for checking pupils' personal and academic achievements are very effective in identifying support needs. This is an improvement since the previous inspection. Teachers pass this information on to the next class and use it to inform parents of their child's progress. This ensures that there is very good and useful information for teachers, parents and pupils.

Partnership with parents, other schools and the community

Links with parents are good. Links with other schools are very good. There are also very good links with the wider community.

Main strengths and weaknesses

- Community links enhance the curriculum very well and especially benefit pupils' personal development including their spiritual and cultural development.
- The school keeps parents well informed of their child's progress.
- Information for parents on what is being taught is good overall but makes too little reference as to how they can help with learning at home.
- The homework policy has not yet been fully reviewed for an indication of how well parents are involved or how they can improve this area of school life.

Commentary

28 Information shared with parents on curriculum issues is very good and end of year reports have improved considerably in style and content. They now inform parents well on the progress their child has made. Parental interest and involvement in school has also improved and is now good. The majority now attend parents' meetings and they confirm that they confidently approach school with worries. For example, their dissatisfaction with only five minute appointments at parents' meeting has been acted on quickly. There is a growing trend for the school to use questionnaires to survey parent's opinions. This has particularly been useful in disseminating and acting on some negative views, confirmed in the parent questionnaires for the inspection, about poor behaviour. Some parents feel that not enough homework is given to their children. Inspection findings concur with this and find that not enough opportunities are provided for pupils to extend their learning by more consistently completing regular and appropriate homework. A new school policy has not yet been sufficiently shared with parents. Although the school has recently appointed a homework co-ordinator, there is a lack of strategy to increase the amount of support the school gets from parents. Although the school works closely with parents on matters regarding attendance, too many do not support the school's expectations and take their children on extended holidays in term time.

29 The school liaison with the Excellence in Cities project has extended the links the schools make with agencies and experts outside of school to enhance pupils' learning. The school works extensively with Local Education Authority staff to develop teachers' understanding and skills in many subject areas. Links with other educational institutions are very good. Visits by staff to homes and nurseries make the transfer to the Reception classes very efficient. All Year 6 pupils are involved in bridging projects with the local secondary school, this further extends their motivation and knowledge and understanding of key literacy and numeracy skills and ensures a smooth transition to Year 7.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership of the headteacher is excellent. The leadership of the key staff is very good. Management is very good. The governance of the school is good. The school is dealing with aids or barriers to learning very well.

Main strengths and weaknesses

- Excellent leadership and vision by the headteacher has resulted in self-assessment procedures that have set clear targets for improvement to improve serious weaknesses in the school.
- Good progress has been made in developing the role and function of the governing body.
- The very effective financial management has addressed severe budgetary issues and improved learning resources and allowed for the better professional development of staff.
- The levels of monitoring established in English and mathematics are not yet fully established across other subjects.
- The very good progress made on workforce reforms to allocate development time for those with leadership and management roles.

Commentary

30 The headteacher, who had been in post for a short period at the time of the last inspection, has been the inspiration behind the significant improvements in provision. She has also taken many initiatives to improve barriers to learning as a result of the changing socio-economic features of the school. She has been supported in her strategic planning very well by a senior management team who are well motivated to undertake the necessary changes. Together they have skilfully addressed the key issues, especially the need to raise standards in English, mathematics, science and ICT. In the short time between the two inspections more appropriate standards in these subjects have been achieved. From a very low entry base standards in reading and writing in Year 2 are now close to those expected in all schools nationally. Present standards in mathematics in Year 2 are similar and improving because of similar interventions. In 2003, one year after the last inspection, standards in Year 6 improved dramatically. Despite a drop in the 2004 tests they are still good compared to similar schools nationally and the trend for improvement in Years 3 to 6 is higher than the national picture. As well as the active role played by the senior management team improvements have also been aided by key staff who have provided very good role models in leading curriculum and teaching initiatives. Along with the additional support of the governing body and the Local Education Authority this has resulted in well informed leadership of subjects such as English and mathematics. In these subjects particularly, there has been innovative training for staff leading to improved teaching and learning.

31 There are now very good management structures in place that have emphasised the importance of the development of staff and the systematic observation and monitoring of teaching and learning. Successive school improvement plans have allowed subject leaders and teachers significant amounts of freed-up time to plan and monitor and play an active role in raising the standards to target levels. Teachers, who are employed to cover the work of subject leaders, make a good contribution. There is a very good ethos for internal development reflecting the whole-school commitment to higher achievements. The successful implementation of policies to observe class teaching, scrutinise pupils' work and then track their progress has led to the relevant identification of strengths and weaknesses. Underpinning these policies has been the analysis of data as it refers to standards and achievements and the setting of individual and group targets for further improvement. Improvement in subjects other than English, mathematics, science and ICT are not as marked. Leaders in these subjects are actively involved in action planning but not yet systematically monitoring the quality of provision as is shown in the core subjects.

