

# **INSPECTION REPORT**

## **GREEN HAWORTH CHURCH OF ENGLAND PRIMARY SCHOOL**

Accrington

LEA area: Lancashire

Unique reference number: 119442

Headteacher: Mrs I Wensley

Lead inspector: Mr A Fullwood

Dates of inspection: 20<sup>th</sup> – 22<sup>nd</sup> June 2005

Inspection number: 266992

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	74
School address:	School House Lane Green Haworth Accrington Lancashire
Postcode:	BB5 3SQ
Telephone number:	01254233379
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Pollard
Date of previous inspection:	June 2003

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Green Haworth on the edge of Accrington. Children's attainment on entry to the school is well below average. There are the equivalent of 74 full-time pupils on roll (41 boys and 33 girls), taught in three mixed-aged classes, and the school is much smaller than an average primary school. At the time of the inspection there were seven children in the Foundation Stage. The socio-economic indicators for the area served by the school are well below average. Pupils are mainly of white ethnic origin but four pupils are from other ethnic backgrounds. There are no pupils at an early stage in the acquisition of English. Thirty-five pupils, approximately 47 per cent, have special educational needs. This is well above the national average. Eight pupils, representing 10.8 per cent, have a statement of special educational need, which is above the national average. The school has a good reputation in the local area for providing well for these pupils. The mobility of pupils in and out of the school is a significant factor. The school gained the Healthy Schools and Investors in People Awards in 2004, and the Race Equality Charter in 2005. It is only recently that the school has been able to appoint permanent teachers in two of the three classes.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr A Fullwood	<i>Lead inspector</i>	English Science Information and communication technology Design and technology Music Physical education Special educational needs Personal, social and health education
12682	Mr J Griffin	<i>Lay inspector</i>	
30691	Mrs K Yates	<i>Team inspector</i>	Foundation Stage Mathematics Art and design Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Green Haworth Church of England Primary is an improving school that provides a sound education for all its pupils.** It provides good care for its pupils within a strong, Christian ethos. Overall, teaching and learning are satisfactory and pupils achieve satisfactorily. Leadership and management are good. The school provides satisfactory value for money.

**The school's main strengths and weaknesses are:**

- Teaching is very good in the Foundation Stage and good in Years 1 and 2, and children achieve well as a result.
- Standards at the end of Year 6 are well below average in English, mathematics and science.
- The school provides well for pupils with special educational needs (SEN).
- The presentation of pupils' work is unsatisfactory.
- Effective assessment procedures have been established and these are used well to track pupils' progress and attainment.
- Pupils' attendance is well below the national median.
- The leadership and management of the headteacher and senior teacher are good.

Improvement since the previous inspection has been significant. The school has worked quickly and successfully to address the issues for improvement identified at the time of the previous inspection. Good progress has been made in solving the staffing difficulties in Classes 2 and 3, and the quality of teaching and learning has improved as a result. Effective assessment and tracking procedures have been established. The leadership and management of the curriculum have improved, as has the role of the governing body. The school has developed good self-evaluation procedures and is well placed to improve further.

### 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	E*	E	E
mathematics	E	E*	E*	E*
science	E*	E*	E*	E*

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E\* – very low.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Overall, pupils' achievement is satisfactory.** The results of national tests in 2004 at the end of Year 6, in comparison with those of all and similar schools, show that standards in mathematics and science were E\* – in the bottom five per cent of schools nationally – and well below average in English. However, only five pupils took the tests and few of the pupils had been at the school for any length of time, owing to the high numbers of pupils moving in and out of the school. Inspection evidence indicates that standards in the current Year 6 are improving but remain well below expected levels in English, mathematics and science. However, half of the pupils have SEN. Standards in information and communication technology (ICT) are average and indicate a significant improvement since the previous inspection.

The results of national tests in 2004 at the end of Year 2 show that standards in reading and mathematics were well below average in comparison with those of all schools. Standards in writing were in the bottom five per cent nationally. In comparison with those of similar schools, standards were well below average in reading and writing but average in mathematics. Inspection evidence

indicates that the attainment of pupils in reading, writing, mathematics, science, and ICT by the end of Year 2 are average and that pupils' achievement is good. This is a significant improvement on the results in 2004 despite the fact that a third of pupils have SEN.

In the Foundation Stage, children's attainment in personal, social and emotional development is on course to reach the expected goals by the end of the Reception year and they are achieving well. In other areas, however, such as literacy, language and communication skills, and mathematical and creative development, a significant number are unlikely to achieve the same goals, even though they are making good progress. There was insufficient evidence to make a secure judgement about children's attainment and achievement in their physical development or their knowledge and understanding of the world.

Pupils with SEN achieve well in relation to their prior ability. They are well supported by teachers and teaching assistants.

Generally, pupils' attitudes to learning and their behaviour are satisfactory. Pupils have good attitudes to school. Pupils' attendance is unsatisfactory and well below the national median, despite the school having good procedures for promoting good attendance. **The promotion of pupils' values and personal qualities and their spiritual, moral and social development is good, and the promotion of their cultural development is satisfactory.**

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. The quality of teaching and learning is very good in the Foundation Stage, good in Years 1 and 2, and satisfactory in other year groups.** Examples of good teaching were observed in all classes. The teaching of pupils with SEN is good and they achieve well as a result. Across the school, there are effective assessment procedures, and the information they provide is used well to track pupils' attainment and progress. Homework is used satisfactorily to support pupils' learning.

The curriculum is satisfactory. Overall, staffing levels are good and the accommodation and learning resources satisfactory. However, space in the hall is too restricted for indoor physical education (PE) or drama. The school has good links with parents, the community and other schools. The school provides good care, support and guidance for pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The governance of the school is satisfactory. Under the good leadership of the chair of governors, and with the support of the local education and Diocesan authorities, the governors are suitably involved in the strategic management of the school and in ensuring that they have a clear understanding of the school's strengths and weaknesses. All statutory requirements are met. The headteacher and senior teacher provide good leadership and support for other teachers new to the school and to teaching. With the good support of the local education authority (LEA) they have continued to develop clear leadership and management strategies for improving standards and pupils' achievement. The leadership and management of subject co-ordinators are good, particularly when account is taken of the many responsibilities that each person has.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' views of the school are that it is very good. The great majority of parents are happy with all aspects of the school's work but, unfortunately, few are actively involved in their children's education. Pupils' views of the school are very positive. They feel supported by teachers and support staff and nearly all enjoy coming to school.

