

# INSPECTION REPORT

**ST. MATTHEW'S CE (AIDED) PRIMARY  
SCHOOL**

Blackburn

LEA area: Blackburn

Unique reference number: 119505

Headteacher: Mrs J M Cree

Reporting inspector: Mr P. Dennison  
17736

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> January 2001

Inspection number: 188125

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Withers Street  
Blackburn  
Lancashire

Postcode: BB1 1ED

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Appropriate authority: The Governing Body

Name of chair of governors: Mr Tony Bonser

Date of previous inspection: 1<sup>st</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr P Dennison, 17736	Registered inspector	The provision for and standards achieved by pupils with English as an additional language	What sort of school is it?
		Mathematics	What should the school do to improve further?
		History	The school's results and achievements
		Music	How well are the pupils taught?
			How well is the school led and managed?
Mrs J Madden, 13450	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs L Spooner, 17685	Team inspector	The Foundation Stage	
		Art and design	
		Design and technology	
		Geography	
		Physical education	
Mr A Wilson, 20846	Team inspector	Equal opportunities	How good are the curricular and other opportunities offered to pupils?
		Special educational needs	
		English	
		Science	
		Information and communication technology	
Mrs S Gordon, 14816	Team Inspector	Support for:- English Art History Music	Support for:- How well the school is led and managed

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St. Matthew's is a Voluntary Aided, C E Primary School situated close to the centre of Blackburn, Lancashire. The admission number has recently been increased from 35 to 40 and the numbers on roll will increase to a maximum of 280. At the time of the inspection there were 247 on roll, taught in eight classes. There is no nursery class, although most pupils attend a nearby nursery before they enter school. The great majority of pupils are from Asian heritage families. Pupils' attainment on entry to the school is very low in comparison with that expected for the age group. In the vast majority of pupils' homes, English is not the predominant language used and many children enter the reception classes with a limited experience of English language and culture. There are 223 pupils who are learning English as an additional language. This is very high in comparison with most schools. Of these, 153 are at an early stage of language acquisition. There are 73 pupils on the school's register of special educational needs (28%) which is above the national average. Four pupils have a statement of Special Educational Need. This is broadly in line with the national average. The number of pupils eligible for free school meals (45%) is well above the national average.

### **HOW GOOD THE SCHOOL IS**

This is an effective school which provides a good quality of education. Standards have improved since the previous inspection. Although they are still below the national average, they reflect the good quality of learning. The school is very well led and managed by the headteacher. The teaching is good and this helps pupils to make good progress. The pupils have very positive attitudes to learning and their behaviour is very good. Overall, the school provides good value for money.

#### **What the school does well**

- The headteacher and senior staff provide very good leadership and the school is very well managed.
- The quality of teaching is good overall and is very good in 25% of lessons.
- The bilingual support makes a very positive contribution to pupils' learning.
- The provision for pupils' personal and social development is very good.
- It is a caring school with very positive relationships.
- Pupils have very positive attitudes to school and their behaviour is very good.
- Pupils with special educational needs are provided with good support and make good progress.
- There is a very good partnership with parents.

#### **What could be improved**

- The school's results in national tests in English, mathematics and science.
- Standards in information and communication technology at Key Stage 2.
- Attendance.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Progress since the previous inspection in July 1996 has been good. Attainment in English, mathematics and science has improved. The results achieved by pupils in the National Curriculum tests at the age of 11 have improved between 1996 and 2000 at a rate faster than the national trend. The caring ethos of the school has been maintained and pupils' attitudes and behaviour are very good. There are effective systems in place to monitor the quality of teaching and learning and this has helped to bring about the clear improvement observed during the current inspection. The issues from the previous inspection have been addressed successfully. All curriculum areas have been reviewed and there are clear and effective schemes of work in place to support teachers' curriculum planning. Governors are fully involved in the identification of priorities for the school development plan and have clear systems to monitor and evaluate the outcome of decisions. The partnership with parents is strong and there has been a reduction in the requests for authorised absence, although this still affects the overall attendance and disrupts some pupils' education.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	B	D	A
mathematics	E	E	E	D
science	E	E	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was just below the national average in English. It was well below the national average in mathematics and science. In comparison with similar schools, the school's performance was well above average in English but below the average in mathematics and science. The school results between 1996 and 2000 have improved at a rate above the national trend. Standards have improved since the previous inspection. On the evidence of the inspection, attainment by the end of the key stage is just below the national average in English but well below the national average in mathematics and science.

The great majority of children are at an early stage in the acquisition of English when they start in the reception classes. Their limited knowledge and understanding of spoken English has an adverse impact on their attainment. Their knowledge, skills and understanding are generally very much lower than expected for their age. Children make good progress in the reception year. However, by the age of five, many will not achieve the Early Learning Goals in communication, language and literacy; mathematics, and knowledge and understanding of the world. Pupils throughout the school make good progress, although standards of standards of literacy and numeracy remain unsatisfactory. The school has set realistic but challenging targets for attainment in English and mathematics and the results in 2000 exceeded the target set. Inspection evidence indicates that the targets for 2001 will be met.

Attainment in information and communication technology is in line with the national expectations at the end of Key Stage 1 but pupils in Key Stage 2 have not had sufficient time to develop their skills on the new equipment and attainment is still below expectations at the end of the key stage.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Pupils' behaviour is very good and makes a considerable contribution to the progress that they make. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development is good. Relationships are very good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance is below the national average for primary schools. This is primarily due to the number of pupils taking extended family holidays during term time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

None of the teaching observed was less than satisfactory. Teaching was good or better in 76 per cent of the lessons observed including 25 per cent that were very good. Lessons are well planned and organised, providing pupils with a clear challenge and thus supporting their progress. The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. On the occasions where teaching is less than good, it is usually because the work provided lacks challenge and the pace of pupils' response slows, with an adverse effect on the progress made.

The school meets the needs of all pupils well. Those with special educational needs are well supported and make good progress in relation to their individual learning plans. Pupils for whom English is an additional language are also provided with good support and they make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It provides a wide range of interesting and relevant activities. It is enhanced by extra curricular activities and the good use of visits and visitors.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make good progress.
Provision for pupils with English as an additional language	Provision is good. The class teachers and support staff ensure that pupils receive good support and are able to have good access to the curriculum. The bilingual support is particularly effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop.

The school has established a very good partnership with parents.

The school provides a broad and well balanced curriculum with a good range of interesting and challenging activities which motivate pupils. Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress in English and mathematics, although the formal assessment of progress is less effective in other curriculum areas.

Procedures for child protection and for ensuring pupils' welfare are sound.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a very positive climate for learning in the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is very good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils. Learning resources are good overall. The school building is well maintained and provides an attractive learning environment.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Their children make good progress</li> <li>• The behaviour in school is good</li> <li>• The teaching is good</li> <li>• Children are expected to work hard and achieve their best</li> <li>• The school works closely with parents</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents would like more information about their children's progress</li> </ul>

The inspection team agrees with the many positive views expressed by parents.

Parents receive an annual written report on their child's progress and teachers are also available to discuss progress with parents once a term. If parents have any pressing concerns they can approach the school at any time. These arrangements are sufficient to keep parents well informed about their children.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The great majority of children are at an early stage in the acquisition of English when they start in the reception classes. Staff provide very good support to develop their speaking and listening skills. Additional support, including some bi-lingual support, is also used very effectively to develop communication, language and literacy. However, the children's limited knowledge and understanding of spoken English does have an adverse effect on their attainment. Their knowledge, skills and understanding are generally very much lower than expected for their age. Assessments carried out during the children's first few weeks in school reflect this judgement. Assessment in the children's own language indicates that a significant minority of children also have poorly developed skills in the language they speak at home. All of the children make good progress in the reception year due to the good quality of teaching, very effective learning support and the provision of a rich language environment. However, by the age of five, many will not achieve the Early Learning Goals in communication, language and literacy; mathematics and knowledge and understanding of the world. Most will achieve the Early Learning Goals in personal, social and emotional development; creative development and physical development.
2. Pupils' performance in the 2000 end of Key Stage 1 National Curriculum assessments was well below the national average in reading, writing and mathematics. Teacher assessments indicate that attainment was well below the national average in science. In comparison with schools with pupils from similar backgrounds, the results in reading were above average. The results in writing were in line with the average and the results in mathematics were below average. The results in reading and mathematics improved between 1996 and 1998 but have since declined. The results in writing show a decline between 1996 and 1997, followed by a steady improvement up to 2000. Evidence from the inspection indicates that attainment in reading, writing, mathematics and science at the end of Key Stage 1 is currently well below the national average.
3. Standards of literacy are below average throughout the school. However, the strong foundations laid in the reception and Key Stage 1 classes enable pupils to develop their skills in Key Stage 2 and to make good progress.
4. Overall, the standards of speaking and listening are below those found in most schools. Many pupils are still at an early stage in the acquisition of English. Higher attaining pupils demonstrate the ability to listen attentively and contribute to class discussion. They give explanations and ask questions with confidence. Others however, have difficulty in understanding. They are unsure about following instructions and seek frequent reassurance. Pupils' confidence in speaking and expressing their ideas develops well, but by seven many still have a more limited range of vocabulary in English than is expected at that age.