32 The governing body is now well aware of the school's strengths and priority areas for development. This is a key improvement since the last inspection. They have received appropriate training and are now better prepared for their roles to monitor the impact of provision via performance management procedures and by receiving subject leader reports. They have both challenged and supported the senior management team to rectify previous serious budgetary issues. They ensure that all statutory requirements are met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1495649	Balance from previous year	7698
Total expenditure	1490757	Balance carried forward to the next	12,590
Expenditure per pupil	2606		

33 The school has considerably improved its procedures for managing its finances. The office deals effectively with the varying daily financial and administrative demands and also deals very efficiently with the day-to-day correspondence and visitors. Since the last inspection the headteacher and governors have had a very good understanding of the school's financial position and the way in which the school needed to identify financial priorities. Between them they have established a policy of best value practices, including savings on staff costs. This has impacted well on pupils' learning. Resources for learning have been improved in many areas and teachers have had more access to professional development courses linked to the reviewing of school improvement plans. The school provides good value for money when the educational provision and pupils' levels of achievement are set against the financial circumstances in which the school operates.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **very good**

34 Children achieve very well in the Reception classes. This is a significant improvement since the previous inspection because most children enter the Reception classes with levels of attainment that are well below those expected. The leadership and management of the curriculum by the Foundation Stage leader is excellent and children get a flying start to their education. The Foundation Stage manager ensures that all adults work very closely together to give children stimulating and worthwhile experiences. This gives children confidence and trust in adults and helps them settle very quickly into school routines. Children with special educational needs achieve very well. This is because the very carefully planned provision and support enables them to learn and work alongside their classmates. The very effective and sensitive support for children who have English as an additional language makes sure they understand and join in all activities. These are both improvements since the previous inspection. The difference in levels between the classrooms and outside does not allow for immediate access to outdoors. This restricts children's ability to observe change as a matter of course because these opportunities have to be part of a formal time-table. All members of the Foundation Stage staff take every opportunity to encourage parents and carers to take a full part in their children's development. This includes working closely with parents who do not speak English and increases the sense of partnership between staff and parents. The Foundation Stage has very close links with local nurseries and pre-school groups and with teachers in Year 1. This increases children's sense of security as they move from different stages of education and has a very positive effect on children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Planning and organisation focuses on the need to promote and help children listen and work well in groups.
- Very high expectations for behaviour.

Commentary

35 All adults who work in the Foundation Stage work tirelessly to increase children's independence, self-awareness and relationships with each other and adults. This helps children to listen to each other as well as adults and to work well together. Thorough planning ensures that all children are eager to join in the classroom activities. Children increase their confidence and self-esteem as they learn to work harmoniously with each other and adults. The patient, sensitive and clear explanations from all adults ensure that children tackle their work with great enthusiasm. It makes them eager to have a go at new experiences. For instance, they confidently went into a dark area to explore the effect of light and dark. Very high expectations of behaviour ensure that children are ready to listen and learn. This makes a very positive contribution to their achievement and progress. Very careful organisation of time-tables ensures that children learn to work and co-operate with a wide range of adults. It strengthens children's relationships in the Reception classes, increases their understanding of sharing and their trust in adults. All children leave their parents/carers readily and settle very quickly to the expected routines. Improvement since the previous inspection is good. This is because, whilst maintaining high standards from a lower entry base, the quality of teaching and achievement is better and most children are likely to meet the requirements for personal, social and emotional development for their age by the time they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The high percentage of special educational needs children and those who have English as a second language quickly acquire new words to help them in their learning.
- Well organised tasks and the use of stimuli successfully encourages all children to confidently speak in class.

Commentary

36 Children have poor speaking and listening skills on entry to the Reception class. At this stage they are still below the age-related expectations for communication, language and literacy. However, children achieve very well throughout the Reception classes because of the stimulating, interesting and very good teaching. This is an improvement since the previous inspection, even though their standards are not as high. Children listen attentively and try very hard to follow instructions. This is not easy for them because many do not have a wide vocabulary. All adults work very hard to ensure that children in all three classes have plenty of chances to speak clearly. They encourage them to talk to small groups and the whole class and insist on clear diction. This benefits all children, including those who have English as an additional language, and increases their ability to speak to an audience clearly and in sentences. Some children still find it difficult to use suitable words because they know a limited number of words. Very good support from special educational needs and bi-lingual staff increases these children's knowledge and understanding of words. This, and visiting speakers, helps them improve their speaking and listening skills. Children quickly develop an interest in and love of books throughout the Reception classes. They share books happily and many already recognise the sounds of individual letters. All adults make sure that children hold pencils correctly and increase their ability to make correctly formed letters. This helps the children understand that writing has meaning. The more able children are already writing their names independently and many choose to write. This is a result of the very skilful teaching and the children's high levels of interest and enthusiasm. It is very good progress from the well below average standards on entry.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- Children's learning is significantly improved because they are encouraged to work independently to resolve problems.
- Very good use of high quality assessment of children's learning ensures new work builds on their previous understanding.

