

INSPECTION REPORT

Springfield Community Primary School

Burnley

LEA area: Lancashire

Unique reference number: 133546

Headteacher: Mrs Anne Wells

Lead inspector: Stafford Evans

Dates of inspection: 29th November to 2nd December 2004

Inspection number: 270523

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: 206

School address: Oxford Road
Burnley
Lancashire
Postcode: BB11 3HP

Telephone number: 01282 437277
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Appropriate authority: Governing body
Name of chair of governors: Mr David Halsall

Date of previous inspection: No previous inspection

CHARACTERISTICS OF THE SCHOOL

Springfield is a new school, which was formed by the amalgamation of two primary schools. The school opened in August 2002 and moved into their new building on 27th September 2004. A special educational needs resource facility for pupils with hearing impairment is housed in the school. The school is situated very close to Burnley town centre. A very significant number of pupils come from homes that are economically and socially disadvantaged. It is smaller than most primary schools found nationally. The percentage of pupils eligible for free school meals is three times the national average. Attainment on entry is well below that expected of children entering a reception class. The school has 32 pupils (12 per cent) from minority ethnic backgrounds. Twenty-eight of these pupils are at the early stages of learning English as additional language. The main languages that the pupils speak other than English are Punjabi, Urdu and Bengali. There are 23 per cent of pupils with special educational needs. This is above the national average. Six pupils have a Statement of Special Educational Need. At 3 per cent of pupils in the school, this is twice the national average. There are 12 pupils in the resource facility who have a Statement of Special Educational Need. The percentage of pupils who start or leave the school other than at the normal dates is 23 per cent, which is well above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	English Information and communication technology Physical education Religious education
11450	Mr L Kuraishi	Lay inspector	
21020	Mrs T Galvin	Team inspector	Foundation Stage English as an additional language Science Citizenship History Music
10228	Mrs S Russam	Team inspector	Special educational needs Mathematics Art and design Design and technology Geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Springfield Community Primary School provides a good standard of education and gives good value for money. Pupils make good progress and achieve well by the time they leave the school. The teaching and learning are good. The leadership and management of the school are very good. The school's provision for pupils' personal development is good. This means that pupils leave the school with good personal qualities. The special educational needs resource facility for hearing impaired pupils provides a satisfactory standard of education.

The school's main strengths and weaknesses are:

- the headteacher provides very good leadership of the school;
- provision in the Foundation Stage is very good;
- pupils attain standards that are below the national average in English, mathematics and science;
- the teaching is good, with nearly a third of it very good or excellent;
- pupils' behaviour is very good and their attitudes to learning are good;
- the school provides a good range of learning opportunities for pupils and a very good range of extra-curricular activities;
- some hearing impaired pupils miss some lessons that their classmates have;
- the school provides a high level of care for its pupils;
- attendance and punctuality are unsatisfactory.

Springfield is a new school that has not been inspected before. Following the amalgamation of two schools, the school was housed for two years in one of the former schools. The current building underwent renovation and staff and pupils moved into the building nine weeks before the inspection. The move took place over 12 months later than planned. Despite the many difficulties, the school has been amalgamated very successfully. The school is well placed to bring about further improvements.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	N/a	E*	E	C
Mathematics	N/a	E	E	D
Science	N/a	E	C	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those that are grouped together by the proportion of pupils eligible for free school meals

Standards achieved are good. As a new school, care needs to be taken about how well the school is doing based on two sets of results. Inspection evidence indicates that standards are rising at a good rate. By the end of the Foundation Stage, achievement is very good. Children attain standards that are in line with national expectations for this age in communication, language and literacy, mathematical development, knowledge and understanding of the world and physical and creative development. They attain standards that are above national expectations in personal, social and emotional development. By the

end of Year 2, pupils achieve well. Despite this, they attain standards that are well below average in reading, writing, mathematics and science. Standards are rising significantly and this is reflected in the average standards attained in the current Year 1. By the end of Year 6, pupils achieve well, but attain standards that are below average in English, mathematics and science. Standards are improving. Standards attained are in line with national expectations in information and communication technology (ICT), art and design, design and technology and history. In religious education, pupils attain standards that are in line with those recommended in the locally agreed syllabus. This represents very good achievement. Pupils with hearing impairment achieve well and produce similar standards of work to their classmates.

Pupils' personal development is good. Provision for their moral and social development is very good, and good for their spiritual and cultural development. The attendance rate and punctuality are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The teaching and learning are very good in the Foundation Stage, and good in the rest of the school. Procedures for assessing work are very good in the Foundation Stage, and good in Years 1 to 6. Teachers mark work thoroughly. This means that most pupils have a good knowledge of their own learning and how they can improve. Teachers have high expectations of what they want pupils to learn and of behaviour, so pupils strive to produce work of good quality and behave very well in lessons. Teachers plan effectively for the needs of all pupils. Therefore, the learning of pupils with special educational needs and higher attaining pupils is good. However, some pupils with hearing impairment do not receive equality of opportunity and full access to the same range of learning activities as their hearing classmates. Pupils who speak English as an additional language are taught well. Very good use of skilled support staff ensures that pupils who need help in lessons receive it and therefore make good use of the time available for learning. The teaching of basic skills is good and so pupils acquire skills, understanding and knowledge at a good rate. Teachers use computers efficiently to help pupils learn. The accommodation and resources are good, with the computer suite providing an excellent resource.

The curriculum provision is good and positively affects pupils' achievement. The school enhances pupils' learning through a very good range of extra-curricular activities. The care, guidance and support pupils receive are effective and so make the school a good place to come to and learn.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership. She puts high academic and personal development standards at the forefront of school life. At the same time she creates a caring and supportive atmosphere within the school. The headteacher is ably supported by the deputy headteacher. Subject co-ordinators make a good contribution to the success of the school. The management of the school is very good. The school has very effective procedures for the evaluation of its work. However, a weakness in the leadership and management is the lack of cohesion in the management of the school's special educational needs provision and that of the special educational resources facility for pupils with hearing impairment. The governance of the school is good. Governors are well led and organised. They have a good grasp of the strengths and weaknesses of the school and have played an important part in

the school's very successful amalgamation. The school complies with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school. They expressed no concern about any aspect. The school has good links with parents, who support it satisfactorily. Pupils think highly of the school. They like school. They are treated fairly and receive help when they need it. They know that they can approach an adult in the school if they need help. They feel safe and secure in school.

IMPROVEMENTS NEEDED

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

- raise standards in English, mathematics and science;
- ensure equality of access to the full curriculum for pupils with hearing impairment;
- continue to improve pupils' attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well by the time they leave the school. Achievement is very good in the Foundation Stage, and good in Years 1 to 6. The standards pupils attain are well below average in English, mathematics and science by the end of Year 2. They are below average in English, mathematics and science by the end of Year 6.

Main strengths and weaknesses

- Standards are rising at a good rate.
- Pupils make good progress in lessons.
- Pupils achieve very well in ICT and religious education.
- Some pupils with special educational needs make unsatisfactory progress in whole class lessons.

Commentary

Foundation Stage

1. From a low starting point on entering the reception class, children achieve very well in all areas of learning. This is because of the very good and sometimes excellent teaching. By the time they enter Year 1, most children reach the nationally expected standard in most of the areas of learning. They reach above the expected standard in personal, social and emotional development. There are no children identified as having special educational needs. The few children who learn English as an additional language in the reception class are in the higher attaining group. The children achieve very well because the quality of teaching is very good and there is a strong emphasis on developing the communication skills and English vocabulary of all children.