## **IMPROVEMENTS NEEDED**

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

- Improve standards in English, mathematics and science at the end of Year 6.
- Improve the presentation of pupils' written work.
- Improve the level of pupils' attendance.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Achievement is good in the Foundation Stage and Years 1 and 2, and satisfactory in Years 3 to 6.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve very well.
- Pupils in Years 1 and 2 achieve well in reaching average standards in English, mathematics, science, ICT, design and technology and music.
- Standards at the end of Year 6, in English, mathematics and science, are well below average.
- Good provision is made for pupils with SEN.

#### Commentary

1. Children's attainment on entry to the school is well below average. Children make good progress and achieve well as a result of very good teaching and the very good leadership of the Foundation Stage co-ordinator. Children are on track to achieve the goals they are expected to reach by the end of the Reception year in their personal, social and emotional development and they make very good progress and achieve very well. In other areas, however, such as literacy, language and communication skills and mathematical and creative development, a significant number are unlikely to achieve the same goals, even though they are making good progress. There was insufficient evidence to make a secure judgement about children's standards and achievement in their physical development and in their knowledge and understanding of the world.

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

Standards in:	School results	National results
reading	12.8 (16.3)	15.8 (15.7)
writing	11.0 (14.3)	14.6 (14.6)
mathematics	14.7 (15.5)	16.2 (16.3)

*There were 12 pupils in the year group. Figures in brackets are for the previous year.*

2. The school has an unusually high percentage of pupils with SEN, and this is due to its good reputation for providing well for these pupils, particular those with emotional and behavioural difficulties. There is also a small number of pupils in each age group and a significant movement of pupils in and out of the school. These factors have a negative impact on the attainment of the pupils.

3. Results in national tests for seven-year-olds in 2004 were well below average in reading and mathematics and in the bottom five per cent nationally in writing and in science (teacher assessments only). Compared with that of similar schools, attainment was well below average in reading and writing and average in mathematics. Girls and boys have similar results except in mathematics, where boys' results are better. Boys and girls alike perform worse than boys and girls nationally. Current standards, as observed during the inspection, are average in reading, writing, mathematics and science, and also in ICT and design and technology. This is a result of improved teaching, leadership and management.

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

<b>Standards in:</b>	<b>School results</b>	<b>National results</b>
English	23.4 (20.3)	26.9 (26.8)
mathematics	22.2 (19.8)	27.0 (26.8)
science	23.4 (22.2)	28.6 (28.6)

*There were 5 pupils in the year group. Figures in brackets are for the previous year.*

4. The school's results in the national tests for eleven-year-olds in 2004 were well below average in English and in the bottom five per cent nationally in mathematics and science. Compared with that of similar schools, attainment was well below average in English and in the bottom five per cent in mathematics and science. Only five pupils took the tests. Owing to the small size of groups of pupils, and the widely varying number of pupils with SEN, standards have varied from year to year. Generally, girls and boys perform similarly but both perform less well than boys and girls nationally. Current standards, as observed during the inspection, are well below average in English, mathematics and science, and pupils' achievement is satisfactory. Standards are average in design and technology, ICT and music, and pupils' achievement is good.

5. Pupils with SEN achieve well but their attainment is below the expected level for their age. Good support from teachers and teaching assistants ensures that these pupils make good progress in relation to the targets set in their individual education plans (IEPs).

### **Pupils' attitudes, values and other personal qualities**

Pupils show **good** attitudes to school and **satisfactory** attitudes to their work in lessons. Their behaviour is **satisfactory** overall, underpinned by mostly good relationships among pupils and with adults. Pupils' personal qualities are developed **well**, which represents an improvement since the previous inspection. Pupils' punctuality is **satisfactory** but attendance remains **unsatisfactory**.

### **Main strengths and weaknesses**

- Pupils' attitudes to school are good, whilst their attitudes to work in lessons are satisfactory.
- Relationships among most pupils are good.
- The school's measures to promote positive attitudes, behaviour and attendance are good.
- Pupils' personal qualities are well developed; their spiritual, moral and social development is good.
- A small minority of parents do not ensure that their children attend school regularly.

### **Commentary**

6. Most pupils like their school. They appreciate the support and encouragement given by teachers, and the way adults take notice of their views. Attitudes to learning are satisfactory overall, except among older junior pupils. Overall, Year 6 pupils' interest in learning is less well developed than usually seen. Younger pupils often show good attitudes to learning. They listen well and show good levels of interest, concentration and determination to complete set tasks. Pupils respond particularly well when expectations are high, lesson tasks are demanding, and they are able to engage in a variety of practical activities.

7. Staff set high expectations for pupils' behaviour and most pupils are keen not to let down their teachers or themselves. The good and reliable behaviour of most pupils is a key element in the positive atmosphere for social development that prevails. Rare incidents of racism are taken very seriously, fully investigated and properly reported. There is some bullying, mostly verbal teasing among a small number of pupils. Pupils know that such incidents, once reported, are investigated thoroughly and fairly. The school places a strong emphasis on prevention of all forms of anti-social behaviour, primarily through frequent recognition of good behaviour and attitudes. Some pupils, who join the school at other than the usual time, arrive with a history of behaviour difficulties in previous schools. Whilst the behaviour of most of these pupils improves, in a few cases the

previous difficulties recur. This is reflected in the table on exclusions shown below, as two boys who joined the school at other than the usual time had exclusions in the previous school year.