Commentary

37 The Foundation Stage team give children varied, exciting and stimulating mathematical opportunities in all three Reception classes. This gives children a high level of interest and motivation to increase their skills in recognising and using numbers. Most children are likely to meet the requirements for their age by the time they leave the Reception classes. This is very good achievement from a well below average base. All adults work very hard to encourage children to become independent in choosing and using resources. This increases children's confidence and self-esteem and helps them develop responsible attitudes. Children enjoy sorting and naming shapes and most use suitable mathematical vocabulary to describe their properties. For example, children quickly identify the difference between a square and a cube and talk confidently about faces. The bi-lingual staff work tirelessly to make sure that non-English speaking children understand the meaning of shape. This increases their knowledge of English as well as increasing

their mathematical knowledge. All staff ensure that children use computers to support their learning. They increase their mathematical understanding as they identify and make shape patterns on the screen. Adults keep very clear and detailed notes of children's achievement. They use this information to give children work that meets their identified needs. This ensures that all children have a clear understanding before they move on to new learning. Improvement since the previous inspection is very good because of the improved teaching, achievement and assessment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children confidently ask questions and explore new situations through investigations.
- Very good planning provides children with opportunities to see and investigate natural change.

Commentary

38 Many children enter the Reception classes with very limited knowledge about the world around them. They increase their confidence in finding out about natural and manufactured objects because of the very good teaching. For instance, children marvelled at how a torch made a dark place bright and went on to investigate different light sources. All adults encourage children to look closely at objects and to ask questions about their immediate surroundings. This increases children's awareness of change around them very effectively. Staff regularly take the children out into the immediate local area and make very effective use of the secure outdoor learning area. This very effective and thorough planning gives all children plenty of chances to see how leaves change and carry out independent investigations. Children's understanding of the wider world is limited and staff take every opportunity to increase their awareness. For example, children enjoy a range of visits and visitors that develop their knowledge of different cultures and practices. All adults ensure children develop a keen interest in computers. Most children already have secure skills in using the mouse and keyboard effectively to control movement on the screen. For instance, children know how to click and drag to move objects on the screen and experiment with using different colours. The school ensures that the religious education element of knowledge and understanding is covered very well. Achievement in this area of learning is very good, although many children are still below the expected standards. Most are, however, likely to meet the requirements of the early learning goals by the end of their Reception year. Improvement since the previous inspection is very good. This is because of the very good achievement, teaching and very positive attitudes.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**

Main strengths and weaknesses

- Children use a wide range of tools such as pencils and brushes effectively.
- The use of indoor and outdoor spaces increases children's ability to use space very effectively.

39 A high number of children enter the Reception classes with low skills in using simple tools. Throughout the Reception classes, adults give children plenty of chances to increase their skills in using pencils, scissors and brushes. Very careful and skilful teaching enables children to hold and use these tools correctly. This makes a positive contribution to their writing, painting and shaping skills. All adults use the indoor hall and outdoor learning area very effectively to increase children's skills in using and controlling their bodies. This results in children increasing their skills in using their bodies to control equipment such as balls and in developing their ability to move around without bumping into each other. All children in the Foundation Stage have access to the outdoor learning area. This has a wide range of stimulating playground markings. These increase

children's road safety awareness, their understanding of number and their ability to use space safely. All adults use these areas very effectively to develop independent learning and the ability to work safely with large equipment. Children have very positive attitudes to their work, are very well behaved in these sessions and show clear enjoyment. Most children's skills are likely to meet the requirements of the early learning goals by the end of the Reception year. Improvement since the previous inspection is very good because of the improved standards, achievement, attitudes and teaching.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**

Main strengths and weaknesses

- Children respond imaginatively to a range of stimuli presented to them.
- The very good and interesting opportunities for children to develop their imagination increase their social and speaking skills.