Years 1 and 2

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

Standards in:	School results	National results
Reading	11.8 (13.8)	15.8 (15.7)
Writing	10.5 (12.7)	14.6 (14.6)
Mathematics	11.9 (13.1)	16.2 (16.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils achieve well by the end of Year 2. They make good progress in lessons. Inspection evidence indicates that standards are well below average in reading, writing, mathematics and science. Standards are higher than those attained in the national tests in 2004. This is because there were many more pupils with special educational needs in Year 2 last year. This adversely affected standards. Pupils attain standards in line with national expectations in ICT, art and design, design and technology and history. Standards in religious education are in line with those recommended in the locally agreed syllabus. Pupils achieve very well in ICT and religious education.

Years 3 to 6

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

Standards in:	School results	National results
English	24.3 (22.1)	26.9 (26.8)
Mathematics	24.0 (23.7)	27.0 (26.8)
Science	28.5 (26.9)	28.6 (28.6)

There were 42 pupils in the year group. Figures in brackets are for the previous year.

3. Pupils in Years 3 to 6 achieve well in relation to their capabilities. They make good progress in lessons. By the end of Year 6, standards are below average in English, mathematics and science. Overall standards are higher than those attained in the national tests in 2004. Standards are rising. Pupils attain standards that are in line with national expectations in ICT, art and design, design and technology and history. Pupils achieve very well in ICT. Standards in religious education are in line with those recommended in the locally agreed syllabus and pupils achieve very well. Standards are average in comparison with schools similar to Springfield¹.
4. Overall, pupils with special educational needs achieve well in relation to their prior attainment and make good progress, similar to their classmates. In English in Years 2, 3 and 4, special educational needs pupils make good progress in the group work part of the lesson. However, during the whole class introduction and end of lessons, they make unsatisfactory progress because the work is too hard for them to understand. Pupils who have a Statement of Special Educational Need make good progress in working towards, and meeting, their individual targets for learning and behaviour. The main reason they make good progress is attributable to the very good support they receive in class. This ensures that they can learn alongside their classmates and are fully included in lessons.
5. In Years 1 to 6, the pupils who learn English as an additional language are represented across all the ability groups. Inspection evidence indicates that they achieve well in relation to their earlier learning. There is no marked difference between the achievement of ethnic minority pupils and their classmates. There is some variation in standards achieved by boys and girls from year to year. Girls attain higher standards in English, but not significantly different from those found nationally. Boys attain higher standards in science, whereas nationally there is no significant difference. In mathematics, there is no significant difference. The very good induction procedures for new pupils and the very good assessment procedures ensure that pupils who start the school mid-year make similar progress to their classmates.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is good. They have **good attitudes** to learning. They enjoy coming to school and their **behaviour** is **very good**. The rates of attendance and punctuality are **unsatisfactory**.

Main strengths and weaknesses

¹ Similar schools are those that are grouped together by the proportion of pupils eligible for free school meals.

- Relationships are very good throughout the school.
- Provision for pupils' moral and social development is very good and good for their spiritual and cultural development.
- Most pupils are keen to learn and very interested in all the activities that the school offers.

Commentary

6. Relationships are very good between everyone in school. Most pupils participate with keenness and interest in their lessons. Adults expect pupils to behave very well and this ensures that behaviour is very good in lessons and about the school. Most pupils are attentive listeners and their behaviour is sometimes exemplary. Pupils are very polite and respectful to visitors and to each other. They are keen to show their reliability when given jobs to do. Parents say that the school helps their children to become mature and responsible.
7. Pupils in Years 5 and 6 set a very good example for other pupils to follow in their attitudes and enthusiasm for all the activities that the school offers, such as after-school clubs. These high standards were not always so evident in some of the lessons seen. In these lessons pupils' attitudes were satisfactory. Incidents of bullying, racism or other harassment are rare. Pupils say that bullying is not a problem in the school. There have been no exclusions since the school was established two years ago.
8. The headteacher sets the tone for the school's very caring ethos through the care and consideration that she shows towards people. Therefore, the ethos permeates the actions of staff at all levels and underpins the school's very good provision for pupils' social and moral development. Personal development and citizenship are promoted effectively through well-planned lessons in which pupils sit in a circle to discuss their thoughts and feelings, which the school calls circle time. The contributions that pupils make to a range of charities also develop a sense of citizenship.
9. After only a few weeks in the new premises, there is good provision for social development at playtimes. There are areas for small games and team games and an area with seats for quiet activities. Support assistants, helped by members of the senior management team, ably supervise pupils at lunchtimes. As a result, boys and girls and pupils from different cultural backgrounds enjoy playing together as friends. There is a buddy system in which older pupils care for younger pupils at playtimes and lunchtimes. Members of the school council are responsible for making decisions about the life of the school.
10. The school promotes pupils' spiritual awareness well through religious education and circle time. Pupils' knowledge and appreciation of different cultures is good. It is developed successfully through many subjects such as art and design, history and religious education. Therefore, pupils learn about what has shaped and influenced the multicultural society in which they live. The school enriches pupils' cultural understanding through visits and visitors to the school.
11. Children join the reception class with low social skills, but by the time they enter Year 1 their achievement is high. Therefore, most children reach above the nationally expected standard in personal, social and emotional development. Staff are very caring, supportive and friendly and they frequently ask children to make decisions and reflect upon their work. Therefore, children's confidence and social skills improve tremendously.
12. Attendance is improving, but remains below the national average. The majority of pupils enjoy coming to school, they settle down quickly and lessons start promptly. The school monitors attendance very well and most children arrive at school on time. However, a small number of parents do not support the school's efforts to improve attendance and punctuality. Therefore, some children arrive late and unauthorised absences at 2.5 per cent are much higher than the national average of 0.4 per cent. This adversely affects standards achieved by these pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	7.7	School data:	2.5
National data:	5.4	National data:	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning are **good**. There is a **good** curriculum in place, enhanced by a **very good** range of extra-curricular activities. The school provides a **good** level of care for its pupils. Links with parents are **good**.

Teaching and learning

Teaching and learning are **good**. The procedures for assessing pupils' work are **good**.

Main strengths and weaknesses

- Teaching and learning are good in English and mathematics.
- Teaching and learning are very good in the Foundation Stage.
- Teaching assistants provide very good support to help pupils learn more effectively.
- In some whole class teaching, the work is too hard for pupils with special educational needs.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (8%)	10 (26%)	19 (50%)	6 (16%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. In Years 1 to 6, teachers' planning is good and shows clearly what they want different groups of pupils to learn in each lesson. This ensures pupils know what is expected of them in lessons and their learning is focused. Teachers use a range of good teaching methods. They persist in trying out a range of approaches when pupils find something difficult to grasp. They use questioning skills to help pupils learn and encourage pupils, particularly those who are reticent, to respond in ways that boost their self-esteem. These teaching approaches motivate the pupils to want to learn. The teaching of literacy and numeracy skills is good. The setting of Year 5 and 6 pupils into groups by ability has a positive effect by enabling teachers to plan work more efficiently to meet the pupils' varying needs.
14. Teachers have secure subject knowledge so they answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work they complete. Teachers manage pupils' behaviour very effectively. As a result, pupils waste little time in their lessons and have more time to work hard. A

strength of the teaching is the very good relationships between staff and pupils. This ensures all pupils, whatever their backgrounds, are fully involved in lessons and feel valued. This greatly enhances the quality of pupils' learning. Teachers deploy support staff very effectively to help pupils learn. Support staff contribute positively to pupils' progress. Teachers use time and resources efficiently. Homework provision is satisfactory, but it is not always well supported by parents to complement the work done in class.