## Exclusions

### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
Mixed – White and Asian
Asian or Asian British – Pakistani

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
71	6	1
3	0	0
1	0	0

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

8. Most pupils achieve the Early Learning Goals related to their personal, social and emotional development by the end of Reception class. A significant majority of pupils in all classes are calm, happy and consistently well mannered. As a result, teachers are able to rely increasingly on pupils to work sensibly in pairs and small groups. The school's personal, social, and health education (PSHE) and citizenship lessons, including the use of 'Circle Time' when pupils share their feelings and concerns, is an important contributor to pupils' good social development. Nearly all pupils show respect and care for others. For example, they hold doors open for adults and are kind to peers who are feeling unwell or left out. Most of the older pupils exercise responsibility for themselves and others in a sensible way. For example, the 'buddies', drawn from the upper junior class, help to pick up playground issues, resolve little disputes and befriend pupils who are feeling left out. When questioned in groups, most pupils listen calmly and with respect to different views expressed by others. Nearly all pupils have a well developed sense of right and wrong and of what is fair. They hold the rewards system in high regard and fully support the school's sanctions.

9. The good opportunities that pupils have for reflection in assemblies and lessons make important contributions to their good spiritual development. Pupils' spiritual development is enhanced by discussions in religious education lessons on matters ranging from what makes an excellent classroom atmosphere to what makes a good leader. Pupils' cultural development, including their understanding of their own culture is satisfactory. Older junior pupils say that they learn about respect for differences of all kinds as part of their PSHE and citizenship education. This is an important part of pupils' preparation for life in a multicultural world. Religious education and history lessons make important contributions to pupils' satisfactory multicultural development.

## Attendance

10. The table below provides attendance and absence data for the latest complete reporting year, when the attendance was well below the national median. This is due mainly to a small number of pupils with very poor attendance. The school has good procedures for ensuring attendance and for involving the educational welfare officer when necessary.

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.4
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are very good in the Foundation Stage, good in Years 1 and 2, and satisfactory in Years 3 to 6. The curriculum is satisfactory and there is a sound range of extra-curricular activities. Overall, levels of staffing, accommodation and learning resources are satisfactory. There is a good number of well qualified and experienced teaching assistants. Links with parents, the community and other schools are good. Pupils are well cared for, guided and supported.

### Teaching and learning

Overall, teaching and learning are satisfactory. The quality of the assessment of pupils' work is good.

### Main strengths and weaknesses

- Teaching and learning in the Foundation Stage is very good.
- Teaching in Years 1 and 2 is good.
- Assessment and tracking procedures have been established in all subjects.
- Pupils with SEN are supported well.

### Commentary

#### *Summary of teaching observed during the inspection in 22 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1	7	8	6	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

11. The quality of teaching and learning in the Foundation Stage is very good. As a result, children achieve well, and very well in personal social and emotional development. Staff work very hard to raise children's well below average attainment on entry to the school. They have very good relationships with the children, and lessons are well planned and stimulating. Children's attainment and progress is assessed systematically and the information gained is used well by the teacher to inform future learning. Links with parents are good and help them to know how they may participate in their children's learning. The nursery nurse and teaching support assistants make a very valuable contribution to the children's learning.

12. On the evidence of a scrutiny of pupils' English work since September, 2004, teaching and learning in Years 1 and 2 were good and they were satisfactory in Years 3 to 6. However, in the lessons seen during the inspection, and from a scrutiny of pupils' work since Easter, pupils are making good progress as a result of the good teaching they receive. Teachers adopt a lively and enthusiastic approach, and pupils enjoy their work and concentrate well. However, pupils do not always settle quickly to their work unless directly supervised and they make satisfactory rather than good progress.

13. The teaching of mathematics is good in Years 1 to 4. Lessons are organised well, the pace of pupils' learning is brisk, and they enjoy their learning and achieve well. Teaching and learning in Years 5 and 6 are satisfactory. This class has had many changes of teacher, and the newly appointed teacher observed during the inspection has had little time to improve pupils' knowledge of number facts to enable them to solve mathematical problems. However, good use is being made of a range of resources to provide challenging practical activities for pupils of differing abilities, including those with SEN.

14. The teaching of science is satisfactory. On the evidence of a scrutiny of pupils' work and the lessons observed, it is good in the Year 1/2 class. Across the school, lessons are well structured and teachers make good use of questioning to ensure that pupils understand scientific concepts.

However, in Years 3 to 6 learning is slowed by a small minority of pupils who do not settle to their work, and this has a negative impact on pupils' learning.

15. There was insufficient evidence to make secure judgements about teaching and learning in other subjects. However, in ICT a scrutiny of pupils' work indicates that provision for this subject has improved in Years 3 to 6 and that pupils achieve well as a result.

16. The school has worked hard to establish effective assessment and tracking procedures. These are used well to plan lessons for pupils of different abilities. However, the use of assessment information to set specific and achievable targets is in need of further improvement. The targets set are too broad to help pupils understand how they can improve. Homework is set regularly and makes a satisfactory contribution to pupils' learning at home and at school.

17. Teachers and support staff are acutely aware of the needs of pupils with SEN and give them good support during lessons. They plan carefully to make sure there are appropriate opportunities for these pupils to achieve success. Pupils who have emotional needs are given sensitive support to ensure that they settle quickly into the life of the school.

## **The curriculum**

The school provides a **satisfactory** curriculum. Opportunities for enrichment through activities outside lessons are **satisfactory**. The accommodation and learning resources are **satisfactory**.

## **Main strengths and weaknesses**

- The curriculum for children in the Foundation Stage is good.
- Learning across the curriculum is enhanced by displays.
- Provision for pupils with SEN is good.
- The hall offers inadequate accommodation for pupils' learning.

## **Commentary**

18. Children in the Foundation Stage are provided with a broad curriculum, which makes a good contribution to their learning and development.. Planning is very detailed and the classroom is a rich and stimulating environment where children are busily engrossed in a good range of productive activities. For pupils in infant and junior classes the curriculum is satisfactory. These findings are the same as those of the previous inspection.