5. Higher attaining pupils are able to read simple texts with some accuracy. However, many pupils are still unable to read a range of texts with accuracy, fluency and expression. Many are still at a very early stage of writing. Most pupils form their letters correctly and write simple sentences using full stops and capital letters. Higher attaining pupils consolidate their understanding of story sequence in their own writing, using full stops and capital letters appropriately with simple words spelt correctly. However, many pupils have difficulty in sequencing and developing ideas of their own. Some of these pupils have difficulty forming letters and in choosing appropriate words to express ideas.
6. Numeracy skills are well below average at Key Stage 1. By the end of the key stage, most pupils confidently count, add and subtract accurately numbers to 20. They are beginning to understand the place value of each digit in a number and have sound mental calculation skills. However, a significant minority cannot yet use these mental strategies independently. In science, pupils have a basic understanding of living things; light and sound. They know that materials can change if heated or cooled. They make simple observations and find out about the world about them. However, pupils have not developed the investigative skills expected and have not sufficiently developed their ideas and scientific vocabulary.
7. Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was just below the national average in English. It was well below the national average in mathematics and science. In comparison with similar schools, the school's performance was well above average in English but below the average in mathematics and science. The school results between 1996 and 2000 have improved at a rate above the national trend. Standards have improved since the previous inspection. In 1995 the number of pupils achieving National Curriculum Level 4 was 17 per cent in English, 6 per cent in mathematics and 29 per cent in science. In 2000, the number achieving Level 4 or above had increased to 68 per cent in English, 45 per cent in mathematics and 68 per cent in science. This improvement has been brought about through good teaching and the implementation of the National Strategies for Numeracy and Literacy which have provided a framework for planning and led to a clear focus in lessons. The quality of teaching has improved since the previous inspection and as a result standards of attainment have improved. On the evidence of the inspection, attainment by the end of the key stage is just below the national average in English but well below the national average in mathematics and science.
8. Pupils in Key Stage 2 make good progress in English. They develop a growing confidence in tackling reading and by the end of the key stage, higher attaining pupils read independently from a range of texts and other material. Higher attaining pupils are able to discuss books they have read and express opinions about what they read. Those who find reading more difficult, are reading appropriate individual books. Pupils are able to write descriptions, instructions and reports. They learn to plan, draft and improve their work. All but the lowest attaining pupils join up their writing and most are developing a neat and distinctive style of their own. Pupils write imaginatively with increasing confidence. By the end of the key stage, higher attaining pupils are able to compose pieces of writing which generally demonstrate accurate sentence construction, punctuation and grammar. A significant number of lower attaining pupils still require considerable input from teachers and support staff to enable them to complete a piece of written work. Progress in spelling is good, although standards remain below average for some lower attaining pupils who do not spell common, long words well.

9. Pupils make at least satisfactory and often good progress in mathematics. By the end of Key Stage 2, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. However, many pupils still have a poor knowledge and recall of multiplication tables and addition and subtraction facts. Their mental arithmetic skills are weak and this affects the speed at which they can work. Pupils develop an appropriate mathematical vocabulary, although weaknesses in their English language development impair this process. The higher attaining pupils use fractions and decimals accurately. The lower attaining pupils can apply the four rules of number effectively and use a wide range of units of measure competently. Pupils have a sound knowledge of shapes and their properties and a good appreciation of the number system and measures. They use a variety of methods to collate and represent data they have collected. Attainment in problem solving is less secure. Lower attaining pupils often have difficulty with interpreting the questions and knowing which mathematical skills are required to produce a solution.
10. Pupils make good progress in their acquisition of factual knowledge in science. However, the majority of pupils have difficulty in working independently and tackling investigations without regular intervention from an adult. They have had fewer opportunities to extend their understanding and awareness of the process of scientific enquiry in sufficient depth. However, the increased emphasis on practical science is beginning to have a positive effect on standards and pupils make at least good and sometimes very good progress in the majority of lessons in Key Stage 2.
11. Pupils' attainment in information and communication technology is in line with the national expectations at the end of Key Stage 1, but is below the national expectation at the end of Key Stage 2. At Key Stage 1, pupils enter text and use a mouse to move icons correctly. They are developing confidence in word processing and use their skills in subjects across the curriculum when given the opportunity. At Key Stage 2, pupils enter, amend and save text and graphics correctly. However, because the scheme is in the early stages of development, pupils have little experience of using control technology to sequence and change events or for combining sound with text and graphics. Similarly, they have limited knowledge of the wider uses of technology for communication purposes, for example by electronic mail. Nevertheless, all pupils are becoming increasingly confident in the use of computers.
12. By the end of Key Stage 1, attainment in design and technology, music and physical education is broadly in line with the national expectation. Attainment in history and geography is below expectations. Attainment in art and design is above expectations.
13. By the end of Key Stage 2, attainment in art and design, design technology, history and music is in line with expectations. Attainment in geography is below expectations. Insufficient lessons were observed to make a judgement about attainment in physical education at the end of Key Stage 2.
14. Pupils with special educational needs make good progress in relation to their individual education plans, many of which are focused on improvements in language development. Pupils with English as an additional language make good progress throughout the school. This progress is reflected in the improved standards in many subjects as pupils develop their knowledge and understanding of English.

15. The school analyses test results and has begun to use that information to track pupils' progress and to set targets for the end of Key Stage 2. The targets agreed for 2000 were surpassed in both English and mathematics. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

### **Pupils' attitudes, values and personal development**

16. The attitude of pupils to the school is very good. This is an improvement since the last inspection, when they were good. Pupils enjoy being in school; the majority arrive on time and settle quickly to the school day. In class, pupils are very enthusiastic in response to extremely well prepared and stimulating teaching. They are further encouraged by the appropriate use of praise and good levels of classroom support. Behaviour in the classroom is mostly very good, resulting from very good classroom management and based on clear expectations and well established routines. Good contacts between home and school are well supported by reading and homework diaries and the school's consideration for its pupils' home culture. (Parents were consulted, for example, about fasting for Ramadan.)
17. Behaviour in and around school is very good, an improvement again since the previous inspection, a situation with which parents are very pleased. Pupils move around school quietly with a minimum of fuss, holding doors open for adults and other pupils. They are similarly courteous to teachers and support staff inside the classrooms. During playtimes and lunchtimes, pupils are also well behaved with no evidence of inappropriate behaviour observed during the inspection. This very good behaviour is a reflection of the social and moral teaching in the school, exemplified by the way Year 5 pupils were appalled by the religious discrimination they heard about in a geography lesson. Pupils whose inappropriate behaviour was brought to the attention of the headteacher spent time reflecting on where they went wrong and what they should do in future in a similar situation. There have been two fixed term exclusions from the school in the year prior to the inspection.
18. The personal development of pupils is good. From reception class upwards, pupils set themselves targets such as being able to fasten the top button of a shirt after P.E. The teacher also sets simple targets for each table in the classroom. This continues throughout the school, with the targets becoming more focused and academic as the pupils develop. When given the opportunity, pupils carry out responsibilities well. Year 6 pupils act as monitors for the hall and also help Key Stage 1 pupils during wet playtimes. Year 5 pupils undertake paired reading with younger pupils. All pupils help to plan presentations for Achievement Assemblies. Year 6 pupils have taken part in out of school study initiatives at venues away from school. However, opportunities for independent research in the newly organised library are at an early stage of development. Pupils are given the opportunity to contribute to a local charity for the homeless, and to help to raise funds for charities of their choice, helping them to appreciate the needs of others.

19. Relationships between children and adults are very good, with the adults in the school providing very good role models for pupils. Pupils listen carefully to one another and work well together; they are good at organising themselves into groups and at working co-operatively. Pupils learn to care for one another, and the Star of the Week Award was given during the inspection to a class for helping younger pupils with their outdoor clothes in the cold weather. Pupils with special needs are fully integrated into school life.
20. Attendance is below the national average, reflecting the amount of medical absence and particularly the extended holidays taken during term time. Most pupils arrive on time, and lessons start promptly. Unauthorised absence is broadly in line with the national average.

### **HOW WELL ARE PUPILS TAUGHT?**

21. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 76 per cent of the teaching observed was good or better, including 25 per cent that was very good. No teaching was less than satisfactory. The quality of teaching has improved since the previous inspection when around half of the teaching was reported to be good whilst seven per cent of teaching was less than satisfactory.
22. The teaching of children under five is good. It was good or better in 88 per cent of the lessons observed. It is never less than satisfactory and in 38 per cent of lessons observed it was very good. Teaching in Key Stages 1 and 2 is good. In Key Stage 1, 72 per cent of the lessons observed were good or better, including 17 per cent that were very good. In Key Stage 2, 76 per cent of the lessons were good or better, including 28 per cent that were very good.
23. The main strengths of teaching in the Foundation Stage are the very good relationships between adults and children; a sound understanding of the curriculum for under fives and of how young children learn. The children are respected and valued. Support staff work closely with the class teachers and make a very positive contribution to children's learning. All activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress.
24. Teachers throughout the school plan work carefully. Good use is made of the resources available to provide interesting tasks that motivate pupils. Where teaching is good, pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently, thus enabling the teacher to give more intensive support to others. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress.

25. Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. Teachers effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. A good example of this was the science lesson in Year 6 on the separation and sorting of different substances. This lesson was led jointly by the class teacher and the special needs teacher. Their clear explanation and good understanding of what they wanted pupils to learn enabled the pupils to make good progress. They responded well, asking relevant questions. The teachers ensured that all pupils understood the task and they were provided with good support which helped them to achieve success. On the occasions where teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. The work lacks challenge and the pace of pupils' response slows with an adverse effect on the progress made.
26. Teaching in English and mathematics is good. Teachers generally have high expectations and provide work which is well matched to pupils' needs and abilities. Pupils respond well and make good progress. Good use is made of the frameworks provided by the national literacy and numeracy strategies. This good quality teaching has a very positive effect on maintaining and raising the standards of attainment.
27. Teachers make good use of review sessions to reinforce and evaluate learning. Many lessons end with a general discussion about what has been learned. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help them to improve their work.
28. Teachers make positive efforts to ensure that appropriate support is provided for pupils who have special educational needs. Any problems are identified quickly, and individual education plans are established which enable pupils to achieve as much as possible. They are well supported in class or in withdrawal groups. The specialist support teaching provided is good. Pupils for whom English is an additional language are also provided with good support and they make good progress. Bilingual staff provide very good support for pupils. They use pupils' home language very effectively to ensure that they have a clear understanding of instructions and also support their acquisition of relevant English vocabulary. However, the support provided by specialist teachers is not always sufficiently focused on the development of language skills.
29. Homework is used effectively to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, learning multiplication tables and spellings and work which reinforces or extends learning in class.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

30. The school's provision for children in the reception classes is good. The school provides a wide range of challenging and very focused experiences to promote the early learning goals in personal, social and emotional development; communication, language and literacy; mathematics; knowledge and understanding of the world; physical development and creative development.

31. The school provides a broad and balanced curriculum for pupils in Key Stages 1 and 2. It fully meets statutory requirements. There is a wide range of learning opportunities to support pupils' academic and personal development. The school has placed increased emphasis on the teaching of literacy and numeracy in recent years and this is having a positive effect on standards. The strategies for promoting literacy are now very effective. Opportunities to develop literacy skills in subjects other than English are regularly provided, for example in science, where pupils discuss and write at length about their investigations, and in history where they write diaries and letters as well as accounts of past events. Numeracy is satisfactorily promoted both in mathematics lessons following the policies laid down in the National Strategy and through teaching in other subjects. For example, in design and technology pupils are regularly asked to draw upon their knowledge of measurement and shape. The curriculum for information and communication technology has been strengthened and improved since the previous inspection, particularly through the addition of a computer suite.
32. There is good provision for personal, social, and health education. Issues such as healthy eating and drugs awareness are explored effectively through science. Pupils are also encouraged to think carefully about environmental problems such as conservation and to take direct action, for example by collecting and recycling tin foil. All pupils have opportunities to explore other personal, moral and social issues during *Circle Time* sessions when pupils have class discussions. Governors currently operate a policy of not teaching sex education through the curriculum, although there are plans to review this policy in the light of recent recommendations from the diocese. Educational trips, including visits to Blackburn town hall and an outdoor pursuits centre at Hothersall Lodge, play an important part in developing citizenship, social skills and independence.
33. The quality of learning opportunities provided for pupils with special educational needs and for those for whom English is an additional language is good and they have full access to the activities being taught. The school has clearly identified a need to provide extra support for these pupils. Accordingly, a bi-lingual teacher now works with pupils on the special needs register, most of whom also speak English as an additional language. They are provided with very clear individual education plans that are closely matched to their needs. The support for pupils with physical and other specific additional needs is also very good. Additionally, the school has increased the amount of support available for the many pupils who come into the school speaking little or no English, through the appointment of bilingual support staff. The support for pupils of all abilities is very effectively co-ordinated and makes a significant contribution to the good progress that they make.
34. The provision for extra-curricular activities is good. Teachers give their time generously to provide regular after-school activities which are available to all. These include rounders, recorders, choir, writing, calligraphy, computer and nature clubs. Outside agencies such as Groundwork, Action Factory, Bright Sparks and Blackburn Rovers Study Support Club provide good opportunities for personal and social development. The quality of the school's provision for pupils with special educational needs, those for whom English is an additional language and the extra-curricular activities it offers to all its pupils reflects a clear commitment to equal opportunities for all.

35. The community makes a good contribution to pupils' learning. Pupils regularly visit nearby places of educational interest, such as Blackburn Cathedral and Ribchester museum. Visitors to the school, such as the school nurse, road safety officers and the Science Theatre Group make positive contributions to learning. The school is an effective provider of training opportunities for students on work experience and nursery nurse training. The school has enabled a number of parents to undertake training as classroom assistants in recent years.
36. There has been good improvement in the quality and depth of the curriculum since the previous inspection. The school provides its pupils with a richness of experience in most subject areas and through its extra-curricular opportunities.
37. The provision made for pupils' spiritual, moral, social and cultural development is very good overall. The school's mission statement and the aims contained in its policies for teaching and learning, expectations of behaviour and personal development are fully reflected in its daily life. All staff provide very good role models. A very high level of respect for others is a natural part of the atmosphere of the school.
38. Provision for spiritual education is good. This represents an improvement since the previous inspection when it was found to be satisfactory. The school successfully provides opportunities for personal prayer and reflection, for example in the course of school worship. Collective worship is thoughtfully and effectively planned. Weekly assemblies are carefully linked in a series of meaningful topics such as the consideration of some of the precious things in life. In addition, as part of their personal and social education, pupils are asked to examine their own thoughts and feelings and consider the effects of their actions on others.
39. Provision for social and moral education is very good. This confirms the views of parents who believe that the school helps their children to become mature and responsible. There is a well-understood, whole-school approach to behaviour management and a unity of purpose in everything the school stands for. Class rules are negotiated at the beginning of the school year and are displayed in each classroom. Effective incentive awards are in place and success is recognised and celebrated in assemblies. Pupils are provided with opportunities to help others, for example, in paired reading where pupils support each other, assembly duties and class monitor responsibilities. Pupils' work is valued and attractively displayed in classrooms and around the school. The school regularly supports charities such as The British Legion Poppy Appeal, Comic Relief and the National Children's Home.
40. The provision for cultural development is good. This reflects an improvement since the previous inspection when the provision was found to be satisfactory. The planned curriculum ensures that the beliefs and ideas of Christianity, Islam and Judaism are taught, and that reference is made to other major faiths and cultures. The school has ensured that books in the library and in classrooms represent the wider world. Visits to local places help reinforce the cultural and local heritage of the pupils. For example, pupils visit Blackburn Cathedral and take part in live concerts. Blackburn Rovers Football Club is involved in providing skills coaching. Displays around the school reflect its Christian foundation whilst respecting the beliefs of other major faiths. This was evident in the pupils' work on the religious celebrations of Christmas, Eid ul Fitr, Hannukah and Diwali.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school cares well for its pupils. Each is well known to the class teacher in particular, and more generally throughout the school. The supportive environment contributes to both academic and personal development. Pupils with special needs, and those for whom English is a second language, are similarly well catered for, receiving very good support from the classroom and language assistants. Close teamwork ensures that each team member is knowledgeable about pupils' needs, allowing them to offer targeted support and monitoring to each pupil. Staff from outside agencies who support pupils with physical and other specific additional needs are dedicated and very effective. All those who assist in the classroom are clear about their roles, well organised and work very hard to ensure that the pupils in their care are fully included in all activities. The very good working relationship that has been established among all adults supporting pupils with special educational needs makes a significant contribution to their achievement in all aspects of school life.
42. Good assessment systems are in place throughout the school for individuals and groups of pupils. Assessment results are analysed meticulously and teachers make good use of this information to inform their medium and short-term planning. The analysis is further used by co-ordinators to adjust the curriculum and schemes of work if necessary. There is a particular focus on mathematics and English for which the procedures are especially well developed. The assessment coordinator has introduced an effective system, which fully involves pupils in setting and reviewing their own targets for improvement. Parents are also invited to be involved in this process, which makes a significant contribution to pupils' academic and personal development. Assessment in science, information and communication technology and other National Curriculum subjects is not yet as well developed and the school recognises that this is a priority for future development. The day-to-day marking of work is good and helps pupils to understand how they can improve. Assessment records are conscientiously kept and there is close liaison between staff at times of transfer from class to class. There is very good co-operation among special needs and bilingual support staff to identify, assess and review the needs of pupils in their care on a regular basis. Assessment procedures, and their use, have therefore continued to improve since the previous inspection.
43. Child protection arrangements are satisfactory, and comply with local guidelines. Liaison with the appropriate local agencies is in place. All aspects of health and safety in the school are regularly monitored by the deputy headteacher, as health and safety officer, by the site supervisor, and by the governors. Risk assessments have been undertaken, both internally and by external agents. The school is subject to vandalism, however, and the all-weather pitch on the site cannot be made secure. Medical needs of pupils are planned for, with qualified first aid staff on duty at all times, backed up by appropriate resources.
44. Pupils' personal development is closely monitored from the time they enter school. They set their own targets, as well as working towards those from their teacher and the school. A record of achievement for each pupil is kept in their classroom. This contains pieces of work, records of awards, certificates gained, (e.g. swimming and good attendance), and is kept up to date by the pupil, on a daily basis if necessary. Weekly achievement assemblies are designed to support the efforts of pupils in all aspects of school life, and each teacher nominates pupils for awards, which range from work-based to personal achievement. Every class holds regular *circle times*, when pupils are given the opportunity to develop their self-confidence and trust in their classmates.