15. In English, teachers are good at developing pupils' speaking and listening skills. Teachers teach the basic skills of writing and reading well. They have high expectations of what they want pupils to achieve. Throughout the school, secure subject knowledge and a good understanding of what pupils know, can do and understand underpin the good teaching of writing. The quality of the marking is good. This ensures that pupils and teachers know what needs to be done to improve the work. Teachers make good use of ICT for pupils to word-process their writing.
16. Teachers plan their mathematics lessons effectively. They assess pupils' work very well and use the assessment information effectively to plan work for pupils' varying needs. This ensures that pupils do work that is at the right level to build on their previous learning. Teachers mark work to a high standard. The marking helps pupils to improve their work as well as giving the teachers detailed information about what pupils know, can do and understand. This forms the basis of their planning for subsequent lessons and further ensures that pupils' learning builds successfully on what they can already do.
17. In the Foundation Stage, teaching and learning are very good, and sometimes excellent. Teaching and support staff are of high calibre. They have a very secure knowledge of this age group and work very closely together to ensure a very good balance of well-structured, purposeful activities. Groups of children are organised and resourced very well and this fosters the purposeful working atmosphere and very good behaviour of the children. Children show increasing levels of concentration, initiative and independence for their age because staff encourage this. There are very good assessment procedures for tracking children's progress and staff use these very successfully to plan the next step in children's learning. Support staff are deployed very effectively and make a very effective contribution to pupils' learning.
18. When pupils with special educational needs are taught alongside their classmates the quality of teaching they receive is good. Teachers make very good use of additional adults to help this group of pupils. Support staff are adept at assessing and recording what pupils know, understand and are able to do. This information is used very well to plan their next stages of learning and plot the progress they are making towards meeting their individual targets. At times, when groups of pupils are withdrawn to be taught in smaller groups the quality of teaching they receive is satisfactory, but the work they are given to do does not always reflect similar tasks being done by the rest of the class. In some year groups, there is a very high percentage of pupils who have special educational needs. The work covered in the whole class parts of the lessons is too hard, so they make unsatisfactory progress. This contrasts sharply with group work, which is matched well to their specific learning needs.

19. The quality of teaching is very good, and sometimes excellent, for the few children in the Foundation Stage, and good for the pupils in Years 1 to 6, who learn English as an additional language. Staff in the Foundation Stage encourage the children to join in all the activities. There is excellent development of speaking and listening skills and very good teaching of reading and writing for all the children. In Years 1 to 6, staff provide good learning opportunities for speaking and listening in English lessons and they teach effectively the specific vocabulary for other subjects, such as mathematics and science.

The curriculum

The quality of the curriculum is **good**. There is a **very good** range of activities for pupils to enrich their learning outside the school day. The accommodation and resources are **good**.

Main strengths and weaknesses

- Curriculum provision in the Foundation Stage is very good.
- Provision is good for the school's pupils who are identified as having special educational needs.
- Pupils with hearing impairment do not have full access to the curriculum.
- Provision for personal, social and health education is good.

Commentary

20. The school covers the statutory curriculum in all subjects and the locally agreed syllabus for religious education. In English, pupils have good opportunities to learn and there is a strong emphasis on the development of pupils' speaking and listening skills. In mathematics, pupils learn through a good balance of mental calculation and written work involving practical, investigative and problem solving activities. In Years 3 to 6, there are good links between science and other subjects, such as English and design and technology in Years 3 and 4. There is good coverage of all elements of the curriculum in ICT and the curriculum for religious education is covered effectively. The school has devised guidance for teachers in history that provides for in-depth study of particular topics. The school plans satisfactorily for other subjects. It is beginning to adapt and change the curriculum to make it more relevant and interesting.
21. The curriculum for children in the Foundation Stage is stimulating and provides a very wide variety of practical first-hand experiences that support progress very well in each of the six areas of learning. There is excellent provision for personal, social and emotional development and the excellent activities for organised play permeate and enhance the whole curriculum.
22. Pupils' learning is made much more interesting by visits, including a residential visit for Year 6 pupils, visitors to the school and clubs for pupils. These clubs include art, drama, cross-country, football, netball and a 'best' club for pupils in Years 1 to 2. A lot of pupils take part in these clubs and this has a positive effect on their enthusiasm for school. It also develops pupils' very good social skills and relationships. Parents are very satisfied with the very wide range of activities that the school offers outside lessons.
23. The curriculum is well designed to ensure that all pupils receive similar experiences that meet their needs. This helps pupils to achieve well. Teachers ensure that the curriculum is relevant and sensitive to the needs of pupils from ethnic minorities, including the few who speak English as an additional language. Staff make good

inclusive provision for the school's pupils with special educational needs. They have full access to the National Curriculum alongside their classmates. On the other hand, pupils with hearing impairment are withdrawn from lessons in the afternoon to undertake specific work in the hearing-impaired resource facility. The arrangement adversely affects their learning, for example in music, art and design and physical education. The school has barrier-free access for wheelchair users.

24. The whole school approach to personal, social, health and citizenship education emphasises healthy lifestyles and personal responsibility so that pupils are well prepared to be potential reliable citizens of the future. The programme includes sex and drugs awareness education. The school also provides lessons in thinking skills. Therefore, pupils achieve well in these aspects of the curriculum. Pupils of all ages benefit from additional funding from the Excellence in Clusters project. For example, two artists worked with the pupils to create the attractive panels that are displayed in the corridor. The school prepares pupils well for their next stage of education.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**.

Main strengths and weaknesses

- There are good procedures to monitor health and safety.
- The learning mentor² makes a very good contribution to the care and welfare of pupils.
- Induction procedures for new pupils joining the school are very good.
- The school monitors academic progress and personal development very well.
- Some areas of the school grounds are unsuitable for children to play safely.

Commentary

25. All pupils feel happy and safe at school. They know who to go to if they need help. Staff value pupils' views on social and welfare matters. Health and safety arrangements are good. The site manager ensures that the buildings and the grounds are clean and safe for pupils. The governing body monitors welfare in the school through regular site visits. Staff deal with day-to-day safety problems effectively. There are qualified adults to deal with first aid matters. The school complies with the local authority guidelines on health and safety matters and does internal risk assessments regularly. However, some of the unfinished school grounds are unsafe for children and staff.
26. The headteacher and another member of staff are trained in child protection procedures. All staff understand their responsibilities for confidentiality in dealing with child protection matters. Pupils with special educational needs and those who are from the minority ethnic community are treated equally. Pupils' progress is monitored regularly and they receive very good guidance on how to improve further.
27. The learning mentor provides very good pastoral care for vulnerable pupils. She ensures that pupils who need extra help receive short periods of intensive daily support. This helps them to develop good learning attitudes. The learning mentor takes time to discuss events at home or those that spill over into the playground that cause distress or anger. This helps to ensure that pupils are able to cope in the classroom. There are good and well-managed assessment procedures to ensure that teachers track pupils' progress and personal development. Pupils' personal and

² A member of the support staff who helps vulnerable pupils to develop positive attitudes to learning.

educational development is a priority of staff. The school monitors attendance and punctuality well and operates 'first day call' to parents of absent children.