19. The curriculum meets national requirements and is relevant to the needs of all pupils. It is reviewed regularly to take account of national initiatives, the needs of the pupils and the small number of pupils in each year group. The school is developing a more flexible curriculum that links subjects, and this makes learning more meaningful. Displays throughout the school are of a high quality. They are colourful and eye-catching so that pupils and visitors are prompted to stop and read for information and for pleasure. In all classes they contain a good balance of teachers' and pupils' contributions. Annual visits to places of interest enhance the curriculum, and visitors to the school bring knowledge and expertise to share with pupils. There have been no residential trips in recent years because of staffing difficulties and problems over financing the visits. However, a residential trip will take place in 2006.

20. Curricular provision for pupils with SEN is good and ensures that they make good progress. This is an improvement on the findings of the previous inspection. Pupils are fully involved in lessons, and benefit from well planned work when withdrawn for work on their individual needs. Pupils' individual targets are well thought out and are reviewed regularly to provide fresh small step targets for improvement.

21. Provision for PSHE is good. A good range of PSHE topics is included in religious education, science and English, and 'Circle Time' sessions help pupils reflect on issues such as bullying, cheating and the pressures of moving schools. Arrangements for sex education and the attention to the misuse of drugs are satisfactory.

22. Provision in music is good and pupils enjoy this subject, especially the opportunities to learn to play the instruments, for example in 'Praise' sessions that enhance pupils' personal development. Teachers run clubs for choir, recorders, art and craft, health and fitness, and many pupils take part in a range of sporting activities, including inter-school athletics and tag rugby.

23. The hall in its present state is unsatisfactory. It is cramped, and the lack of storage space for dining tables and chairs and the presence of an altar and altar rails restrict the amount of space available for pupils to engage in any form of energetic exercise such as physical education and drama. Access to the hall is only via other classrooms. Vibrations from lessons taking place in the hall frequently disrupt the progress of lessons in nearby classrooms. The school's grounds and play areas are attractive, and the only real shortcoming is the lack of a covered area for children in the Foundation Stage.

24. The headteacher and the senior teacher have been in post for a number of years and provide stability for pupils, many of whom have considerable emotional and behavioural problems, but the many changes in staff in other classes have disrupted pupils' learning. The school has managed to recruit two new teachers, one in September 2003 and one in April 2005. Both are settling in well. They are well supported by the existing staff, including knowledgeable teaching assistants who make a valuable contribution to the progress of pupils with SEN.

25. Resources are satisfactory and good use is made of interactive whiteboards to enable teachers to present the curriculum in an interesting way. Preparation for subsequent stages of learning is satisfactory and is aided by the visits of a French teacher from the local secondary school, who introduces pupils in Years 5 and 6 to simple French phrases.

### **Care, guidance and support**

The school cares well for its pupils. Pupils receive good support, advice and guidance. There are good measures to involve pupils in the school's work and development, through seeking and acting on the views they express in the school's good personal and social education programme.

### **Main strengths and weaknesses**

- Pupils rightly say they feel safe and secure at school.
- Pupils have academic targets that are regularly reviewed.
- The school regards the views of pupils as important to its work.

### **Commentary**

26. Levels of minor accidents, mainly in the playground, are low. First aid and health and safety arrangements are clear and effective. Good arrangements are in place for child protection and looked-after children. Parents who responded are rightly positive about the good care provided for all pupils. Pupils confirm that they feel safe and secure throughout the school day.

27. Induction arrangements into Reception are good. There are good induction arrangements to support the integration of the significant number of pupils who are admitted during term time. Staff

know pupils well, and where there are concerns the teachers and other staff work closely with pupils, parents and outside agencies to identify how the concerns can be successfully dealt with. As a result, nearly all pupils have a good and trusting relationship with one or more adults, as was confirmed by the pupil survey. Good attitudes, good work and achievements outside school are recognised at weekly celebration assemblies. Pupils have targets relating primarily to their academic progress. Staff discuss the outcomes of tests and targets with pupils, and regular marking provides helpful suggestions as to how their work can be improved. This is underpinned by regular assessment and tracking of pupils' achievements, in English and mathematics.

28. The good relationships between pupils and their teachers create a trusting atmosphere in which to hear pupils' views. 'Circle time', where pupils share their views, feelings and concerns with staff, is a well established feature across the school. The new school council is also having a positive impact. For example, they have sought pupils' views on the development of the playground to provide a greater range of playtime equipment. The great majority of pupils agree with the survey statement that the school listens to their ideas.

### **Partnership with parents, other schools and the community**

Links with parents are good overall. Links with the community are good. Links with other schools and colleges are good, and they make a good contribution to the development of staff and pupils. The good links with parents, the community, and other schools make a positive contribution to the development both of pupils and of staff.

### **Main strengths and weaknesses**

- A good range of good quality information is given to parents. They are kept well informed about the life of the school and their children's progress.
- The school regularly seeks and responds to the collective views of parents.
- Apathy towards school and to their children's learning on the part of a substantial portion of parent remains an important barrier to raising achievement.
- There are important links with the church and public services.
- Links with the primary cluster and a special school are close, whilst those with the secondary schools are growing.
- Curriculum links, around the time when Year 6 pupils are due to transfer to local secondary schools, are less developed than is usually seen.

### **Commentary**

29. The school works hard to maintain effective links with its parents. Parents' evenings and good quality annual reports keep parents well informed about their children's progress. The reports give a clear indication of the effort pupils are making and identify key areas for improvement. Information about planned work is provided at the start of each half term. For some years, the school has surveyed the views of parents, pupils, staff and governors and, as far as possible, has incorporated them in the school development plan. Individual parental concerns are dealt with promptly, thoroughly and fairly. As a result, there have been no formal complaints to the governing body. Responses to the pre-inspection questionnaire indicate that parents appreciate the work of the school. Apathy towards school and their children's learning among a substantial portion of parents remains an important barrier to raising achievement. For example, discussion with Year 6 pupils indicates that only a minority of parents check that set homework is done. Parental attendance is low at workshops aimed at improving their knowledge of the curriculum. The limited transport links between the estate where most parents live and the school is an important contextual factor.