40 Very good teaching enables all children to mix and use paint to make pictures, patterns and large collages. This successfully increases the children's ability to work independently and co-operatively. Skilful teaching enables children to mould and shape materials such as play-dough to produce three-dimensional shapes. All children practise their musical skills by playing instruments and singing. The very good quality teaching ensures children sing sweetly and rhythmically and hold and play instruments correctly. Consistently very good quality teaching ensures that children begin to develop their imagination very well from entry to the Reception classes. Adults take great care to provide imaginative areas that interest boys and girls and increases their thinking, speaking and co-operative skills. For example, children enjoy using the castle, the hairdresser's and the cave. This links very well with recent stories the children have heard and increases their awareness of life outside the classroom. All adults promote children's creative skills very effectively and ensure they achieve very well from a well below average base. Improvement since the previous inspection is very good because of the improved attitudes, achievement and teaching. As a result, children are likely to meet the requirements for the early learning goals in this area by the time they move into Year 1.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**

Main strengths and weaknesses

- Well planned and challenging activities, including an emphasis on the learning of basic skills, significantly aids learning.
- Regular audits of the subject have successfully identified the key areas that needed to be improved since the previous inspection.
- There are very good procedures in place to check how well pupils are doing and this means that activities in lessons are very well matched to what pupils already know and can do.
- There is scope for ICT to be used more consistently through the school to support learning in lessons.

Commentary

41 In the current Year 2, standards in speaking and listening, reading and writing are in line with those expected nationally for the subject. This represents very good achievement for these pupils, who entered school with standards well below those typically found. Over half the pupils in Year 2 have English as an additional language and these pupils have achieved very well due to the very good quality of bilingual support they receive in the Foundation Stage. As a consequence, they are learning English rapidly. Pupils' are achieving particularly well in the development of their early reading skills. This is a major reason why they are reaching standards that are well above similar schools, as shown in the most recent 2004 national tests. This is because the quality of teaching in Years 1 and 2 is consistently very good. Early reading skills are taught very effectively, with teachers making effective use of the very good resources now available to them. Lessons are very well planned, activities are challenging and teachers leave pupils in no doubt about what they are expected to do.

42 In the current Year 6, standards are just below national expectations in the subject. Standards in speaking and listening and reading match national expectations, but skills in writing are weaker, although the scrutiny of pupils' work shows that pupils are now producing good quality, lively and interesting written work in a range of styles. Pupils are achieving well and this is because teaching is consistently good, with very effective support given to pupils with special educational needs, those identified as able and talented and those who have English as an additional language.

43 Standards in the subject have improved greatly since the previous inspection. In the 2003 national tests they rose significantly to be in line with those expected nationally. The recent 2004 results show a decline due to the large number of pupils who had special educational needs. The subject is led and managed very effectively by a very good English teacher whose drive and expertise have shown clear results. The improvements that have been brought about are impressive. For example;

- There have been very good improvements in the standards pupils reach in the infants and all junior classes make good progress compared to the last inspection. There has been marked improvements to standards in reading throughout the school.
- The quality of teaching has improved significantly, particularly in the improvements seen in the teachers' subject knowledge and the very good quality of lesson planning.
- Resources have improved, particularly the quality and quantity of books. There is now a new library and there are improved resources for ICT.
- The procedures used to check pupils' work are now very effective and are used rigorously to ensure that each pupil reaches their potential.
- The quality and amount of staff development has been impressive, which has led to teachers and learning support staff teaching basic skills very well.
- New policies and subject guidance have been introduced and teachers are regularly observed in their classrooms, so that strengths are celebrated and weaknesses are tackled early.

44 A key feature of each teacher's work is to ensure that all pupils benefit from what the school has to offer. This is done well through a wide range of very effective assessment methods and all staff are involved in the checking of pupils work to make sure that individuals are doing as well as they can. Older pupils in Years 5 and 6 are placed into ability sets for their lessons in English, but within these sets, further groups are set, with activities then planned for individuals or small groups of pupils. This means that those pupils who need more support are given the help they need and those pupils who are higher attainers, or who have been identified by the school as being able and talented in English, are given more complex tasks to challenge them. Pupils who are learning English, or who have made great progress in the acquisition of English, are still carefully monitored. This is because they sometimes do not comprehend specific subject vocabulary, so this feature of their learning is checked to ensure that they achieve as well as they can do. Whilst each teacher is responsible for the progress of the pupils in their class, the subject leader, supported by the senior management team, makes sure that data is rigorously analysed, so that individual children have their progress in reading and writing checked regularly. This is a very good feature of leadership in the school and one that is helping all children to reach their potential.