45. Procedures for monitoring and promoting good behaviour are very good. Good classroom management and high expectations of behaviour are in place from the time pupils enter the school. Any instances of inappropriate behaviour are dealt with swiftly and effectively. Continued misbehaviour is referred to the headteacher, who works with the pupils, and involves the parents if necessary.
46. Arrangements for children entering the Reception classes are well thought out, and in many cases based on established links with families. Home visits are made by the teacher and bilingual assistant, allowing parents to discuss their child in a secure and informal setting. Liaison with the local nursery school, in the form of visits by school staff and visits to the school by the children, ensures that pupils feel secure in their new setting.
47. Arrangements for the move to secondary school are more complex because pupils move on to a wide variety of different schools. However, teachers from each of these schools visit the class teacher to discuss individuals and review records, and pupils visit the school of their choice for an induction day. The school takes an active part in Key Stage 2/3 liaison arrangements, particularly with Queen's Park High School, for example last term, children attended an after school initiative, the Bright Sparks Club.
48. The school's procedures for the monitoring and improving of attendance are good. Most parents contact the school about absence, and are reminded if they fail to do so. Close liaison with the Education Welfare Officer, who discusses attendance fortnightly with the headteacher, ensures a regular review of pupils' records. The Welfare Officer also liaises with families as necessary as a result of these reviews. The registers are called at 8.55 am, with the majority of pupils being settled for the start of the school day. Pupils who arrive after this time report directly to the office with their parents, where the reason for the lateness is recorded. Very few pupils arrive after the prompt start of assembly at 9.05 am. However, levels of attendance are still below average. The school is working hard with parents to discourage the practice of taking extended holidays during term time, and is having some success. Where the school fails, and pupils are absent for considerable periods, resources of staff and time are deployed to ensure the children have some chance of keeping abreast of their peers.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

49. In their response to the questionnaire and similarly in their answers at the Pre-inspection Meeting, parents were extremely pleased with the school. In the questionnaire, all parents say their children enjoy attending the school, and 99 per cent say the teaching is good. Over 90 per cent agree that the school is well led and managed, with well behaved pupils making good progress, growing in maturity, working hard and learning well. They feel that the school works closely with them, and that they would feel comfortable approaching the school with problems. They also agree that pupils get the right kind and amount of homework. Fewer parents agreed that they are well informed about progress, and that their children have access to a wide range of activities. The positive views of parents are supported by the findings of the inspectors, which do not support the less favourable views. The creation of this very good and trusting partnership with parents is an essential element in the work of the school, and has improved since the already good relationships found at the previous inspection.

50. The range and quality of information for parents is good. The parents' area in the school keeps them well informed about school activities and the weekly newsletter, with contributions from teachers and, on some occasions, from parents, is a valuable source of current information. The school prospectus is clearly written and informative. Parents of Reception pupils receive a very useful booklet to help prepare themselves and their children for their start in the school. Annual reports are clear and show a depth of knowledge about each pupil, clearly illustrating any extra support the child may need both at home and at school. Reports are positive about achievements, while highlighting inappropriate behaviour, and are discussed with parents at the final meeting of the year, along with the end of year progress review, written by pupils and their parents.
51. Attendance at all parents meetings has increased of late to almost 100 per cent, with a much-increased attendance by fathers. Targets for pupils are discussed with parents, and regularly reviewed. Bilingual support is available at all these meetings, as well as generally in the school. Parents prefer written documents to be in English. However, Urdu headings are used to advise that bilingual staff will be pleased to translate and offer any clarification which is required. Parents are invited to the half-termly English focus week, where they have the opportunity to work in the classroom with their children. They are also invited to meetings and workshops on the National Literacy and Numeracy Strategies.
52. Parents of pupils with special needs are met as soon as these needs are recognised. Further discussions are held at individual meetings, when targets are reviewed.
53. Any parent can have a brief meeting with teachers or the headteacher before school begins. Longer and more in-depth conversations can be arranged after school, or by appointment. Parents are regularly consulted at parents' meetings about aspects of school life. To date, these have been on arrangements for the induction of new pupils, homework, and general parental involvement. The results of these surveys inform school policy and practice and are also reported back to parents.
54. Parents trust the school. For example, all allow their children to attend assembly and religious education lessons, and many children with knowledge of Islam share it with other pupils. Arrangements for Mosque after school have been changed so that pupils can attend after school activities and visit Blackburn Rovers Study Support Club in Year 6.
55. Parents support pupils' learning through the reading and homework diaries, and by helping with specific events in school. Many lack the self-confidence needed to undertake long-term commitment. However, the school runs annual courses for "Parents as Educators", helping parents to know how to contribute to learning in the school and at home. A recent grant to upgrade the parents' area is also intended to contribute to the further involvement of parents with the school.
56. The area of partnership where problems still exist is the taking of extended holidays to visit relations in the home country. Some parents have responded by making these visits during school holidays. However, there remains a significant minority of parents who remove their children for anything up to two years. This disrupts their learning, and results in them being at least unable to achieve their expected level of attainment; some, at worst, never make up for the lost time, despite the best efforts of the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. She is very well supported by other staff with management responsibilities. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all. Governors, teachers and non teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims.
58. The issues from the previous inspection have been addressed successfully. All curriculum areas have been reviewed and there are clear and effective schemes of work in place to support teachers' curriculum planning. Governors are fully involved in the identification of priorities for the school development plan and have clear systems to monitor and evaluate the outcome of decisions. The partnership with parents is strong and there has been a reduction in the requests for authorised absence, although this still affects the overall attendance and disrupts some pupils' education.
59. The governors are regular visitors to the school and they are kept well informed about the issues. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities.
60. The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear action plans for each area of development.
61. The special educational needs co-ordinator provides good leadership. Detailed policies and procedures and a sound development plan ensure that the provision is well managed. The school fulfils the requirements of The Code of Practice in having a Special Needs Register, consulting parents, and holding annual reviews. All statutory requirements are met. The progress of all pupils with special educational needs is monitored and tracked. Effective use is made of all staff to teach pupils with special educational needs. This includes specialist staff provided by the local education authority for pupils with statements of special educational need.
62. The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the Literacy and Numeracy Strategies are very well managed and have been implemented effectively.
63. All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies and schemes of work which support teachers in delivering the National Curriculum. Coordinators are responsible for managing their subject and delivering curriculum support. The headteacher regularly monitors the quality of teaching through classroom observations and the scrutiny of teachers' planning. Co-ordinators are also effectively involved in the monitoring of planning, learning and pupils' attainment.

64. Long term strategic financial planning is very good. Governors are fully involved in establishing spending priorities, which are clearly detailed in the school development plan. They carefully evaluate the effectiveness of their spending decisions and have enlisted the services of their own financial adviser to monitor the school's budget on a regular basis. The day-to-day administration and management of the school is good. The school's administrative officer and clerical assistant ably support the headteacher. They are courteous and welcoming to parents and visitors and this makes a positive contribution to the good relationships that are typical of the school. The collection of money and ordering and checking of school equipment are efficient and ensure minimum disruption to teaching and learning. The very few minor recommendations in the latest auditor's report have been implemented.
65. The school ensures that it allocates specific grants such as New Opportunities and Standards Fund to support extra-curricular initiatives and staff training. There are good links with the local education authority to ensure that best value is achieved when making improvements or ordering equipment. Governors carefully monitor and evaluate the effectiveness of money spent and ensure a well-balanced budget. Good use is made of information and communication technology to manage the school budget and to analyse assessment results.
66. The school is well staffed with teachers who are appropriately qualified for the age range. Teachers' initial and subsequent qualifications ensure that their collective skills cover all aspects of the curriculum. The school places importance on teachers updating and sharing expertise and all staff make good use of opportunities to develop their knowledge and understanding of teaching and learning. An effective programme of in-service training tackles areas identified by the school as requiring improvement. The role of coordinators has also been developed since the last inspection. They now have a strong role with management responsibilities. They share in the monitoring of learning, of budgetary control, and all decision-making processes involved in their curriculum areas. Since the last inspection, the Senior Management Team has grown in number and its management role has been developed. Planning and evaluation are a regular part of the team's work. A thorough and effective system to review the quality of teaching and staff development needs has been developed. There are very clear procedures for the induction of newly qualified and experienced teachers, providing good levels of support and guidance.
67. Classroom support staff throughout the school provide good, constructive help and support to teachers and pupils and are a valuable and positive asset to the school. They have a wide range of experience and expertise. They have good relationships with teachers and share lesson plans, being well briefed on lesson objectives, working in harmony in the classroom. The number of extra support workers has been increased and their contribution to school life has improved since the last inspection. The level of expertise offered by support staff ensures that pupils with special educational needs make good progress towards the specific targets in their individual education plans. Support for pupils for whom English is an additional language effectively helps to raise their achievement and self-image. Bilingual staff play a very important role in this area. The caretaker, office staff, kitchen staff and lunchtime supervisors all make an effective contribution to the good relationships and positive climate for learning within the school.