30. The local church uses the school hall for religious services on Sundays. The vicar serves on the governing body, takes assemblies and contributes to some religious education lessons. Public services, such as the police and fire services, enrich the curriculum with contributions on personal safety, drugs awareness and healthy living. Pupils take part in a range of collections and sponsored events for charity. The school choir sings Christmas carols at Blackburn Cathedral and for local

senior citizens. Pupils' learning benefits from a range of visits and visitors. For example, the local professional football club provides help with football coaching. The school is a member of a newly formed 'creative partnership', whereby artists and performers will work with pupils on dance, music and other creative skills.

31. Close links with local nurseries contribute to the good arrangements for induction into the Reception class. Links with a local special school bring additional expertise to support pupils with SEN and result in the inclusion of special school pupils in some lessons. Collaboration is strong with the local cluster of primaries. Headteachers and other staff meet regularly to work on common issues. Pastoral arrangements are effective around the time of transfer of Year 6 pupils to a number of different secondary schools, but curricular links are less well developed. For example, Year 6 pupils do not take transition units in English or mathematics. Pupils' learning benefits from the secondary schools' help in teaching French and ICT. The school provides work experience placements for secondary school pupils and takes students from a local college on child-care courses. Older pupils take part in athletics and kwik-cricket competitions against other local schools, contributing to their knowledge of the local community whilst developing their sense of fair play and competition.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good**. The governance of the school is **satisfactory**.

### **Main strengths and weaknesses**

- The purposeful leadership and high aspirations of the headteacher and senior teacher are enabling the school to raise standards.
- The staff team work well together in co-ordinating the curriculum.
- The work of the governing body has improved since the previous inspection.
- Finances are used well, ensuring that the school makes the most of its available funds/resources.

### **Commentary**

32. The headteacher leads the school well and is ably assisted by the senior teacher. Together they have maintained a clear vision and educational direction for the work of the school. They have made a careful and thorough analysis of the school's work, but in the past they have been handicapped by an inability to recruit and retain teachers of sufficient quality to carry out their plans for the school's development. This issue has now been resolved and together they are providing good support to two teachers new to the profession. As a consequence, all staff work closely together to identify key areas that require attention, such as the need to improve pupils' standards of attainment and to ensure that pupils make consistent progress as they move through the school.

33. The small staff team work well together in co-ordinating the curriculum and in ensuring that where year groups are split between two classes they receive the same curriculum entitlement. Good assessment procedures have been established and pupils' attainment and progress are closely monitored. Assessment information is used well to plan pupils' future learning and to set class and year group targets for improvement, although these targets are not always clear enough.

34. The happy, involved and hardworking atmosphere of the school is directly attributable to the headteacher and the team she has put in place. The leadership of the school ensures that all pupils are valued and supported. The school's policies are very inclusive, and pupils with particular difficulties, whether academic or social, are welcomed into the school, with support programmes put in place to meet their specific needs. Good quality teaching assistants form an essential part of this provision.



35. The school improvement plan is a good, clear document. The current plan addresses all priorities in detail. Teachers and teaching assistants make a careful analysis of the results of tests at all levels in order to track individual pupils' progress and introduce appropriate measures to ensure that all pupils reach their full potential. These systems are already having a clear effect on pupils' achievement.

36. The work of the governing body has improved since the previous inspection. Through the leadership of a well informed and experienced chair of governors, the governors give sound support to the school and meet their statutory responsibilities. They are developing an awareness of the school's strengths and weaknesses and of the action necessary to bring about improvement. Governors are developing their role in evaluating the work of the school for themselves and are aware of the school's recent performances in national tests. Most governors visit the school on a regular basis to monitor subjects such as English and mathematics, and to ensure that the school makes provision for the large number of pupils with SEN. Good systems are in place for the performance management of staff, and governors are clear about their role in setting targets for the headteacher.

## Financial information

### *Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	269,574	Balance from previous year	41,210
Total expenditure	290,211	Balance carried forward to the next	20,573
Expenditure per pupil	3,922		

37. Financial management is good and supports the school's educational priorities. The headteacher exercises strategic oversight and is well supported by the school secretary. The governors ensure that best value principles are applied to budgetary decisions. The school provides satisfactory value for money.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Reception class is **very good**.

38. There are seven children of Reception age, who are taught alongside eight Year 1 and four Year 2 pupils. All children in Reception are provided with a good curriculum in a stimulating environment. Teaching and learning are good in creative development, where children achieve well. In personal social and emotional development, communication, language and literacy, and mathematical development, teaching and learning are very good. Children achieve well in all these areas and very well in personal social and emotional development. No judgements can be made about physical development and knowledge and understanding of the world, as not enough teaching was observed in these areas. Links with parents are good. Staff try hard to encourage parents to support their children; for example, 'Toy Sacks' are sent home weekly. These help parents to know how they can participate in their children's learning and also to find out how they are getting on. The nursery nurse and teaching support assistants make a very valuable contribution to children's learning.

39. All staff systematically assess and record the progress children make, and the information gained is used by the teacher to inform the day-to-day planning for future learning. The indoor accommodation is satisfactory and the outdoor area provides adequate space for children to take part in a wide range of activities. However, there is no covered area to protect children from inclement weather or to shelter them from the heat of the sun. Resources for children in Reception are satisfactory. On their entry to school the attainment of the majority of children is well below the expected level, and staff work very hard to raise these levels in a short time. By the end of the year it is likely that most children will reach the expected standards in personal social and emotional development. In all other areas, whilst about a half are close to achieving the expected levels, the remaining children are unlikely to achieve them in the Reception class. Leadership and management are very good and arrangements for children's admission into school are good.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Adults and children enjoy very good relationships.
- Routines are rigorously established, so that children achieve very well.