45 There is, however, still some scope for improvement in the subject. For example, in some lessons, opportunities are missed to reinforce the skills that pupils have by providing them with regular, planned opportunities to use ICT. In those classes where teachers have Interactive Whiteboards, these are used as an effective teaching and learning tools and have a positive effect on pupils' attitude to learning and their overall achievement. There are also some inconsistencies in the quality of marking, particularly in the way teachers mark pupils' handwriting. Whilst handwriting is generally good throughout the school, pupils' skills are weaker in their correct sizing of letters. Sometimes, teachers do not correct this weakness with enough rigour and consequently, pupils make the same errors over again and do not improve their skills. Similarly, there are some inconsistencies in the way pupils are given spelling tests, with some teachers giving the same words to pupils of all ability levels, meaning that they are often too easy for some children and much too difficult for others, who do not experience success.

Language and literacy across the curriculum

46 Pupils use a satisfactory range of literacy skills to support their learning in other subjects and these skills are improving quickly. Scrutiny of pupils' work throughout the school show that pupils' use a good range of non-fiction books to research their work in science, religious education, history and geography. They are developing their skills in using their new library to support research skills and when asked, most pupils were able to explain how the library was organised, but few of the older pupils could independently find a book on a specific topic when asked to do so. Key words and concepts are very well described in mathematics and linked closely to the intended outcomes for learning in lessons. There is clear evidence that teachers give pupils a broad range of opportunities to write for a range of purposes, for example, in Year 6, pupils deepen their understanding of life in Britain during World War II as they write postcards home as "evacuees". Younger pupils in Year 2 have written good reports of their recent visit to a forge to support their work in science.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Attainment and achievement have improved at all ages since the last inspection.
- Key weaknesses have been addressed well by the use of successful monitoring and improvement in teachers' understanding.
- There is scope for ICT to be used more consistently throughout the school to support learning in lessons, especially to collect data and interpret graphs.
- There is good use of the National Numeracy Strategy to plan modules of work. However, planning is not consistently modified to suit all pupils' needs in classes with older pupils.

- There have been good improvements in the use of practical work to improve numeracy skills, but mental skills are less developed.

Commentary

47 Present standards in Year 2 are in line with those expected nationally. These pupils have made very good progress from their low entry points in Reception. They make very good gains in locating and setting out the key information in problems across the expected range of programmes of study. This was reflected in a very good lesson when Year 2 pupils made very good progress in grouping objects and describing and writing 'sets' and repeated addition in early multiplication work. Above average ability pupils in this class extended their understanding by completing arrays and discovered that doubling is the same as times two. In a Year 1 lesson all abilities responded well to questions such as "what happens if" and motivated and excited learning improved thinking and perseverance. Present standards in Year 6 are approaching the national age-related expectations. A much improved and balanced curriculum, linked with the National Numeracy Strategies, has resulted in good improvement in the application of number. This was seen in a lesson when older pupils mentally converted and compared metric and imperial measurements and showed a good understanding of place value and decimal notation. In a Year 4 lesson, the teacher used ICT effectively to improve understanding of data handling and the sequencing of numbers on a graph.

48 Very good teaching in the early years is effectively introducing formal number work. The use of practical tasks is improving children's ability to apply number skills and write number sentences. In those classes where teachers have Interactive Whiteboards, these are used as effective teaching and learning tools and have a positive effect on pupils' attitude to learning. The majority of teachers are encouraging the development of mathematical understanding by giving tasks that promotes thinking and problem solving skills. Lesson structures are successfully promoting the need for pupils to discuss their work and articulate their strategies for solving problems. The use of literacy skills further improve understanding when key words are revisited to emphasise what has been learnt. Improved planning procedures have significantly aided teachers' understanding of what and how to teach in numeracy lessons. As a result, teachers modify group tasks to suit the pupils' needs and have a good understanding of their achievement levels to challenge them further. In less successful lessons there is less modification. In two Year 6 lessons tasks are insufficiently challenging, and over-directed instructions by the teacher's meant that pupils' spent less time than needed in developing their own strategies for problem solving.

49 Improvements in mathematical provision can be directly linked to the very good leadership and management of the subject and teachers' positive responses to undertake further professional development. Significant improvements are;

- The pace of learning and the challenging tasks given in many lessons.
- The quality and effectiveness of the recording and reporting of pupils' progress across each year.
- The co-ordinator's identification of trends and issues in the subject and the identification of appropriate actions or training to promote or rectify these.
- Very good achievement in Reception to Year 2 and good achievement in Years 3 to 6.
- An improving resource base that enhances the delivery of the National Numeracy Scheme.

50 There is, however, still some scope for improvement in the subject. There are some inconsistencies in the quality of marking. Sometimes, teachers do not reinforce the need for corrections to be addressed. Time in lessons is not always used effectively to challenge all pupils to further develop a range of mental calculations appropriate to their age. Opportunities are missed to reinforce graphical and shape and measuring skills and understanding, especially in the use of ICT to support learning. This was evidenced during the inspection when many older pupils showed a poor understanding of the measurement and use of time.