68. The accommodation is satisfactory. The head teacher and governors include the improvement of the buildings in the school development plan, within the restraints of the budget. Additional classrooms have recently been provided to accommodate the increasing numbers in the infant department. With Diocesan consultancy support, a new building plan is currently being drawn up in order to plan for future needs as the number on roll increases. The school suffers from vandalism, and shuttered grills protect the exterior, but the interior of the school is lively and colourful and provides a stimulating environment for pupils. Outdoors, there are two playgrounds and an all weather sports area. However this facility is a cause of concern for the governors as the surface is deteriorating. It is not securely fenced and attracts vandals on to the school site. The Groundwork programme is a positive way of encouraging pupils, parents and the community in participating in the design of the school grounds. The school is clean and comfortable and is well looked after by caretaking and cleaning staff. Facilities for disabled pupils are due to be improved but are not, at the time of the inspection, satisfactory for the pupils' needs. There is insufficient storage space for the extra equipment required by disabled pupils and toilet facilities are inadequate for disabled pupils in both key stages.
69. The school is well resourced and maximises all available finance to add to the provision of curriculum materials. A recently developed information technology room has offered further opportunities for the development of information and communication technology skills throughout the school. Resources are stored carefully, well looked after and clearly labelled. The school library is organised effectively and is used very well by pupils. There is a good range of high quality fiction and information books which pupils make good use of to further their enjoyment of reading. The school is aware of the need to further develop pupils' library skills to provide more opportunities for individual research.
70. The school's aims are clearly expressed and understood and are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. Parents are very supportive of the aims and values promoted by the school. The school is forward moving and has a positive and supportive atmosphere, putting the needs of the pupils as a high priority.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

71. To improve the school further, the headteacher, staff and governing body should:

1. Raise standards in English, mathematics and science by:

ensuring the clear priorities identified in the school development plan are implemented;

developing assessment procedures for science which will enable teachers to record pupils' attainment; monitor progress; inform planning and accurately match work to pupils' needs;

continuing to place a greater emphasis on the development of pupils' skills of investigation in science;

developing pupils' knowledge and understanding of the subject specific vocabulary associated with mathematics and science;

ensuring that the additional teaching support provided for pupils for whom English is an additional language is focused on the development of language skills rather than a general support role.

*(Paragraphs 60, 73, 95-103, 108-112, 117-119, 121,122)*

2. Raise standards in information and communication technology at Key Stage 2 by:

further developing teachers' expertise and confidence;

planning more opportunities for pupils to use information and communication technology to support their other learning in the classroom;

developing assessment procedures which will enable teachers to record pupils' attainment; monitor progress; inform planning and accurately match work to pupils' needs.

*( Paragraphs 144-148)*

3. Provide more opportunities for independent learning and the development of research skills.

*(Paragraphs 18, 99,118)*

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Continue to work with parents in order to further reduce the amount of time taken in extended holidays. *(Paragraphs 20, 48, 56)*
- Negotiate with the local authority to seek improvements in the condition of the all weather sports pitch and the security measures to reduce the vandalism which has been the major cause of its deterioration. *(Paragraphs 43,68,164)*
- Ensure that there are adequate toilet and storage facilities for disabled pupils. *(Paragraph 68)*
- Provide more opportunities for children in the reception classes to take part in challenging outdoor play. *(Paragraphs 88,94)*

## THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

72. The provision for pupils with English as an additional language is good overall. The school has one full time and one part time teacher and two bi-lingual support staff funded by the ethnic minority achievement grant. In addition, a bilingual classroom assistant is funded by the school. The school has increased the bilingual support available since the previous inspection and this has had a very positive effect. The bilingual support is mainly targeted on the reception classes, Key Stage 1, and Year 3. The school also makes very effective use of a bilingual teacher to provide support for pupils with special educational needs throughout the school. This bilingual support is used effectively. It gives pupils confidence, raises their self esteem and helps them to learn. Pupils make good progress in the acquisition of English.
73. The additional support is well managed by the co-ordinator. Support staff are well deployed across the school. The support teachers work closely with class teachers and provide additional help for their targeted pupils. The quality of their teaching is satisfactory. However, there are occasions when their contribution to class lessons is limited. The school should review support to ensure that it is always being used to the greatest effect in supporting language development.
74. Specialist support staff carry out regular assessments of need with English as an additional language pupils. These identify pupils who are targeted for additional support. The assessments are used to monitor progress. The school monitors the progress of pupils of different ethnic backgrounds and sets targets for their performance by the end of Key Stage 2.
75. Home visits are arranged prior to children starting in the reception class. The school makes use of the bilingual staff to assist in these visits. Bilingual staff are also available to support parents who speak little or no English. They translate information for them and parents are also aware that they are available when they come to school to discuss children' progress or any concerns with teachers.
76. Resources are adequate but wider use of bilingual books with parental involvement in Key Stage 1 should be encouraged. There is a clear action plan to develop the awareness of all school staff of the skills required to promote speaking and listening skills of pupils for whom English is an additional language.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	25%	51%	24%	0%	0%	0%

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	247
Number of full-time pupils eligible for free school meals	-	110

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	223

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	6.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	12	12	14
	Total	22	24	26
Percentage of pupils at NC level 2 or above	School	65 (77)	71 (63)	76 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	11
	Girls	12	14	10
	Total	22	26	21
Percentage of pupils at NC level 2 or above	School	65 (63)	76 (63)	62 (69)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	12	5	12
	Total	21	14	21
Percentage of pupils at NC level 4 or above	School	68 (74)	45 (41)	68 (56)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	8
	Girls	11	7	10
	Total	19	15	18
Percentage of pupils at NC level 4 or above	School	61 (41)	48 (35)	58 (50)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	69
Pakistani	117
Bangladeshi	0
Chinese	0
White	21
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24.7
Average class size	30.9

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	251

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1999/2000
	£
Total income	425,839
Total expenditure	434,518
Expenditure per pupil	1,789
Balance brought forward from previous year	67,030
Balance carried forward to next year	58,351

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	247
Number of questionnaires returned	80

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	56	40	3	0	1
Behaviour in the school is good.	69	28	0	0	4
My child gets the right amount of work to do at home.	64	28	9	0	0
The teaching is good.	69	30	1	0	0
I am kept well informed about how my child is getting on.	63	24	9	3	3
I would feel comfortable about approaching the school with questions or a problem.	61	30	1	1	6
The school expects my child to work hard and achieve his or her best.	70	24	1	0	5
The school works closely with parents.	73	20	1	0	6
The school is well led and managed.	68	23	0	0	10
The school is helping my child become mature and responsible.	70	20	3	0	8
The school provides an interesting range of activities outside lessons.	58	29	6	0	8

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

77. Children join the school in the September before their fifth birthday. At the time of the inspection there were 40 children in the Foundation Stage. Eleven of the oldest children in this group were in a class with Year 1 children. There are good links established between home and school, and children settle quickly into the routines of the school. This helps them to feel secure and confident. Home visits before children start in the nursery are used to establish positive relationships with parents; assess children's needs and promote the value of nursery education. When the children start in the Reception classes their knowledge, skills and understanding are generally very much lower than expected for their age. This is particularly so in the children's use of language as the large majority are in the very early stages of speaking English. Assessments carried out during the children's first few weeks in school reflect this judgement. Assessment in the children's own language indicates that a significant minority of children also have poorly developed skills in the language they speak at home. All of the children, including those with special educational needs or for whom English is an additional language, make good progress in the reception year due to the good quality of teaching, very effective learning support and the provision of a rich language environment.
78. The inspection took place almost half way through the school year and although good progress is being made, skills, knowledge and understanding are well below those expected of children of this age especially in speaking, writing, reading and number. An exception to this is the children's personal and social development where very good progress is being made. As a result, standards in this area of learning are very similar to those seen in most schools. This is because teachers establish very good routines and all staff take every opportunity to promote good behaviour and relationships. The work seen in the reception classes indicates that by the time the children reach the end of the Foundation Stage and are ready to begin work on the National Curriculum most of them are unlikely to achieve the Early Learning Goals in communication, language and literacy, mathematical development and knowledge and understanding of the world. They are likely to achieve the Early Learning Goals in personal and social and emotional development, and in creative and physical development.

#### **Personal, social and emotional development**

79. The children come into school happily. They know the routines of the classroom well. During introductions to lessons they are attentive to what their teachers say. When sitting in a circle on the carpet, they listen carefully to each other and are very good at waiting for their turn to speak or to take part in an activity. The children are almost always well behaved. This is because teachers and support staff ensure that children know what is expected of them. Many opportunities are planned for them to learn to take turns and to share. Many children do not yet have the confidence to speak to adults other than familiar classroom staff. This is often because they have not yet developed sufficient language skills to understand and respond appropriately. Very high levels of close support are provided for the children in a wide range of activities. This ensures that they feel secure in what they are doing. Self-chosen activities are also available and the children are beginning to learn to make independent choices.

80. Teaching in this aspect of learning is good. All staff provide very good role models and have appropriately high expectations of children's behaviour. They encourage them to concentrate and persevere with activities and the children respond well. The children are encouraged to take responsibility and develop independence, to use equipment carefully, to share equipment and to help to tidy the room. They are given opportunities to exercise choice, and make good progress in working independently.