#### **Commentary**

40. Teaching and learning are very good and all children achieve very well. The very good relationships and teamwork of the staff ensure that all children enter a warm and caring environment where they settle quickly and happily make friends. Staff praise children readily for their good work and behaviour and this motivates them, so they are very keen and eager to learn. The majority of children are confident to tackle activities independently; they share resources and concentrate on activities. Those who are unsure are very well supported by adults who make learning fun. Staff have very high expectations of pupils' behaviour, and children have a clear understanding of what is acceptable and what is not. The school values parents as partners in children's education and some parents support children with homework. Because of the very good work all adults put into children's development, most children are likely to reach the expected levels by the end of Reception.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Stories and poems are well chosen to interest children and focus their attention.
- All staff use their voices well to emphasise the importance of speaking and listening skills.

### **Commentary**

41. Teaching and learning are very good. Daily planning is detailed and shared, so that staff have a very clear understanding of how their individual roles contribute to children's learning. Adults read with very good expression, and most children listen very attentively and join in confidently at appropriate places. The nursery nurse goes over the main points with lower-attaining children, giving them more time so that they too have the opportunity to express their ideas and show their understanding of the work of 'busy bees'. Higher-attaining children speak clearly ('bees get honey on their wings') and they read short simple sentences confidently. The nursery nurse questions lower-attaining children very well, so that they search eagerly for information from the pictures in stories and are keen to discuss their findings. More able children write a sentence independently and neatly, whilst less able children make good efforts to recognise sounds in words. They demonstrate good pencil control when forming their letters. Despite their good achievement by the end of the year, only half of the children are likely to reach the expected levels.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **very good**.

### **Main strengths and weaknesses**

- The high ratio of staff to children enables children to have plenty of instruction.
- Good use is made of resources to motivate children.

### **Commentary**

42. Teaching and learning are very good. In the lesson observed, Reception children worked at a very brisk pace under the supervision of the nursery nurse in a small separate room which afforded them very good opportunities to develop their mathematical skills in a quiet area. Resources were of a very high quality, and all children responded very well to the very focused questioning as they studied individual pictures intently and then sequenced the events of 'Spot's day'. As a result of the nursery nurse's very good use of praise and encouragement, higher-attaining children swiftly moved on to produce individual clock faces, cut out numbers to 12, and arrange them correctly on clock faces. Lower-attaining children were very well supported and ordered numbers to 8 correctly. Achievement is very good, and by the end of the year around half of the children are likely to reach the expected levels.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

43. No lessons were observed in this area of learning. Adults use questions skilfully and give children good opportunities to examine and find out the uses of everyday technology. More able children control the mouse competently and gain a good knowledge of keyboard skills when they delete letters and add capitals and question marks in their writing of questions about the bees. Less able children enjoy putting on headphones and operating tapes as they listen to familiar stories.

## **PHYSICAL DEVELOPMENT**

44. Few lessons were observed in this area of learning and no overall judgement can be made about provision. From the activities seen, children respond well to adults' clear instructions and high expectations and show a good awareness of space, of themselves and of others. They enjoy operating a range of wheeled toys in the spacious outdoor area. The grassed area is spacious and enables children to take part in activities such as climbing, jumping and running, but there is no covered area to protect children from the sun or inclement weather. When engaged in modelling activities, all children handle construction and malleable materials safely and with increasing control.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Activities are carefully planned to develop imaginative thinking.
- Adults make good links with other areas of learning.

### **Commentary**

45. Teaching and learning are good and all children achieve well. They are confident to explore and experiment with colour, as they discover the effects of putting too much/too little paint on their printing objects. Adults make links with other areas of learning; for example, children make choices as to the mathematical patterns of triangles and circles they might create. Good use is made of role-play, and adults and children interact well in their 'holidays at the seaside', where they discuss the importance of protecting their skin with sun cream. They list the prices needed to purchase buckets and spades and how they might travel to Blackpool. Children enjoy good opportunities to play musical instruments, and develop an understanding of the relationship between high and low notes, so that higher-attaining children are able to compose their own short 'tunes'. Around half of the children are likely to reach the expected levels by the end of the year.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Although pupils enter the school with standards well below average, they achieve very well in reaching average standards at the end of Year 2.
- Across the school, pupils achieve well in reading.
- Good emphasis is given to the development of pupils' spoken and written vocabulary.
- The subject is led and managed well.

#### **Commentary**

46. By the end of Year 2, pupils are likely to reach standards in line with national expectations in reading, speaking, listening and writing. Their achievement is good in relation to their levels of attainment when they entered the school. By the end of Year 6, pupils' standards of attainment are well below expectations in writing and below expectations in reading and speaking and listening. Pupils achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6. Standards have been maintained since the previous inspection.

47. By the end of Year 2, many pupils demonstrate satisfactory confidence in discussing their work and describing their ideas. Improving pupils' speaking and listening skills is a current focus for development across the school, and in the lessons observed they were given many opportunities to talk in pairs, small groups and whole class discussions. This is having a positive impact on pupils' achievement but has yet to raise the standards at the end of Year 6. Pupils at the end of Year 6 talk freely and openly but still lack a sufficient vocabulary to share their ideas and opinions clearly.

48. Standards in reading are good at the end of Year 2 and below average at the end of Year 6. Pupils in Years 1 and 2 achieve very well, whilst those in Year 6 achieve well in relation to their attainment at the end of Year 2. A number of higher-attaining pupils read fluently and expressively. However, many pupils do not read for meaning, particularly in Years 3 to 6 and, consequently, do not always understand the importance of what they have read. All pupils to whom inspectors spoke enjoy reading, but many are not heard to read at home by their parents and this limits the progress they make. Pupils experiencing difficulties are heard to read daily by teachers and learning support staff. These strategies ensure that all pupils make at least satisfactory progress.