28. Induction procedures³ are very good. Parents are pleased with the arrangements for settling children in the school. Pre-school visits are arranged for new parents and their children to meet with teachers. Pupils know their views matter. They respond sensibly to regular consultation and staff respect and try to act on what they say.

Partnership with parents, other schools and the community

The school has **good** relationships with most parents and other schools. Links with the community are **satisfactory**.

Main strengths and weaknesses

- Parents are very happy with the school.
- Most parents support their children at home and in the school.
- The school provides good information to parents.
- Small numbers of parents do not bring their children to school on time.
- The school works closely with other schools.

Commentary

29. The school works hard to maintain good links with all groups of parents and carers. The learning mentor visits parents at home to support them with their personal problems. Parents are extremely happy with the work the school does to support vulnerable parents. All parents feel comfortable about approaching the school with concerns or suggestions. They are particularly pleased with the open door policy of the school. Family learning sessions are held in the reception class to encourage parents to work with their children at home. Those parents who attended one such session during the inspection week were positive about the benefit of these meetings. Efforts are made to ensure that parents are made to feel welcome in the school. However, there is no representation of the ethnic minority on the school's staff or governing body. Most parents take an interest in their children's education. Some parents regularly help in classrooms and with their children's homework. Parents have no concerns about bullying and they feel that their children are well cared for in the school.
30. Parents are pleased with the quality of pupils' annual progress reports, which are detailed and informative. They include information about progress in all subjects. Targets indicate the main focus for improvement. Three consultation evenings are held every year to discuss children's progress. There are regular newsletters and parents are welcome to speak to teachers who are available both before and after school times. Regular curriculum updates about what the pupils will learn are sent out each term. This enables parents to make arrangements to support their children with homework. There was a good response to the inspection questionnaire and parents were properly consulted prior to the amalgamation and relocation of the school. There is no parent teacher association, but the parents are keen to establish one. A small number of parents do not cooperate with the school for improving their children's attendance or punctuality.
31. The school enjoys a positive relationship with local schools and the headteacher is particularly happy with the links with Burnley Wood One Stop Shop which provides help for vulnerable families. The school makes good use of local community resources to enrich pupils' learning. Pupils have visited Blue Planet Aquarium as part of their geography and science work. They

³ Practices for getting to know children before they start school and for settling them in.

have also visited the Royal Armouries Museum as a part of their history work on Tudors. There are a number of external agencies who visit school regularly. This makes pupils aware of the wider community in which they live. Good links with local schools provide pupils with further opportunities to work and play sports with their peers from other schools. Pupils raise money for harvest, 'Poppy' appeal and other charities; this strengthens their social concerns for less fortunate people. The community does not use the school buildings.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership of the headteacher and the effectiveness of the school's management are **very good**. The leadership of other senior staff is **good**. The governing body makes a **good** contribution to leading and managing the school.

Main strengths and weaknesses

- The headteacher, staff and governing body work well together as a very effective team in their continual drive to help pupils do their best in a very caring and supportive environment.
- The headteacher is an inspiring leader and very astute manager.
- The deputy headteacher and senior management team have been very effective in the merger of the two schools and the subsequent relocation into the new building.
- The school's strategic plans are in need of revision to reflect the new school's future aims and ambitions more fully.

Commentary

32. The headteacher provides very good leadership, which has inspired and created a climate within the school where staff are dedicated and committed to providing high quality education. The school has rapidly become a caring and supportive community in which pupils are confident to seek help and to do their best. The headteacher sets high expectations and exudes a determination to establish a school which is entirely true to its aims and goals. During the period of the amalgamation and merger of the original two schools the deputy headteacher has provided invaluable assistance in ensuring minimal disruption on a day-to-day basis. The headteacher and deputy headteacher's experience and expertise complement each other very well. Together they have worked very successfully to ensure that there has also been an improving trend in the school's performance within an atmosphere of caring, consultative and open teamwork to which all staff are able to contribute fully.
33. Under skilled leadership and through full consultation with staff and the governing body, the school is moving forward at a steadily accelerating pace. The headteacher has a very clear and accurate view of what needs to be done to continue to improve pupils' achievement. Her staff also share her very clear focused sense of purpose. They and the governors are objective and self-critical. Through strategic planning and clear thinking, they provide a culture which is strong, thoughtful and single-minded in its intent to succeed. It is this determination which has been fundamental to the successful formation of the new school. However, the school's good self-evaluation systems have identified the need to reappraise aspects of future development planning, especially in relation to the deployment and workload of the senior management team, including the deputy headteacher. The very good systems for

staff performance management have been very effective in helping to create the new staff team, who are ambitious and keen to learn.

34. Senior managers with responsibility for leading aspects of the whole school do so with commitment and industry. Subject co-ordinators are conscious of the school's high expectations and work hard to ensure good professional support is provided for colleagues. The special educational needs co-ordinator provides very good leadership and management of this aspect of the work of the school. As a member of the senior management team, she is influential in providing a sense of purpose and clarity of vision which reflect the school's high aspirations for all pupils to achieve well. She is aware of the strengths and areas in need of development in order to enhance this aspect of the school further, in particular encouraging staff who work with the hearing impaired pupils to be more fully involved as part of the school's general special educational needs provision. Strategic plans for special educational needs have been very effective during the amalgamation and the move to the new building. New plans now provide a good springboard for ongoing and innovative change.
35. The management of the school is very good. Strategies and plans for school improvement have been thoughtfully constructed to prioritise a smooth amalgamation. Comprehensive information about the quality of teaching and learning and pupils' progress informs school development. Teaching and learning are monitored rigorously in English and mathematics. All subject co-ordinators have a good knowledge about standards within the subject for which they are responsible. They know the strengths and weaknesses within their subject.
36. Governors are well informed and know the strengths of the school as well as the areas for development. Their regular review and monitoring procedures keep them well informed. Governors have a clear understanding of the achievements of the school and decisions made are objective and based on firsthand knowledge. They support the headteacher and staff well and undertake their individual and corporate responsibilities diligently.
37. Financial planning by the headteacher and governing body is good. Due to the merger of the two schools and the subsequent formation of the single new school, there have been considerable ongoing revisions of three budgets during the past two years. The deputy headteacher has been very diligent in his responsibility for monitoring income and expenditure during this time. The outcome is that the balance brought forward is at an acceptable level and the expenditure per pupil is broadly average. However, the significant decline in pupil numbers is a serious concern and some radical reappraisal for future spending culminating from the projected shortfall in income is imminent. On a day-to-day basis the school administrator manages financial operations very effectively and efficiently.

Financial information for the year April 2003-March 2004 - amended to reflect merger and minus special educational needs resource facility costs.

Income and expenditure (£)		Balance (£)	
Total income	745,590	Balance from previous year	23,108
Total expenditure	743,570	Balance carried forward to next	25,128
Expenditure per pupil	3,060		

OTHER SPECIFIED FEATURE

Special educational needs provision for pupils with hearing impairment

The quality of provision for these pupils is **satisfactory**.

Main strengths and weaknesses

- Pupils are confident and have keen and responsible attitudes to learning.
- Specialist teachers and support staff are experienced and skilled at meeting the specific needs of the pupils.
- Pupils do not receive equality of opportunity and full access to the same range of learning activities as their hearing classmates.
- The leadership and management of the unit are too insular and separate from those of the remainder of the school.