### **Communication, language and literacy**

81. By the age of five, the attainment of the majority of children is well below that expected for their age in listening and speaking. They listen attentively to their teachers and are provided with very good language support by bi-lingual language support assistants. This helps the children to understand explanations, questions and instructions. When speaking to adults or other children, most are only able to use single word or short phrases. A few higher attaining children are able to express themselves using simple sentences. A number of children are reading the first books in the reading scheme but very few know the letters of the alphabet or are able to read independently. Although some children can read the names of the characters in their books and are able to read a small number of familiar words, their ability to explain what they understand of what they have read is very limited. Levels of writing are well below what is expected of children of this age. The majority are able to write strings of letters to represent meaning. Lower achieving children make pencil marks on paper, whilst some higher ability children are beginning to write recognisable words. Most children need the help of an adult when writing.
82. Teaching of communication, language and literacy is good. Language development, in particular speaking and listening skills, is considered a priority and actively promoted. Some good whole class sessions were observed where children listened to rhymes and encouraged by the enthusiasm of the teacher and bilingual assistant joined in to the best of their ability. Questions are used well to enable children to widen their vocabulary. Staff also make very good use of opportunities to listen to children while they are engaged in other learning experiences, encouraging them to talk about and describe what they are doing. A good example of this was the making of porridge as part of a topic about the three bears. Children were encouraged to describe what they had done and the teacher then wrote this for them.

### **Mathematical development**

83. The children's development in mathematics is well below what might be expected by the age of five. They are interested in number and are keen to join in number games and sing number rhymes. Higher attaining children are able to identify, count and order numbers to 10; the majority are working with numbers to five and a few lower achieving children are able to recognise groups with one or two objects in them. When working in a class group or in smaller groups, and with high levels of adult support, they can work out simple problems. For example, taking one currant bun at a time away from five. Many recognise and name common shapes. Children are beginning to learn the language of mathematics such as "big", "little" and "more".
84. Teaching of mathematics is good. The pace is good and teachers use a variety of techniques to reinforce understanding. Effective use is made of number rhymes and songs to develop children's mathematical vocabulary. Good use is made of practical apparatus to teach and reinforce children's skills of matching, sorting and counting.

## **Knowledge and understanding of the world**

85. On starting school, many children have had very limited experience of the world around them. Although they make good progress, by five years of age standards in this area of learning are well below those expected at this age. This is mainly due to the children having insufficient language skills to enable them to support their learning. When playing in the water, most were unable to answer questions such as, "What might happen if you...?", or, "Why did that happen?". The majority of the children show satisfactory mouse skills when working on the computer. A small group of higher attaining children, working with an adult with a programmable toy were able to program it to start and move forward. In a lesson on early map-making, the children were interested in making specific journeys around the classroom. During an activity to reorganise the classroom space, good opportunities were provided for the children to learn positional language and they were able to instruct each other to move pictures of objects about on the classroom plan, for example, "Put it over there!" Opportunities are given for exploratory play in the role play area and with construction materials which help to extend children's knowledge.
86. Teaching of knowledge and understanding of the world is good. Activities are well resourced and planned and build on previous learning. These activities extend the children's experiences outside school. The children are encouraged to work independently with appropriate intervention by adults. The children are developing good work habits as well as increasing their knowledge and understanding of the world around them.

## **Physical development**

87. In the physical education lesson observed, children demonstrated that their ball skills were similar to those of most children by the age of five. Other physical skills such as the control of pencils, brushes and scissors and glue are not well developed. There are limited opportunities for children to experience challenging outdoor play.
88. Teaching is good. Children are taught to move and play safely with consideration for other children. They have opportunities to develop manipulative skills with small apparatus. Staff show the children how to use equipment safely, for example how to hold the scissors correctly when cutting.

## **Creative development**

89. The children enjoy singing and most join in with nursery and number rhymes within a range of class activities. In a music activity observed, the children were developing an understanding of the difference between high and low sounds. They paint, draw and make collages using different textures and colours. For example, with dual language support, a group of children painted pictures of the three bears as part of their literacy work on 'Goldilocks'.
90. The quality of teaching is good with many opportunities provided where children can develop their creative thinking and skills. The staff encourage the children to talk about their work and express feelings. The planning of appropriate activities, along with the use of a good range of resources, results in children being able to achieve the intended learning outcomes in this area of learning by the age of five.

91. Teaching is good overall and never less than satisfactory. It was good or better in 88 per cent of the lessons observed and was very good in 38 per cent of lessons. The teaching and learning environment is very secure and caring. Teachers know their children well. They have a very good understanding of the learning needs of young children. Lesson planning is of a good quality. Learning objectives are clearly stated and activities are well thought out to promote learning. Teachers have high expectations of what the children will achieve and this results in good progress and sometimes very good progress being made in lessons. They are very aware of the need to ensure that the wide range of activities provided fully engage the children's interest and contain the right amount of challenge. In this they are successful. The children are very well managed through clearly explained routines and high expectations of behaviour. This results in good behaviour and relationships. Teachers and support staff work extremely well as a team in supporting learning. Support staff know what is expected in each activity they supervise and are very skilled in achieving these expectations. Resources are carefully planned and very well used to promote learning. Lessons are evaluated on a regular basis and pupils are carefully assessed in their progress towards achieving the learning goals planned for them.
92. The Early Years policy is out of date and does not address the six areas of learning for children of this age. It has not, as yet, been revised to take full account of the recently introduced Foundation Stage. However, the curriculum is planned to the nationally recommended six areas of learning. The school development plan indicates that both the policy and the curriculum are due to be reviewed this year as one of the school's priorities for improvement.
93. The co-ordinator has a clear vision for the development of the Foundation Stage and provides good leadership. Parents are provided with good information and opportunities to get to know the school before their children are admitted. An open door policy is in operation and very good links are maintained with parents. The inside accommodation is of an adequate size and provides a very attractive learning environment with many examples of children's work on display. The shared area provides good opportunities for flexibility. This was observed during the inspection when small group work frequently took place. Resources to support most activities are of a good quality, and are well organised. There are limited opportunities for challenging outdoor play. Although the children have full access to the school hall for physical education lessons, they need further opportunities to develop their skills through challenging outdoor play.

## **ENGLISH**

94. The majority of pupils are learning English as an additional language and English is not the first language at home. Most have a very limited knowledge and use of English when they come into the school. Levels of attainment on entry are very low in comparison with those expected nationally for pupils of this age.
95. The year 2000 national test result scores, based on national average points, show that attainment was well below the national average at the end of Key Stage 1 and below average at the end of Key Stage 2. However, at the end of Key Stage 1, results in reading were above average in comparison with similar schools and the results in writing were in line with similar schools. The school's performance in English at the end of Key Stage 2 was well above average in comparison with similar schools. Although standards of literacy are below average throughout the school, the strong foundations laid in the reception and Key Stage 1 classes enable pupils to develop

their skills in Key Stage 2 and to make good progress as they move through the school. Standards have improved since the previous inspection, with the number of pupils achieving National Curriculum Level 4 at the end of Key Stage 2 rising from 17 per cent in 1995 to 68 per cent in 2000.

96. Since the last inspection the school has developed comprehensive and effective assessment procedures, specific target setting measures for groups and individuals and regular audits to monitor progress and improve standards. The results of end of key stage tests, mid-year tests and ongoing testing are carefully analysed, clearly documented and used very effectively to identify targets for improvement. Teaching and learning is consistently planned to take the needs of pupils, as identified in tests, into account. The time and effort given to these procedures by everyone in the school has had a clear and positive impact on raising standards from well below national standards to below national standards by the time pupils leave the school. Additionally, governors have invested wisely to provide extra bilingual support and have also appointed a bilingual teacher. At present she is deployed as the special educational needs teacher supporting pupils with special educational needs. Teachers' continuous monitoring and target setting ensure that progress is carefully structured. Consequently, all pupils make good progress throughout the school.
97. Throughout the school, reading is a major focus. Teachers and support staff place emphasis on enabling pupils to understand the structure of language and become familiar with letter sounds and word structures. Pupils make good progress, although by the end of Key Stage 1 standards are well below the national average.
98. By the age of seven, pupils are able to build simple three letter words. The more able pupils are gaining in confidence and their competence in using blends is improving. They use the content of the story and the illustrations to help them to identify new words and talk confidently about the main features. Most pupils enjoy looking at books and the school encourages everyone to take books home to read. The progress pupils make in their reading is recorded clearly and efficiently and teachers make good use of the information to plan future support. From Year 1, pupils have a developing grasp and understanding of phonics and teachers in Years 1 and 2 incorporate recognition of words and sounds in all their curriculum lessons. This is very effective in helping pupils to appreciate the importance of language and reading in all learning. For the majority of pupils in Key Stage 1, reading aloud is initially difficult and they are hesitant because they are beginning from a very low understanding of language. However, they make good progress due to the concerted support that they receive.
99. By the age of eleven, pupils read more fluently and accurately, recognising the requirements of various aspects of grammar such as commas, question marks and full stops. Some are beginning to introduce expression into their reading and give opinions on the stories they read. Many pupils talk about their favourite stories and can retell them, describing the main characters in their books and giving a personal opinion on the content. They understand what reference books are for, and many Year 6 pupils can choose a book to help them find information, using the index and glossary. However, use of the newly organised library area for independent research is still at an early stage of development. Few pupils read extensively, although the school makes every effort to introduce them to a good range of literature. The majority of pupils reach standards of attainment which are just below national expectations but which demonstrate good progress in their own reading development. Good use is made of reading records to assist pupils in monitoring their own progress.