49. Standards in writing are in line with expectations at the end of Year 2 but well below expectations at the end of Year 6. This variation in standards is due mainly to the varying percentage of pupils with SEN in each year group. In Year 2 a third of pupils have SEN, while in Year 6 the figure is as high as 50 per cent. A scrutiny of pupils' work in Years 1 and 2 indicates that good provision is made for developing pupils' writing skills by devising a good variety of writing opportunities, and a high emphasis is given to increasing pupils' vocabulary. This leads to pupils making good use of time connectives, such as 'One Sunday', 'next' and 'then'. The emphasis on promoting pupils' use of a wider vocabulary is continued in Years 3 to 6, when average pupils use such terms as 'smaller than a speck of dust', or when those of higher ability describe a pocket as 'dirty and grubby'. The marking of pupils' work is always supportive and is related to whether the learning objectives set in lessons have been reached. However, it does not consistently inform pupils of what they need to do to improve. All classrooms provide a word-rich environment and this has a positive impact on pupils' achievement and progress.

50. On the evidence of pupils' written work and the lessons seen, teaching and learning are good in Years 1 to 4 and, since Easter, they have been good in Years 3 to 6. Teachers make good use of the literacy aspect of the National Primary Strategy in their planning, and provide challenging work for pupils of different abilities, including those with SEN. Teachers are lively and enthusiastic in their approach, the pace of lessons is brisk, and pupils enjoy their work and concentrate well. Where lessons are satisfactory, pupils do not settle well to their work unless directly supervised by teachers or teaching assistants.

51. The leadership and management of the subject are good. The co-ordinator, with the help of the LEA, has a clear idea of standards and has accurately identified the need to develop pupils' spoken vocabulary in order to improve speaking, listening and writing skills. The subject has a high profile in the school, as shown by the many displays of work around the building, and is well placed to improve further. Resources are satisfactory.

52. The provision made for the subject has improved since the previous inspection. Better use is made of assessment information to provide challenging work to meet the needs of individual pupils, including those with SEN. The quality of teaching is more consistent across the school.

### **Language and literacy across the curriculum**

53. Pupils use language and literacy skills well in other subjects, such as history and geography and science, when writing up conclusions or describing life in other times. Appropriate use is made of pupils' ICT skills when drafting and redrafting their work.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils in the youngest class achieve well.
- Good use is made of resources.
- Not enough emphasis is placed on pupils' presentation of their work.
- The teaching of rapid recall of mental calculations lacks pace.
- Assessment systems are not sufficiently developed to pinpoint what pupils need to know next.
- Good use is made of mathematics across the curriculum.

### **Commentary**

54. Test results from 2004 showed that, by Year 2, standards in mathematics were well below average in comparison with those of all schools and average in comparison with those of similar schools. By Year 6, standards were in the bottom five per cent when compared to those of all schools and of similar schools.

55. Current findings for the pupils in the present Year 2, where a third of the pupils have SEN, are that standards in mathematics have improved and more pupils are working at the higher Level 3. These pupils are achieving well.

56. By Year 6, because over half of pupils have SEN, a lower than expected number of pupils are working at the higher level 5 when compared to similar schools, and a higher number of pupils are working at the lower level 3. These standards are an improvement on last year's national test results and are similar to those found at the time of the previous inspection. Achievement for these pupils is satisfactory. Caution must be taken when analysing these differences, because the number of pupils in each year group is very small.

57. Teaching and learning are consistently good for pupils in Year 1 and a small number of Year 2 pupils who are taught together. All teaching assistants have a clear understanding of the purpose of lessons, with the result that they have a good impact on pupils' learning. The expectations of teachers and other adults are high, resources are well prepared, and pupils work at a brisk pace. All pupils, including those with SEN, enjoy their learning and achieve well in their understanding of 'telling the time'. Good use of assessment information to plan work ensures that all are provided with challenging work.

58. Overall, teaching and learning for junior pupils are satisfactory. Many changes in staff have resulted in a slower pace of learning. Scrutiny of work shows that not enough emphasis is placed on the quality of presentation of pupils' work. The practice whereby pupils work out their calculations in pen leads to much untidy work, with many errors and crossings out; pupils are not taking sufficient pride in their work. In Years 5 and 6 not enough emphasis is placed on the expectation that pupils should have a quick recall of number facts to enable them to solve problems, using mental and written methods. Good use is made of resources such as ICT.

59. While marking rewards good effort, there are few comments to show pupils how to improve their work. The lack of individual targets means that pupils do not have a focus on what they are to do next to increase their understanding in mathematics and to move their learning on.

60. Leadership and management are good. The co-ordinator monitors the subject well. However, owing to staffing difficulties in the Year 5/6, it is only recently that teaching and learning have improved in this class. Resources are satisfactory.

## **Mathematics across the curriculum**

61. Good use is made of mathematics in other subjects, for example in the study of temperature in geography, time lines in history, and the use of tally charts in science recordings.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils in Years 1 and 2 achieve well.
- Standards at the end of Year 6 are well below average.
- The leadership and management of the subject are good.

### **Commentary**

62. Standards of attainment by the end of Year 2 are in line with the expected level and pupils achieve well in relation to their attainment on entry to Year 1. All the current Year 2 pupils are likely to attain the expected National Curriculum Level 2 but very few will achieve the higher Level 3. Pupils enjoy the practical enquiry approach adopted by their teachers and the opportunities to carry out investigations. As a consequence, they are making good progress in their understanding of the importance of a 'fair' test. Pupils' standards of attainment are improving as a result of the good teaching they receive. Year 2 pupils were observed classifying plants and trees, using a simple identification chart. The skilful questioning by teachers and teaching assistants ensured that pupils observed carefully before accurately identifying the right plant.

63. Pupils in Years 5 and 6 have a satisfactory knowledge and understanding of the scientific facts and concepts they have been taught this year, particularly since Easter. They enjoy the practical work they are provided with but find it difficult to settle when asked to work independently or co-operatively, such as when looking closely at the mould that had developed on breads and fruit since the previous lesson. Teachers make good use of a range of resources, such as interactive

whiteboards to involve pupils in their learning. Standards are well below average but pupils achieve satisfactorily in relation to their attainment at the end of Year 2. Pupils in Years 3 and 4 are taught well and are making good progress in their understanding of living things.