Mathematics across the curriculum

51 Pupils make satisfactory use of their numeracy skills in other subject areas. They use their measuring and recording skills well, but inconsistently in scientific experiments. There is presently an under-development of the use of ICT across the curriculum and opportunities to develop further skills and understanding via graphical interpretation are missed in other subjects such as geography.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Recent improvements, such as auditing strengths and weaknesses, in the leadership and management of science are improving standards.
- There are varying levels of teachers' confidence and expertise in teaching the subject.
- There is now a greater, but inconsistent, emphasis on investigative work and better teaching of the skills of scientific enquiry.
- There is a well-planned and structured curriculum that ensures all pupils receive a broad and balanced scientific experience.

Commentary

52 Standards in science in recent years have steadily improved and are now as good as those of similar schools. The subject has not been as effectively analysed and improved as English and mathematics but more recent actions were positively reflected in the 2004 test results. This is partly because the school has now taken positive steps to address the issue of low attainment by pupils with higher ability since the previous inspection. An increasingly high proportion of these pupils are reaching the higher levels of attainment in national tests. Present standards in Year 6 are now approaching those expected nationally. This recent improvement is a result of better planning of lessons with tasks now better matched to pupils' abilities and, because in Year 6, the more able pupils are taught in a separate set for science.

53 The teaching of science is good between Years 1 and 2 and satisfactory between Years 3 and 6. Teachers plan their work in year groups to ensure equal access to the curriculum. This is partially successful although there are still differences between classes due to the varying levels of confidence and expertise in teaching the subject. In particular, pupils learn more and make better progress when they are required to respond to questions in depth rather than simply draw pictures or copy texts. Most pupils, including those with special educational needs, are fully involved in lessons through the careful use of productive pairings. However, learning support assistants are not always used to aid their learning, for example, in identifying the purposes and reasons for their experiments. Good links with the community are established when pupils in Year 2 visit Rourke's Forge to broaden their learning about how materials are changed by heat at first hand.

54 Leadership of the subject is satisfactory and is improving. The recently appointed subject co-ordinator is given increasing scope to monitor and evaluate science throughout the school. In conjunction with the headteacher she has drawn up a coherent and manageable plan for development. The implementation of this plan is enabling the school to address and overcome most of the issues identified in the previous report. Teachers have received more in-service training in science and this has increased their subject knowledge and confidence. The curriculum is now based on national guidelines modified to meet the needs of particular pupils. There has been an improvement in the teaching of investigative skills to pupils. However, a lesson on recording the impact of exercise on the pulse was unsatisfactory because investigations are not well organised and pupils insufficiently acquire the scientific knowledge planned for. Links with other subjects are being established as when pupils in Year 1 link their work on light with studies of how artists use light in paintings.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**

Main strengths and weaknesses

- Strengthened procedures to audit provision has improved the leadership and management of the subject.
- The use of ICT to support learning in other subjects is not well developed and opportunities for further learning are missed.
- The new computer suite presents some problems that reduces its overall effectiveness as a teaching resource.
- Resources have been much improved and the school has successfully addressed the statutory curriculum breaches judged at the last inspection.

Commentary

55 The school has made sound improvements since the last inspection. Leadership and management initiatives are slowly improving resources by identifying software to improve understanding in other subjects and by the very effective use of Interactive Whiteboards that motivate the learning of pupils. Improved teaching and learning, most teachers now work with more confidence and better understanding of the subject, has led to an improvement in standards. In Year 2 pupils achieve standards that are expected nationally because they have had the greatest benefit of recent improvements. Year 6 pupils are achieving standards close to those expected nationally. However, achievement is hampered because the new suite is much smaller and its size makes class demonstrations of new learning difficult. In particular, larger classes of older pupils have great difficulty getting enough direct hands-on experience and weak keyboard skills slow down aspects such as logging on and word processing.

56 Leadership and management of the subject is good and the recently appointed manager has achieved a great deal since January. Both he and the technician make themselves available to support less-confident staff. In particular, a lot more software has been purchased to cover all areas of the ICT curriculum so that it now meets statutory requirements. However, some of the new software, such as interactive science programs, cannot be introduced until staff have received the necessary training. In Years 4 and 5 this problem has been partially overcome by using two teachers with particular confidence and expertise in the subject to teach all classes in their year group until all teaching staff have received the necessary training. Additionally, the Smart Learning program has been successfully introduced and is helping less-confident teachers with their planning, delivery and assessment of lessons in ICT.