Commentary

38. The specially resourced facility located within the school serves twelve full time pupils who have varying degrees of hearing loss. At the time of the inspection, there were four pupils aged 5 to 7 and eight aged 7 to 11 who receive support. The pupils live in a variety of locations beyond the school's usual catchment area. The local education authority arranges transport to and from school by taxi for the pupils.
39. Pupils with hearing impairment achieve well and produce similar standards of work to their classmates. However, there are times when individual pupils miss lessons with their classmates. Because of this they cannot share the same learning opportunities and this creates a barrier to their learning. Pupils make the best progress when they are given support to learn alongside the rest of the pupils of their age. Staff from the resource facility are particularly effective when working in this capacity as it enables them to share their expertise with their colleagues and it also helps hearing pupils to understand the needs of those with impaired hearing. When pupils are withdrawn from class lessons to work in small groups or individually with one of the resource facility staff they make less progress because they lack the stimulation and vibrancy of interacting within the hearing environment.
40. The school's very sensitive promotion of pupils' self-esteem and its thorough support for all pupils' achievement are highly effective in enabling hearing impaired pupils to thrive. These pupils show admirable enthusiasm and determination to minimise the impact their disability has upon their lives and are rightly proud of their achievements. Within the resource facility, the supportive and co-operative relationships provide the

security pupils appreciate as well as being the basis for pupils to reflect on themselves, their lives and their relationships. This ensures that they each have the opportunity to succeed at their own level in an increasingly mature way.

41. Pupils with hearing impairment are sometimes taught individually and in small groups, but mostly in mainstream classes. Because of these variables, the quality of teaching they receive is not always consistent, but it is never less than satisfactory. When hearing-impaired pupils are taught individually or in groups they are well supported in terms of their disability, but they are not always made to work hard enough. Also, in some instances, they miss sharing very good teaching and learning opportunities alongside their classmates. Teaching for those with a hearing impairment is at its best and most effective when provided in whole class lessons. The most significant features of good practice are positive working relationships between class teachers and specialist teachers or support staff and the use made of sharing the class teachers' planning. This means that all pupils have equality of access to all learning opportunities, as well as sensitive support for parts of the lesson which require more direct focus on the development of speech and language skills.

42. A priority of the resource facility staff is to make time to maintain and service pupils' specialist equipment, as well as to work with pupils on individual education plan targets. However, there are occasions when attending to these tasks takes unacceptable precedence over other activities in which pupils should be involved. Class teachers have too little influence in negotiating suitable times for pupils to receive their specialist help without it detracting from the quality of their wider learning experiences. In some cases, pupils are not being given enough responsibility for maintaining and caring for their own equipment when they are perfectly capable of doing daily routines once shown what to do.

43. Whilst there is a teacher in charge of the resource facility, the headteacher has overall responsibility for managing staff working with hearing impaired pupils. The leadership and management responsibilities delegated to the teacher in charge are satisfactory. Routines are firmly established and this ensures that staff are familiar and confident in fulfilling their roles and responsibilities. Teamwork amongst the staff is effective and the school day runs smoothly. Finances are managed efficiently and effectively to provide very good quality accommodation, which is very well resourced. The teacher in charge is also a member of the school senior management team and, within this context, is in a position to contribute to the vision for the future development of the resource facility as part of the whole school. Within this context, however, the leadership provided by the teacher in charge lacks confidence and drive. This is unsatisfactory. Resource facility development planning and priorities for improvement are superficial and not devised clearly enough within the whole school context, but within that of the local education authority's overall provision for pupils with hearing impairment.

Income and expenditure (£)		Balances (£)	
Total income	121,688	Balance from previous year	0
Total expenditure	121,688	Balance carried forward	0
Expenditure per pupil	10,140		

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**.

Commentary

44. The Foundation Stage is a strength of the school. From a low starting point on entering the reception class, children achieve very well in all areas of learning. This is because of the very good and sometimes excellent teaching. By the time they enter Year 1, most children reach the nationally expected standard in most of the areas of learning. They reach above the expected standard in personal, social and emotional development. Children who learn English as an additional language achieve at the same rate as their classmates. There are no children identified as having special educational needs.
45. An outstanding feature of the provision is the excellent provision for organised play. This results in children's high achievement in imaginative, speaking and social skills. Another significant strength is that the teacher and support assistant work very successfully together, which helps make the quality of teaching and learning consistently high. Also, the leadership and management of the Foundation Stage are very good because of the co-ordinator's very considerable teaching expertise and knowledge of the curriculum. Staff ask parents into the classroom regularly to work with their children. Staff communicate with parents very well about the work that children do each term. These initiatives promote very good relationships between staff and parents and enable parents to help their child with work at home that supports their learning in the classroom. Almost all parents are happy with the good arrangements for settling children into school.

Personal, social and emotional development

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

Main strengths and weaknesses

- There are excellent relationships between staff and children.

Commentary

46. Children achieve highly by the time they leave the reception class and most children reach above the nationally expected level. Teaching is excellent. Staff are extremely caring, supportive and friendly. Therefore, children's confidence and social skills improve tremendously. Staff organise excellent activities that stimulate children to discuss their ideas and to express their feelings in a sensitive way. As a result, children participate with great interest. Children reflect upon their actions and relationships with each other and develop a good awareness that some actions are right and some are wrong. Their behaviour is very good. Most children take turns, share equipment and work sensibly together as friends.

Communication, language and literacy

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

Main strengths and weaknesses

- Achievement is very high in speaking skills.

Commentary

47. Teaching is very good and children achieve very well. Therefore, most children reach the nationally expected level by the time they leave the reception class. There is excellent teaching and learning in the many, very well organised play activities that take place each day. Staff very successfully link these activities into a theme, for example traditional folk tales. Children are completely engrossed in the work. Children make excellent progress in speaking, listening and in the development of their imaginative skills.
48. Staff have high expectations of what children can achieve. As a result, children begin to spell and write simple words and sentences correctly and read with increasing accuracy and confidence. Staff promote children's reading and writing skills very well across the whole curriculum. Children record their names on a whiteboard when they enter the classroom and they line up to pay for toast when they have identified the sound of the initial letter of their name.

Mathematical development

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

Main strengths and weaknesses

- Staff consistently extend children's learning across the whole curriculum.

Commentary

49. Teaching is very good and children of all abilities achieve very well, so most children reach the nationally set standards. Most children count and order numbers accurately from zero to ten, and higher attaining children beyond this. Lower attaining children begin to recognise numbers to five. Children record the numbers accurately. They sing songs and rhymes, such as *Five Little Ducks*, and count the number of beats when they play instruments.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Staff provide a very wide range of stimulating experiences.

Commentary

50. Teaching is very good and children achieve very well by the time they leave the reception class. Therefore, they reach the nationally expected standard in knowledge and understanding of the world. Staff extend children's learning very successfully through practical activities that are interlinked across the whole curriculum. Children plant beans and know that they need compost, water and sunlight for healthy growth. Children study the growth of human babies and their needs. Children compare what they could do as a baby to what they can do now. Staff ask children to reflect upon their work and make decisions. Children operate a variety of computer programs

competently, including the computer-controlled whiteboard. Staff enhance children's learning through educational visits.

Physical development

No definite judgement can be made on the provision in physical development because no lessons were seen.

Main strengths and weaknesses

- Staff very successfully develop children's fine control of tools and equipment.