64. The quality of teaching and learning is good in Years 1 and 2 and satisfactory in Years 3 to 6. In the lessons seen during the inspection, pupils of all abilities, including those with SEN, were supported well by teachers and teaching assistants. Teachers provide suitably challenging work for pupils of differing abilities. Good use is made of learning support assistants to enable groups of pupils, usually the lower attaining, to cover the same curriculum as their peers. Generally, pupils have good attitudes to their learning, particularly when their work is practical. There is evidence of pupils' ICT skills in accessing information and recording results in tables and graphs. Lessons are well planned, but in Years 3 to 6 the pupils' learning is slowed by teachers having to spend too much time dealing with instances of inappropriate behaviour.

65. The leadership and management of science are good. The recently appointed co-ordinator has held this position for only a year. She has audited the provision made for the subject and has sampled pupils' work and teachers' planning, and she is aware of the need to raise standards. Pupils' attainment and progress are monitored carefully and assessment information is used well to plan the next stages of pupils' learning. Resources for the subject are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in ICT is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved since the previous inspection.
- Teachers make good use of assessments to plan work to meet pupils' individual needs.
- The subject is led and managed well.

### **Commentary**

66. Pupils attain average standards by the end of Years 2 and 6 and achieve satisfactorily. This is an improvement since the previous inspection, when standards at the end of Year 6 were well below average. The school has worked hard to improve resources and teachers' confidence in using them. Interactive whiteboards have been installed in two of the three classrooms and are used well during lessons. As a result, standards have improved. From a scrutiny of pupils' work, it is evident that pupils are given regular opportunities to learn a range of skills in word-processing, data handling, control technology and using the internet to find information. Year 1 and 2 pupils combine text and graphics to present information, and Year 6 pupils were observed accessing the internet to find relevant information to write a pamphlet which combined text and graphics. Pupils were also able to use the edit function to reorganise the information they had found by cutting and pasting, and by changing the size and location of the graphics they used.

67. Too few observations were made of teaching and learning to make a secure judgement. However, from a scrutiny of pupils' work it is clear that pupils are given regular opportunities to learn about all aspects of the National Curriculum Programme of Study.

68. The subject is led and managed well by the co-ordinator, who adopts good strategies for reviewing the curriculum and for ensuring the efficient use of resources. Assessment procedures are established and specific records are kept of pupils' attainment and progress. Resources are satisfactory. The provision made for the subject in Years 3 to 6 has improved.

### **Information and communication technology across the curriculum**



69. Pupils make satisfactory use of their ICT skills in most subjects, including English, science and art and design. Pupils felt that they had plenty of opportunities to use computers in lessons and during break times.

## **HUMANITIES**

70. In **history**, only one lesson was observed for pupils in Years 5 and 6, where teaching and learning were satisfactory. Too much time was lost at the beginning of the lesson because there was not enough emphasis on insisting that pupils should listen attentively. The lesson was also disrupted by the noise from the hall next door, which impeded pupils' concentration on the tasks set. Good links were made with literacy and ICT as pupils gathered information and exchanged views to contrast the lifestyle of children today with that that experienced by the Ancient Greeks. Pupils made satisfactory progress and made good use of the opportunity to act out the pursuits Ancient Greeks might take part in.

71. In **geography**, no lessons were seen. Pupils in Year 2 show a satisfactory knowledge of their local area. By Year 4, good links are made to literacy, and pupils have written about recent weather conditions, for example 'Cumbria under water' and a ferry sinking in Plymouth. They locate these places on a map and contrast them satisfactorily with their own area. Pupils in Year 6 identify and contrast the features of Blackpool with their own surroundings.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

72. In **art and design** only one lesson was observed, where teaching, learning and achievement were satisfactory. Appropriate opportunities were provided for pupils from Years 1 and 2 to examine a suitable range of wrapping papers and to look in detail at line, pattern and shape. This gave them the inspiration to create their own patterns. Scrutiny of work and discussions with Year 6 pupils indicate they have a satisfactory understanding of Lowry's style of painting. In all classrooms the quality of displays is high and celebrates pupils' work.

73. No lessons were observed in **design and technology** and it is not possible to make a secure judgement of provision or the quality of teaching and learning. However, a security of pupils' work in Years 1 to 4 indicates that standards are at expected levels and that pupils' achievement is good. There was too little evidence to make a judgement about standards or achievement in Years 5 and 6.

74. No lessons were observed in **physical education** and it is not possible to make a secure judgement of provision in this subject or of the quality of teaching and learning. However, from discussions with staff and pupils and a scrutiny of teachers' planning, it is evident that statutory requirements are met.

## **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- The teaching of music is good.
- Pupils have good opportunities to perform in front of their peers.

### **Commentary**

75. Standards in music are in line with national expectations at the end of Years 2 and 6 and have been maintained since the previous inspection. Pupils make good progress and achieve well as a result of the good quality of teaching they receive and the frequent opportunities they have to perform for their peers and their parents.

76. On the evidence of a scrutiny of teachers' planning and discussions with pupils and staff, the curriculum provided for pupils is good. The specialist music co-ordinator teaches all year groups and the quality of teaching is good. Pupils have regular opportunities to listen to music, to play tuned and untuned percussion instruments, to compose their own music and to appreciate the work of famous composers.

77. Teaching observed during the inspection was of good quality and ensured that pupils made good progress in their learning and achieved well. Lessons have a brisk pace and the activities provided are challenging and keep pupils' interest. Consequently, they achieve well.

78. The school gives pupils good opportunities to take part in music performances through house choir competitions and musical events for parents. Resources for the subject are satisfactory.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

79. No lessons were sampled, and there is insufficient evidence to make a secure judgement about overall provision. However, the school provides regular opportunities for pupils to discuss moral and social issues and relationships. As a result, pupils work and play together well and feel valued by the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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