Information and communication technology across the curriculum

57 The use of ICT across the curriculum is satisfactory but remains an area for development. In classrooms that have Interactive Whiteboards, teachers often use their new laptops well to enliven and enrich the teaching of basic skills in subjects like English and mathematics. However, plans to include ICT in lessons are not widespread and opportunities are sometimes missed. For example, a Year 6 science lesson on food chains did not use existing databases on the diet of different animals to make learning more relevant and interesting. When teachers use computer programs to develop learning in other subjects, such as the design of attractive duvet and pillow covers in Year 4, work in both subjects is very much improved.

HUMANITIES

58 Not enough teaching was seen in history and geography for a firm judgement to be given in these subjects. However, teachers' planning was scrutinised, pupils' work sampled and inspectors talked with pupils.

59 In **geography** evidence shows that younger pupils use simple maps of their local area and understand the main features. Their work showed that they recognise the countries that make up Great Britain and Northern Ireland and that they locate their town on a map. Older pupils study important issues such as the impact of consumerism on the world's rainforests and the part they have to play in the protection of our global environment. Writing shows a sound understanding of how their own industrial town has changed over the years. Pupils in some classes use their English skills well, for example, when they write persuasive letters about how environmental changes should be managed sensitively. Although planning is shared so that pupils in different classes have equal access to the curriculum there is a need to include more opportunities for extended pieces of writing in geography. Similarly, the use of ICT to enliven and enrich work in geography is not sufficiently well developed. The use of visits to places like Liverpool is well developed and pupils are stimulated to learn from these direct experiences.

60 In **history** progress has been made in developing whole-school awareness policies. In these areas satisfactory progress has been made from what was a key issue in the last inspection. Planning is now reflecting national requirements although not always sufficiently adapted to suit the varying needs of all pupils in lessons. The school has begun to improve the resources needed to deliver the subject and visits to places of interest further stimulate learning. In one observed lesson pupils made sound progress in researching the differences between the Celts and the Romans. However, the use of artefacts and ICT resources would further improve the opportunities to consider other forms of evidence, especially for pupils who have limited reading skills and who struggle to cope with just written resources. Class displays and work in books show an interest in studying World War II, especially the concept of evacuees. These Year 6 studies, however, have limited extended pieces of writing based on logical deductions and factual knowledge.

Religious Education

Provision in religious education is **very good**

Main strengths and weaknesses

- Teachers use a wide range of visits and visitors to enable pupils to achieve very well in learning about different religions and cultures.
- The consistent and regular use of assessment and marking helps pupils improve their work.
- The very good quality leadership and management has ensured considerable improvement to teachers' knowledge and confidence and the range and quality of resources.

Commentary

61 There have been considerable improvements to religious education since the previous inspection. The quality of teaching is significantly better and is having a very positive effect on pupils' attitudes and achievement. Pupils throughout the school clearly enjoy learning about different world religions and show much respect for a range of cultures and beliefs. This very good contribution to pupils' moral, social and cultural development is an improvement since the previous inspection. The school makes very effective use of the rich and varied diversity around Burnley to increase pupils' awareness and respect. For instance, pupils visit different places of worship and take part in celebrating festivals associated with religions such as Islam, Christianity and Judaism. This helps them achieve very well in understanding why people worship and celebrate in different ways. Pupils have a less well developed understanding of how religion affects the way people live. The subject manager is aware of this and has plans to improve this area of pupils' learning. Standards meet the expectations of the Locally Agreed Syllabus for pupils by the ages of seven and 11.

62 Teachers build very effectively on pupils' earlier experiences as they move through the school. This was evident in a Year 3 lesson where the pupils explained how Mary and Joseph might have felt at the forthcoming birth of Jesus ...'honoured; happy; puzzled'. Skilful and sensitive questioning enabled them to give reasons for their ideas. By Year 6, pupils are skilled in reflecting and in understanding the inevitability of change. They show secure understanding of the origins of

Buddhism and the reasons for the Buddhist way of life. Work around the school demonstrates good understanding of the meaning of reflection. For example, pupils worked with a member of staff to build a Zen type fountain in the school and use this to look and wonder. This is a significant improvement to pupils' spiritual development since the previous inspection.

63 The well structured system for keeping records of pupils' achievement and progress across the school gives a clear picture of achievement. Teachers' marking is good and gives pupils clear indications about how they can improve. These improvements result from the very significantly improved leadership of religious education. Enthusiasm, very good knowledge and outstandingly good team building skills are hallmarks of the current very good leadership. There has been a considerable improvement to the range and quality of resources, including the use of ICT since the previous inspection. This, and the very good support from the subject manager, has increased teachers' confidence, knowledge, understanding and expertise.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64 Not enough teaching was seen in music, design and technology and physical education for a firm judgement to be given in these subjects. However, teachers' planning was scrutinised, pupils were interviewed and their work sampled and the impact of extra-curricular clubs was analysed.