Commentary

51. Children achieve very well and reach the nationally expected level in physical development by the time they leave the reception class. Staff provide a wide variety of activities each day to develop children's co-ordination and control of tools and equipment. Children tie and count the knots in pieces of rope and join the pieces together. They thread beads to make a necklace. Children walk and run, pedal and control wheeled toys in the outdoor play area, showing satisfactory co-ordination and awareness of space and each other.

Creative development

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

Main strengths and weaknesses

- There is excellent development of children's imaginative skills.

Commentary

52. The quality of teaching and learning are very good and children achieve very well. Most children reach the nationally expected standard in creative development. Children use a variety of materials and draw and paint to good effect. There is excellent teaching and learning when staff and children take part in the play activities that staff organise in the outdoor area. Children become completely engrossed in the imaginary role of a specific character. As a result, children's achievement is very high in this element of creative development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils make good progress in lessons and achieve well.
- The subject is taught well.
- The leadership and management of the subject are good.
- Assessment procedures are very good.
- Pupils identified as having special educational needs make unsatisfactory progress in the whole class introductions and endings to lessons.

- Teachers develop pupils' language and literacy skills effectively in other lessons.

Commentary

53. Inspection evidence indicates that standards attained by the end of Year 2 are well below average in reading and writing. They are below average in the development of their speaking and listening skills. These standards are higher than those attained in the 2004 national tests when the results placed the school in the bottom 5 per cent of schools nationally. Pupils achieve well because they make good progress in lessons. Standards are improving because of the good quality of teaching and learning and children now enter Year 1 from reception with higher standards than in the past. This is very evident in the current Year 1 because pupils in this year group attain standards that are in line with the national average. Another reason for the low standards in 2004 is the very high number of pupils with special educational needs in that year group.
54. Standards at the end of Year 6 are below average. This is an improvement compared with the results of the 2004 national tests. The biggest improvement is in writing. The improvement has come about through good teaching, which is often very good and excellent. The setting of pupils in Years 5 and 6 benefits their learning very significantly. Pupils attain standards that are in line with the national average for similar schools.
55. Ethnic minority pupils, including those who speak English as an additional language, achieve similarly to their classmates. This is reflected in the 2004 national tests. In Years 5 and 6, pupils with special educational needs make good progress. This is because they are grouped in such a way as to ensure that they have work throughout the lesson that is at the right level for their specific needs. In Years 2, 3 and 4, special educational needs pupils make good progress in the group work part of the lesson. This is because the work is matched carefully to their varying needs. However, during the whole class introduction and end of lessons, pupils with special educational needs make unsatisfactory progress because the work is too hard for them to understand. In Year 1, there are significantly fewer pupils with special educational needs than in other classes in the school. Therefore, their needs are more easily met in the whole class situation through work that is matched to their needs and good support from teaching assistants. Higher attaining pupils achieve well. For example, there are 20 per cent of pupils in Year 6 on course to attain a level higher than that expected for pupils this age. This represents good achievement because the school's information indicates that no children enter school attaining at a standard higher than that expected for reception children.
56. Although standards of speaking are below average, pupils make good progress. This is because many pupils enter the school with very underdeveloped language skills and teachers give a lot of time to extending these skills. Most pupils listen carefully to their teachers and to other pupils when they speak. Teachers ensure that pupils learn the correct subject vocabulary well in English and other subjects. Many pupils have a narrow range of everyday vocabulary and find it difficult to express clearly their ideas and experiences. Despite this, teachers develop pupils' vocabulary well through role-play situations and by planning time effectively for pupils to discuss their ideas in pairs during lessons. Standards are rising, particularly among the younger pupils. This

is because of the strong emphasis given to the development of children's speaking and listening skills in the reception class and Years 1 and 2.

57. Standards in writing are improving at a good rate. Teachers have high expectations of handwriting and how pupils set out their work. Therefore, pupils' work is neat and the standard of handwriting is good. Teachers teach basic skills of writing well. This means that average and more able pupils structure their writing clearly and punctuate it correctly. Less able pupils and pupils with special educational needs make good progress in mastering these skills but still write at a level that is at best below national expectations. This is because they start at a level that is very low. Throughout the school, secure subject knowledge and a very good understanding of what pupils know, can do and understand underpin the good teaching of writing. The quality of marking is very good. This ensures that pupils and teachers know what needs to be done to improve work. Teachers make good use of ICT for pupils to word-process their writing.
58. Most pupils enjoy reading, but standards are well below average. This is because they start from a very low level and many do not have the opportunity to read at home. Many pupils commented that they had few books at home. Girls attain more highly than boys. The basic skills of reading are taught well during the introductions to the literacy lessons. However, some lower attaining pupils and pupils with special educational needs attain at such a very low level that the work is too hard. Within the group work, these pupils do well because the work is at the right level and they receive very good support from learning support assistants. Average and less able pupils make careless mistakes because they do not look closely at the text and the structure of words. Assessment procedures in reading are very good. Books are matched accurately to pupils' ability. Teachers supervise effectively the books that pupils choose and keep good records of how well pupils read. They use this information effectively to teach future work. Research skills are taught well.
59. The leadership and management of the subject are good and have brought about a good improvement in standards since the amalgamation of the school. There is regular and rigorous monitoring of pupils' work and teaching and learning. Weaknesses are identified accurately and remedied effectively.

Language and literacy across the curriculum

60. Teachers provide a good range of opportunities to develop pupils' language and literacy skills in other subjects. They produce some writing of a good standard in their recorded work in other subjects. There are examples in religious education, music, science, history and ICT. In music, Year 4 pupils developed their speaking and writing skills in response to a piece of music. They talked about how they felt during the music and then listed words that expressed how they felt. Year 1 pupils developed their speaking skills during role-play in religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Lessons are very well planned, teachers manage pupils' behaviour very well and they deploy other adults very effectively within the classroom in order to promote pupils' learning.
- The good use teachers make of the National Numeracy Strategy and assessment information makes a significant contribution to pupils' good achievement and improving standards.

Commentary

61. Since the school was formed in 2002, standards at the end of Year 2 have been very low and well below the national average at the end of Year 6. There are several factors which contribute to these low standards, the most significant of which are the high number of pupils who enter and leave the school each year, pupils' very low level of attainment when they begin their formal education and a significant number of pupils who have special educational needs. When taking these factors into account, these levels of attainment show that the great majority of pupils are achieving well in relation to their capabilities. Since the amalgamation and relocation, good provision has been established, including grouping pupils according to their abilities in Years 5 and 6, with the less able being taught in smaller groups where they can receive more adult support. This means that in most lessons all pupils achieve well.
62. Teaching and learning are good. There are also examples of very good teaching where pupils clearly enjoy their lessons and achieve very well. In nearly all lessons teachers' planning is very good with good adaptations made to the National Numeracy Strategy. This ensures that the work pupils are given is a good match to their ability and builds well on their prior learning. Management of pupils' behaviour is very good, achieved through the use of lively, creative, interesting, well prepared and focused teaching strategies. Learning support staff are always deployed very effectively and this ensures that they have a positive effect on pupils' learning. In some cases, they make exemplary contributions, especially in assessing and recording what pupils know, understand and are able to do. Pupils respond positively in lessons and their attitudes and behaviour are almost always good and frequently very good. Even in the occasional lesson which they find uninteresting pupils are keen to learn. Opportunities for developing their self-assurance through independent and collaborative learning vary but, when they are provided, pupils display respect, consideration and co-operation in relationships with their classmates, teachers and support staff.
63. Lessons are taught at a brisk pace with high expectations. Teachers use a good variety of methods to explain new work and use the computer controlled whiteboard to demonstrate new concepts visually. This equipment is also used to good effect to show graphically the meaning of mathematical vocabulary. In a Year 6 lesson, the teacher helped pupils make good use of the whiteboard to plan different layouts of simple and compound shapes using object drawing software as part of their work about area and perimeter. Throughout the school, a weakness in teaching is the lack of importance placed upon providing regular homework to reinforce learning in school. In a minority of lessons pupils are not made to work hard enough and are not given sufficiently stimulating resources to fire their desire to learn.