100. Attainment in handwriting improves throughout the school. By the age of seven, many pupils produce neat and careful writing patterns, the more able joining letters and writing independently using short sentences. The writing of less able pupils at this stage is uneven and there is sometimes no spacing between words, so they lack flow and are difficult to read. Teachers focus appropriately on the mechanics of writing and spend time with individuals, ensuring they hold pencils correctly and have good writing positions. They remind pupils of the conventions of good writing throughout lessons, both on a group and an individual basis and help them to set their own targets for improvement. In Year 1, they begin by copying words and text linked to their work in class. Some move on to independent writing of basic words, with the more able building short sentences. They complete a variety of progressively more challenging exercises linked to their work and progress can be seen in the increasing accuracy of their answers and spelling. Opportunities exist for them to express their ideas and responses in writing. Teachers and classroom assistants provide considerable support to help them to convert thoughts and ideas into correctly sequenced written work. Very few are able to produce longer pieces of writing at this stage and the range of vocabulary is limited. Middle ability pupils have difficulty using punctuation and grammar correctly and the less able use pictures to help them to put events in the right order.
101. During Key Stage 2, pupils develop the style and the speed at which they write, a considerable number achieving consistent neatness and accuracy. By the time they are eleven, a significant minority of more able pupils have individualised preferences and styles and presentation is very neat. Many teachers set good examples through the quality of their own writing, and the introduction of writing and calligraphy clubs has also contributed to the good progress that is achieved throughout the school. Observation of lessons, scrutiny of work and discussion with pupils whilst they work suggests that the content of their writing improves and progresses in quality and quantity as they gain confidence and skill in working in English. By the age of eleven, a minority of more able pupils produce written work of a good length that shows an understanding of the use of punctuation and grammar. They are also beginning to include colourful description and introduce atmosphere into their story writing. Average ability pupils write extended strings of sentences in which basic punctuation is usually correct and frequently used words are spelled correctly. A significant number of lower attaining pupils still require considerable input from teachers and support staff to enable them to complete a piece of written work. The school places emphasis on enabling pupils to extend their vocabulary in all curriculum areas. They encourage the use of dictionaries and this ensures good progress in spelling. With varying levels of support, all pupils are encouraged to adapt their writing skills for a wide range of audiences and purposes, both in English lessons and in other subjects. In a Year 5 history lesson, for example, pupils wrote diaries and letters to illustrate their work on Howard Carter's discovery of the Ancient Egyptian tombs. Regular use is made of computers to enable pupils to edit, re-draft and print their work.
102. During the course of Year 1, pupils develop their conversations from single word responses to the use of phrases and short sentences. The more able supply longer and more complex suggestions and answers to questions. Throughout the infant years, pupils' vocabularies grow, particularly through the additional support they receive from teachers and bi-lingual assistants. All pupils listen attentively. They concentrate on what is being said and try hard to understand what they hear, although their answers to questions demonstrate that many still find it difficult to listen accurately to an unfamiliar language. Throughout Key Stage 1, pupils learn the social courtesies of listening as a group and taking turns. This is developed in the juniors, and by Year 6, more able pupils listen intently in discussions and form their own questions on the basis of what they have heard. Throughout the juniors, they are

encouraged to speak in many different situations, such as in assemblies, to visitors, and in lessons. In a school assembly seen, an account by Year 6 pupils of an after-school activity they had attended gave a clear indication of the range of speaking and listening skills being achieved by 11-year-olds. The more able pupils gave a clear explanation of their experience, reflecting standards securely in line with the national average. Average pupils spoke clearly but slightly less confidently into the microphone, referring to written notes. The less able spoke more quietly and were hesitant, but were clearly making good progress in relation to their prior attainment, due to the support and encouragement of adults. Their efforts, in a daunting situation, were appreciated and valued by adults and pupils alike. Speaking and listening are given appropriate emphasis in most lessons. However, on a day-to-day-basis, teachers and adults miss opportunities to encourage pupils to speak more clearly, for instance when answering at registration as well as during lessons. Given the very good quality and range of support available, this an area for further development.

103. Behaviour in lessons is good, pupils concentrate well and they try hard, responding well to their teachers' instructions. They have confidence in tackling their work, are polite and ask questions when they are unsure. They work quietly on their own and when their work involves group or paired activity, they listen to others and positively contribute at their own levels to the group effort. They thoroughly enjoy and look forward to the imaginative lessons planned for them, particularly in the literacy hour.
104. The quality of teaching is good across the school. Very effective use is made of framework provided by the National Literacy Strategy to ensure that lessons are well planned and structured and take account of the needs and levels of everyone in the class. Teaching is consistently imaginative and enthusiastic and promotes great motivation and eagerness to learn. The assistance given by support staff is a real strength and is very effective because of the very good cooperation and relationships among all staff when planning and teaching lessons. The sensitivity shown by bilingual assistants for pupils' who lack confidence in learning a new language encourages them to try hard and improve. Teachers are very good at ensuring that pupils understand their work and they are patient and supportive of those who find the subject difficult. Through good questioning and answer techniques, they encourage pupils to develop their ideas and gain the confidence to join in. They have high expectations of pupils' behaviour and performance, praising and encouraging throughout the lesson and valuing all contributions equally. They have a good knowledge of individual strengths and weaknesses and this ensures smooth progress through lessons. Very good monitoring of standards results in regular targets of achievement being set for pupils, keeping everyone focussed upon achievement and improvement. The majority of work is marked alongside pupils and they receive guidance on how to improve their work. There has been good improvement in the quality of learning.

105. There is a well-organised library that provides a good resource for readers. This is due to the hard work of the library coordinator, who has led training for staff and some parents in the use of the computerised borrowing system.
106. The subject coordinator provides very good leadership and has brought about effective improvements in the curriculum. Her monitoring of teaching, planning and assessment procedures has resulted in steady improvement in standards across the school. Consequently, because standards in English have risen faster than the national trend in an area where the majority of pupils speak English as an additional language, the school is now in a stronger position to improve standards in all areas of the curriculum.

## **MATHEMATICS**

107. The results of the 2000 National Curriculum tests mathematics at the end of both key stages were well below the national average. They were also below average in comparison with similar schools. However, the introduction of the National Numeracy Strategy has led to improvements in teachers' planning and a clearer focus on developing pupils' mental strategies. Evidence from the inspection shows that standards at the end of Key Stage 2 are improving although they are still well below the national average. Attainment has improved considerably since the previous inspection. This is reflected in the results of the National Curriculum tests. In 1995 only 6 per cent of pupils achieved Level 4; whilst in 2000, 45 per cent achieved this level.
108. Pupils' attainment on entry to the school is very low in comparison with that expected for the age group. The percentage of pupils identified as having special educational needs is above the national average. The number of pupils for whom English is an additional language is very high. Many pupils have very limited English and their mathematical vocabulary is restricted. These pupils are supported well by class teachers and the bilingual classroom assistants and they make good progress. Whilst higher attaining pupils achieve the standards expected nationally, the high proportion of lower attaining pupils means that overall, attainment in both key stages is well below the national expectation. Pupils with special educational needs are well supported and they make good progress in relation to their ability.
109. Pupils in both key stages make at least satisfactory progress over time, and in lessons, many pupils make good progress. Pupils in Key Stage 1 develop an appropriate mathematical vocabulary, an awareness and knowledge of shapes and their properties and simple data handling skills. However, many pupils are still consolidating their knowledge of number facts. A significant number are still not secure in their understanding of the value of a digit in two or three digit numbers. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. Most have good understanding of patterns in number and know the difference between odd and even. They can use money effectively and can work out simple problems mentally. They develop skills of simple data handling and can construct and interpret graphs. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.

110. By the end of Key Stage 2, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. However, many pupils still have a poor knowledge and recall of multiplication tables and addition and subtraction facts. Their mental arithmetic skills are weak and this affects the speed at which they can work. Pupils develop an appropriate mathematical vocabulary, although weaknesses in their language development impair this process. They have an understanding and appreciation of number pattern and measures and an awareness and knowledge of shapes and solids and their properties. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate the perimeter and area of shapes. The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and can construct simple graphs to illustrate data they have collected. Attainment in problem solving is less secure. Lower attaining pupils often have difficulty with interpreting the questions and knowing which mathematical skills are required to produce a solution. Pupils can measure length, weight and capacity with a reasonable degree of accuracy, but are not always confident or accurate when making estimates or recording their work. Pupils are becoming confident when handling data. They can interpret graphs and charts to find particular information.
111. Standards of numeracy at the end of each key stage are well below average. Higher attaining pupils are able to use their multiplication tables effectively and handle number satisfactorily in mental work. They make effective use made of mathematical skills in other areas of the curriculum such as science. However, many pupils do not have the necessary skills, knowledge and understanding of mathematical processes.
112. The majority of pupils display positive attitudes to work. They behave well and respond positively to challenge. They are keen to contribute to discussions and settle quickly to their work. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. These positive attitudes to learning have a beneficial effect on their attainment and progress.
113. The teaching of mathematics in both key stages is good. This is an improvement from the previous inspection when teaching was reported as satisfactory. This good teaching reflects detailed subject knowledge, and very good management of pupils. It features careful planning and skilled diagnosis of misunderstandings. Throughout the school, good use is made of assessment information to group pupils and to plan work that is well matched to their needs. Lessons are well prepared and structured, with clear aims which reflect the National Numeracy Strategy. Teachers have worked hard to gain familiarity with its components and requirements and to present them to pupils. Lessons begin with a session of mental arithmetic when teachers encourage the development of skills and strategies to improve pupils' performance. Teachers' explanations are good and they make good use of questioning to develop pupils' understanding and provide support as necessary. A good example was a lesson on money problems in Year 6, where the teacher's good classroom management skills and appropriately high expectations of behaviour and attainment led to pupils responding positively. Direct teaching and good use of challenging questions enabled them to consolidate their understanding of the processes required to solve problems. Clear instructions and explanations ensured that all pupils had a clear understanding of the task and enabled them to make good progress. Good use is made of an appropriate range of practical apparatus to support learning and develop understanding. Classroom support staff are used very effectively and make a very positive contribution to pupils' learning. The very positive contribution of the bilingual support staff in the reception and Key Stage 1 classes reported at the previous

inspection has been maintained. Since the previous inspection, additional bilingual support has been provided at Key Stage 2 and this has helped considerably in Year 3. However, such support is not yet available in other Key Stage 2 classes. The support for pupils with special educational needs is also very good. The use of a bilingual teacher to provide additional support is very effective and is helping these pupils to make good progress.