65 **Music** documentation, including taped compositions, indicates that there is an improvement in the development of pupils' composition skills. Planning shows that pupils have opportunities to take part in concerts and to play musical instruments. Pupils sing well in unison and listen attentively to music. There is a good range, quality and cultural diversity of resources planned regularly to be used in lessons. There are well structured systems for keeping records of pupils' achievement and progress across the school that gives the subject co-ordinator a clear picture of achievement. Further information on the strengths and weaknesses of provision has been well identified by the monitoring of teaching planning and pupils' work. A review of these procedures has led to constructive professional development for teachers.

66 In **design and technology** the evidence of the pupils' work in books and the examples of work gathered by the subject leader show that key skills design strands are focussed well. Information and communication technology skills are used very effectively to extend design skills in some lessons, particularly in Year 4, when pupils use programs to design repeating patterns for curtains, bedding and wallpaper. The subject leader is new to the role and her recent professional development has equipped her well to develop the subject further.

67 In **physical education** the school follows national guidelines to ensure there is a balance of physical activities undertaken. Planning materials are not presently arranged and developed into meaningful lesson activities and tasks that are helpful for teachers to direct learning. In a Year 5 dance lesson stimuli was well used to motivate learning and creativity but some tasks were far too difficult and restricted pupils' answers. Planning is needed to match pupils' development to further guarantee continuity and progressions in their learning as they move from year to year. The co-ordination of a wide range of extra-curricular sporting activities makes a very significant impact on the life and ethos of the school.

Art and Design

Provision in art and design is **good**

Main strengths and weaknesses

- The teaching of well planned activities mean that pupils' skills develop well throughout the school.
- The quality of art on display throughout the school is very good and this provides good learning and opportunities for reflection.
- There are some missed opportunities in lessons to stimulate and inspire pupils through the use of exciting resources.

Commentary

68 There have been good improvements in art and design since the previous inspection, particularly in the quality of teaching, which is now good. As a result, pupils reach standards that are typical of those found in most schools. All pupils have good skills in their use of paint and pastels when colour matching and they produce good quality work in their sketchbooks. Sketchbooks are used well throughout the school and they make an effective contribution to learning. This is a good improvement since the previous inspection. The subject leader provides good leadership and has been instrumental in ensuring that the curriculum is planned so that pupils build up their skills from what they already know and can do. In lessons, skills are taught thoroughly. For example, in a Year 2 lesson, effective demonstration by the teacher of how to make a printing block extended pupils' knowledge of how to use a range of materials and developed their skills as they explored new techniques.

69 Pupils' art and design work is displayed very well throughout the school. A scrutiny of work throughout the school showed that art and design is used well to support learning in many subjects. Display is used for a wide range of purposes and has the effect of celebrating pupils' achievements, whilst also giving pupils the opportunity to reflect on what they have learnt. ICT skills are frequently used to support learning and this was particularly effective as pupils in Year 4 used digital cameras to record their sculptures of natural objects as they worked in the style of Andy Goldsworthy.

70 Resources for the subject are good, but are not yet good enough to provide pupils with a source of inspiration in lessons and this is an area for improvement. For example, in one lesson in Year 5, pupils were learning how to make stencils and they appreciated that designers use stencils to make patterns for wallpaper, fabric and ceramics. However, a lack of resources, including printed fabrics or ceramics, meant that the pupils have limited observational opportunities to be inspired and to reflect on their thoughts and preferences.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

71 Not enough teaching was seen in personal, social and health education and citizenship (PSHCE) for a firm judgement to be given in this subject. However, teachers' planning was scrutinised and pupils' work sampled.

72 All adults work tirelessly to improve pupils' independence, self-awareness and relationships with each other and adults. In the Foundation Stage thorough planning ensures that all children are eager to join in the classroom activities, helping them to increase their confidence and self-esteem as they learn to work harmoniously with each other and adults. The school is very keen to tailor the **PSHCE** curriculum to meet the specific needs of these pupils based on national, local, and school data analysis. They have placed a considerable emphasis on teaching pupils about drug misuse, dental hygiene, relationships, and ethnicity. This was seen in their extensive auditing of pupils' emotional, social and physical needs and the resulting scheme of work for this area. The work on drugs awareness is particularly relevant and effective after the school surveyed pupils' awareness of such issues. This curriculum is at an early stage of its development and the school has placed considerable emphasis on establishing a PSHCE programme firmly based on the individual needs of its pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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