64. Assessment of pupils' progress is very good. Day-to-day assessment is used very well to guide planning for future teaching and to match work to pupils' abilities. The result of this is that pupils are able to do their best. The good quality help of teachers and, in most lessons, the very able contribution of teaching assistants ensures that pupils with special educational needs also achieve well. Pupils are always aware of what they are expected to learn through the teacher's identification of this at the start of lessons.
65. The leadership and management of the subject are good and ensure that teaching is planned to promote good progress by all pupils. Good use of assessment data for tracking pupil progress shows that standards are improving and inspection evidence confirms that pupils currently in Years 1, 5 and 6 are producing better standards of work than pupils have in the past two years.

Mathematics across the curriculum

66. Pupils' skills in mathematics are sometimes used satisfactorily in other subjects. This helps them to reinforce their understanding of mathematical concepts by using them in practical and relevant ways. However, these opportunities are largely created by chance, rather than being planned. In particular, links to information and communication technology, science, design technology and geography could be stronger. Many of the school's planning documents and those produced as national guidance for teachers give explicit examples of how best to use opportunities for mathematical development. The subject co-ordinator is aware of the need to promote this aspect of the subject further and this is a focus for development.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Most pupils achieve well by the time they leave the school in Year 6.
- There is a significant amount of good teaching.
- Unsatisfactory attendance is a barrier to learning for some pupils.
- Teachers do not always modify the work to meet pupils' needs.
- In Years 3 and 4, science is linked effectively with other subjects.

Commentary

67. Inspection findings indicate that pupils reach standards that are well below average by the end of Year 2 and below average by the end of Year 6. In Year 2 this is a similar picture to the school's national test results in the last 2 years. Standards in Year 6 have varied in the last two years from well below average to average. One of the reasons for the variation in standards is that the proportion of higher attaining pupils and pupils with special educational needs varies between year groups.
68. Pupils make satisfactory progress in Years 1 to 2 and good progress in Years 3 to 6. Pupils who learn English as an additional language achieve at the same rate as their classmates. Pupils with special educational needs make satisfactory progress. There is no significant difference in the achievement of boys and girls. Throughout the school, the unsatisfactory

attendance of some pupils adversely affects their progress and therefore the standards they reach in science.

69. In Years 3 to 6 there is good teaching of knowledge and facts, including the subject vocabulary. Teachers plan the work so that it is challenging for more able and average attaining pupils. Also, there is effective preparation of the Year 6 pupils for the national tests. Therefore, pupils have a satisfactory level of knowledge and understanding in science. Teachers make the curriculum interesting and relevant in Years 3 to 4 because they mainly teach the work through practical activities. Also, they successfully link the work with other subjects. These strategies have a positive effect on pupils' concentration and learning. Pupils know why a test is fair and, if it is not, what needs to be done to make it so. They write poems and design and make shoes linked to their work on the properties of materials.
70. Pupils enter Year 1 with a good grounding in early scientific knowledge and skills but teachers do not take enough account of this when they plan the science work. Therefore, the work is not always matched closely enough to pupils' needs or is hard enough for the more able pupils. Throughout the school, teachers do not use the information they have about what pupils know, understand and can do to modify the work to meet the needs of the lower attaining pupils, including pupils with special educational needs. These pupils need, and are given, adult support to complete the same level of work as their classmates. Therefore, the less able pupils and some pupils with special educational needs do not always make as much progress as they could in science or in personal qualities such as initiative and independence.
71. The quality of teaching and learning are satisfactory in Years 1 to 2. Teaching and learning are good in 75 per cent of the lessons seen in Years 3 to 6. In all lessons, teaching assistants make a good contribution to pupils' learning. There is good marking of pupils' work that extends their understanding and successfully promotes learning. Teachers make good use of computer-controlled whiteboards to illustrate and explain the work clearly. In most classes, there is very good, firm, yet friendly management of pupils that results in very good behaviour and no interruption in pupils' learning. Most pupils listen attentively and follow instructions promptly. However, the high amount of time allocated to science in some classes is not used as efficiently and effectively as it could be. Therefore, pupils produce a satisfactory rather than a good amount of work. The slower rate of learning also leads to a decline in the concentration of some pupils and when this happens their attitudes are satisfactory.
72. The good leadership of the subject co-ordinator, supported very effectively by the headteacher, has brought about good improvements in the subject in the last two years, for example in pupils' achievement. Management of the subject is satisfactory. The co-ordinator has not yet monitored teaching and learning in the subject because currently it has a lower priority for development than other subjects, such as English and mathematics.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve very well by the time they leave the school.
- Teaching and learning are very good.
- The leadership and management are very good.
- Teachers make good use of ICT across the curriculum.
- The quality and range of resources are very good.

Commentary

73. Pupils' attainment in ICT is in line with national expectations by the end of Years 2 and 6. Pupils of all abilities make very good progress and achieve very well by the time they leave the school. Pupils who speak English as an additional language attain and achieve similar standards to their classmates. There has been a considerable investment in time and money that has included staff training. Teaching and learning are very good. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject. Excellent use is made of a very skilled on-site technical support assistant who helped to design the excellent computer suite and install computers and software. The co-ordinator leads the subject very successfully and has clear plans for the subject's continued development.
74. Teachers build on pupils' previous learning very effectively because there are good systems in place for checking and recording what pupils know, can do and understand. Teachers use this information well to plan pupils' work. Secure subject knowledge underpins the teaching. This means that the teachers give clear instructions and pupils know what they have to do to improve their work. In lessons, teachers intervene in pupils' learning to ensure that mistakes are quickly identified. This means that pupils' learning is brisk and they complete a lot of work. Having a computer each on which to work helps pupils' learning very significantly. This means that they have lots of time to practise computer skills.
75. Pupils learn ICT skills effectively through their work in other subjects in the computer suite and classroom using laptops. In literacy, pupils learn word processing skills effectively and import pictures to illustrate their text. In art, Year 1 pupils used a program well to create pictures of monsters. They accessed the program correctly. They used the toolbar to change the range of available colours, used the correct 'tool' to fill different parts of their picture and exited from the program having saved their picture. Year 5 pupils used a program adeptly to learn how to copy a picture, rotate it on screen and change the size of the image. Pupils use the Internet skilfully to research their topics.

Information and communication technology across the curriculum

76. Teachers make good use of ICT to help pupils learn in other subjects. The following are some examples of how ICT is used to enhance learning in other subjects.
- Art - Year 2 pupils produced pictures in the style of Mondrian.
 - History - Years 5 and 6 pupils word-processed stories about evacuees in the Second World War.
 - Personal, social and health education - pupils in Year 4 created leaf designs about the importance of friendship to produce a class 'friendship flower'.
 - Mathematics - pupils in Year 4 produced branching databases and collected and presented information graphically.
 - Geography - Year 1 pupils produced maps on the computer.
 - Geography - pupils in Year 6 used an Internet search engine to find information about Blackpool.

HUMANITIES

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- Pupils achieve very well.
- Teaching and learning are good.
- The co-ordinator shows very good leadership of the subject.

Commentary

77. Standards are in line with the locally agreed syllabus. All pupils make very good progress and achieve very well. Teaching and learning are good. A very important reason for the very good achievement in the subject is the very high quality leadership and management. The co-ordinator has a very clear understanding of the strengths and weaknesses in the subject, with the ability and expertise to put right the weaknesses. As a very good teacher, she is a very good role model for staff and pupils.
78. Teachers plan lessons well. Lessons have a clear focus and teachers ensure that work is well matched to pupils' needs. Teaching assistants make a good contribution to pupils' learning. Assessment procedures are good. Most marking in pupils' books makes it very clear to pupils how well they have completed their work, and what they need to do to improve further. Teachers make clear links between the written work in religious education and the individual literacy targets that pupils work towards.
79. In Year 1, pupils have a good understanding of the nativity story. They act out the story in role and talk knowledgeably about the characters that make up the story. In Year 2, pupils have a good knowledge of the Bible story of Noah. Throughout the school, pupils' develop a good understanding of different faiths. Teachers develop pupils' language skills through role-play. There are also good links with art. Pupils produced good quality 'meditation pictures' as part of their work on Buddhism. The school makes good use of visitors to enhance pupils' learning. A parent spoke to pupils about Eid and a Sikh talked to pupils about his faith. Year 6 pupils develop their understanding of moral dilemmas well through their work about the Good Samaritan put into a modern-day context.

Geography and history

80. During the period of the inspection no **geography** was taught. It is, therefore, not possible to make a judgement about provision. However, samples of pupils' work and teachers' planning were examined. Some discussions took place with pupils about their work, which was on display in classrooms. Work is planned effectively to ensure that pupils in mixed age classes are taught the same range of work as those who are in single age classes. Pupils' work was particularly well marked in one class with helpful comments about how to improve. As a result, the quality of work produced by these pupils was good. Generally, however, too little emphasis is placed upon the

development of pupils' literacy and numeracy skills. Opportunities are missed for pupils to undertake research or write extended accounts of what they have learned.

81. No judgement can be made on the provision in **history** because no lessons were seen. Pupils' work in books and on display and the school's guidelines for teachers indicate that a good curriculum is in place. Standards meet national expectations by the end of Year 2 and Year 6. Year 2 pupils develop an understanding of the passing of time when they compare toys from the past, such as teddy bears, with those of today. Pupils in Years 5 and 6 use their literacy skills effectively and this promotes their knowledge and understanding in history and helps them to achieve well. Teachers provide a very good variety of visits that play an important part in making the work interesting and relevant.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. **Design and technology** was not a focus of this inspection. The limited amount of evidence collected means that it is not possible to make judgements about provision. The subject leader who has compiled very comprehensive portfolios of pupils' work provided a good range of evidence of what pupils have been taught and learned. The range of learning opportunities provided for pupils is good so that they gain new skills and experiences of working with textiles, construction materials and food. Pupils' literacy skills are promoted well through the work they do in design and technology. Teachers in Years 1 and 2 have also made a very good start in assessing pupils' work and comparing standards with those found nationally. The evaluation of standards is an example of good practice which could be continued throughout the junior classes, using the samples of pupils' work already collected in the portfolios.

83. In **music**, no lessons were seen and no written or recorded work was available. It is therefore not possible to make a judgement about provision. The standard of singing seen in collective worship and in hymn practice is satisfactory. Pupils sing tunefully and they adapt the volume of their voices to express the mood of the hymns they sing.
84. In **physical education**, no lessons were observed and it is not possible to make a judgement about provision. Teachers' planning indicates that pupils cover all the required areas of work in physical education. Pupils enjoy the subject and benefit from a good range of extra-curricular activities.

Art and design

The provision in art and design is **satisfactory**.

Main strengths and weaknesses

- Pupils demonstrate positive attitudes to their work, behave well in lessons and are keen to do their best.
- The subject is effectively planned to promote pupils' spiritual, moral, social and cultural development.
- The use and value of sketchbooks are unsatisfactory.

Commentary

85. Pupils reach the standard expected for their age at the end of Year 2 and Year 6. This represents satisfactory achievement throughout the school for pupils of all abilities and for those whose first language is not English. A key feature which contributes to pupils' steady progress is the good attitude they have towards learning. In the lessons, pupils are eager to express their ideas about how they are going to do their work and, once work is in progress, great care is taken of their own and others' efforts. However, younger pupils are significantly less confident about experimenting with different media and techniques. This was observed in Year 1 where pupils were reluctant to tear paper to make tree collages – many initially wanting to use scissors to cut more regular, symmetrical shapes. However, because they were keen to do their best, they responded quickly to positive adult encouragement to try the new technique and were soon delighted with their efforts. In fact, they were so engrossed that at the end of the lesson they were reluctant to stop and tidy up.
86. From a scrutiny of artwork previously completed by pupils and discussion with them about their pictures, it is evident that teachers plan good links with work in other subjects. Good account is taken of ensuring that pupils' wider personal development is promoted well through their artwork. Links with religious education work about Pentecost stimulate Year 2 pupils' imaginations for their paintings. Year 5 use stories based on heroes and heroines and Year 3 create mood pictures as part of their personal, social, health and citizenship work. Such experiences bring art alive and make useful contributions to all aspects of pupils' spiritual, moral, social and cultural development.
87. Some use is made of sketchbooks, but at present there is a lack of consistency in how they are utilised. Not all teachers are competent or confident in how they can be used

to best effect, for example to experiment with colour, tone, texture, media or shade as part of evaluating how best to achieve an intended effect or finish. Pupils do not use sketchbooks as prompts or for jotting down what they discover when experimenting. In spite of this, the quality of teaching and learning is satisfactory. Throughout the school a consistent strength of teaching is the very good encouragement adults give pupils and their very good management and insistence on very good behaviour. All adults who support pupils' learning make a very valuable contribution to the progress they make in lessons. Throughout the school, teachers use computer-controlled whiteboards to the full so as to enliven their teaching, and vary the strategies they use to demonstrate the purpose of learning. The leadership and management of the subject are good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No definite judgement can be made on the provision because no lessons were seen.

Main strengths and weaknesses

- Pupils achieve well.

Commentary

88. Leadership and management of the subject are good and as a result there is a good quality, well-structured programme for personal, social and health education and citizenship. The subject is taught mainly through circle time⁴ lessons that are designed to promote pupils' awareness of a range of moral issues and how their actions and words can impact upon the feelings of others. The learning mentor makes a very significant contribution to the subject by working with particular pupils to improve their attitudes to school and personal development. Religious education, science and the school's good provision for the personal development of all pupils also make a strong contribution to the subject.
89. There are very good relationships between all members of the school community. Pupils develop responsibility and respect the differences between people. They are polite, friendly and respectful to visitors and one another. Activities such as the effectively organised school council and the raising of money for charities help pupils develop a sense of citizenship. The school council has been involved in making decisions about playground activities and the school grounds. The school is a member of the local education authority *Healthy Schools* scheme.

⁴ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils will feel confident that they can talk with ease and free from any form of interference of interruption from other children.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	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	4
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	