114. Teachers generally make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Day to day assessment is good and teachers know their pupils well. Weekly planning is evaluated effectively and teachers record pupils' progress against the learning objectives outlined in the National Numeracy Strategy. The school analyses the results of National Curriculum tests and is beginning to set targets for improvement based on these. Optional National Curriculum tests are used in Years 3, 4 and 5. The results of these are analysed and the school uses the information to set targets for improvement. Pupils are encouraged to identify their own weaknesses and individual targets are agreed. These are reviewed and evaluated on a regular basis.
115. The leadership and management of the subject is very good. The co-ordinator has provided useful guidance to support colleagues in the implementation of the Numeracy Strategy. There are very effective systems in place to monitor the quality of planning, teaching and learning. The subject meets the statutory requirements of the National Curriculum and has sufficient resources. Mathematics has been a priority area in the school development plan and the school has effective strategies to develop numeracy. Homework is used to support learning in mathematics and the school is about to launch a homework club with a range of mathematical games to enable parents to become more involved in supporting their children's learning. The National Numeracy Strategy is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. There is evidence that these strategies are beginning to have some impact on the problem of raising attainment.

## **SCIENCE**

116. In the teacher assessments of seven-year-olds in 2000, the proportion of pupils attaining the national expectation was well below the national average. The attainment of 11-year-olds in 2000 was also well below the national average. However, standards have been rising faster than the national trend since the last inspection. The current inspection findings confirm that, whilst standards remain well below average in both key stages, pupils of all abilities, including those with special educational needs or for whom English is an additional language, make good progress. This is mainly due to improvements in the scheme of work and in the quality of teaching. Standards are continuing to rise and the school is in a strong position to raise standards further.

117. By the end of Key Stage 1, pupils have a basic understanding that some solids such as chocolate and ice become liquids when they are heated. They know that light is a source of energy and that plants need light, heat and water in order to grow. They identify the source of a variety of sounds and categorise musical instruments according to the sounds they make. By the age of seven, higher attaining pupils supply clear oral or written explanations of their investigations. A Year 2 pupil recording findings about the change from solid to liquid, for example, writes, *“The ice starts to melt and goes watery because it is hotter in the classroom.”* Pupils of average ability record their observations and opinions and communicate their understanding in labelled drawings, through talking about what they have done and in simple sentences. They explain their findings, for example by talking about the sounds that they like or dislike. Lower attaining pupils frequently understand the main points of lessons, although they rely heavily on support to explain or record what they have found.
118. By the end of Key Stage 2, pupils carry out investigations planned by the teacher and also demonstrate some ideas of their own. They make predictions and understand the principles of a fair test. The majority can build a simple circuit with a switch. They identify materials that are good or poor conductors and are aware that electricity is a dangerous as well as a useful source of energy. They name bones in the skeleton and the muscles surrounding them. By age 11, they describe the differences between solids, liquids and gases. They separate mixtures by sieving, filtering, dissolving and evaporation. The majority of pupils have a clear understanding that physical processes can be reversible or irreversible, for instance that salt can be removed from a solution by evaporation. Higher attaining pupils make accurate predictions and explain these clearly. A Year 6 pupil, for example, reasoned that in order to separate three substances that had been mixed together, they would need to use sieves of different sizes. Pupils of average ability at this stage record their findings independently. The majority of pupils have difficulty in working independently and tackling investigations without regular intervention from an adult. However, the increased emphasis on practical science is beginning to have an impact on standards and pupils make good or very good progress in the majority of lessons in Key Stage 2.
119. Pupils’ behaviour in lessons is consistently good or very good and they cooperate well with adults and each other. They enjoy opportunities to discuss scientific topics and take part in investigative work. Year 2 pupils, for example, were very enthusiastic and sensible when collecting sounds from around the school on a tape recorder. The majority of pupils try hard to present their work neatly in their books.
120. The quality of science teaching is good in both key stages. In the most effective lessons, the teaching is lively and there is good pupil participation and motivation. Teachers share the target for the lesson with the class and this provides a clear focus. They are aware of all the pupils and assess their understanding through effective questioning. Pupils are actively drawn into discussions and investigations. Their opinions are listened to and valued and this builds their confidence. Teachers have high expectations of pupils’ work and behaviour. Lesson planning is good. It is detailed and identifies what the pupils will learn in the lesson. Materials are well prepared, the pace of the lessons is brisk and there is very good support for those who need it. Teachers provide opportunities for pupils to report back to the class what they have learned and this reinforces understanding and confidence. These qualities were clearly illustrated in a very good Year 6 lesson. The relationships and levels of cooperation among teachers and support staff were excellent and made a significant contribution to the very good progress of all pupils. Planning was thorough

and was strongly linked to the current literacy theme on mystery writing. The topic was exciting and imaginative, equipment was meticulously organised and the whole class responded with great enthusiasm. Teaching is only occasionally less effective when teachers do not provide enough opportunities for pupils to work independently. In these instances, investigations are over-directed by the teacher. This limits pupils' capacity to explore their own ideas and progress could be better. However, teachers regularly provide opportunities for pupils to develop speaking and listening and writing skills. This is achieved through group discussions and by asking pupils to record findings in their own words. Numeracy and computer skills are also promoted in lessons where the results of investigations are displayed in the form of computer-generated graphs. Teachers make good use of homework to extend learning, particularly at the end of Key Stage 2. There has been good improvement in the quality of teaching since the last inspection.

121. The coordinator provides very good leadership. She has recently made improvements to the scheme of work, for example by placing greater emphasis on investigative work. These are now just beginning to have a positive impact on standards. As a subject specialist, she shares her expertise by working alongside colleagues in the classroom and monitors standards throughout the school. The procedures for assessment in science are not yet sufficiently developed. There is a portfolio of work that provides teachers with guidance about the standards that pupils are expected to achieve, but there is insufficient regular formal assessment and target setting. The coordinator is fully aware that this is an area for further development. In the meantime, she has introduced a number of imaginative initiatives to develop scientific vocabulary and knowledge as well as enthusiasm for the subject. There is a regular science quiz in which Key Stage 2 children take part. There are also regular visits to places of interest and visits to the school by a science theatre group. The school takes part in a tin foil recycling scheme and a nature club meets every week.

## **ART AND DESIGN**

122. At the time of the previous inspection standards were reported as in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. Only one lesson in art and design was observed in Key Stage 2 and no lessons in Key Stage 1. Evidence from this lesson observation, an analysis of previously completed work and discussions with pupils indicate that in drawing, painting and other two-dimensional work, standards at the end of Key Stage 1 are above the national expectation for seven-year-olds. Standards at the end of Key Stage 2 in two-dimensional work are similar to those seen in other schools. The school plans to the full programme of study for art and design, however, during the inspection few examples of printmaking, textiles or three-dimensional work such as pottery or sculpture were seen. Pupils make good progress in the subject, including pupils with special educational needs and those for whom English is an additional language. This is because very good support is provided to enable them to take a full part in lessons.

123. Completed work by pupils in Key Stage 1 indicates that a good variety of activities, techniques and media are made available. The overall standard of completed work is good. Pupils use batik methods to illustrate candles and apply paint and dyes to absorbent materials to produce colourful designs. They produce patterns using different paint tones and tackle large-scale collage work. Evidence of working in the style of famous artists was demonstrated by 'Klimt' snowmen and paper collage work in the style of Matisse.
124. At Key Stage 2, the work of younger pupils demonstrates a satisfactory understanding of how paint can be used to create different tonal qualities. Pupils in Year 6 produce attractive designs linking Mendhi hand patterns, rotational symmetry and sketching techniques. Their illustrations of poinsettias in red, green and gold demonstrate good observational skills and use of colour. During the inspection, the oldest pupils were learning about the Impressionist, Post-Impressionist and Expressionist movements. Discussion with a group of pupils later demonstrated that they had learned that these artists used bright colours, and paint was often applied differently from traditional methods.
125. Completed work is attractively displayed and demonstrates that pupils take a pride in their work. The school has used special funding to provide pupils with opportunities to participate in ceramic workshops led by a local arts group – 'The Action Factory'.
126. There is a school policy and a good scheme of work. Planning closely follows the scheme, which identifies the understanding to be gained and skills to be developed. At present there is a temporary co-ordinator. The school plans to designate a permanent co-ordinator for the subject in the near future. Resources are adequate to support teaching and learning across the programme of study. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY**

127. At the time of the last inspection, standards in design and technology were reported as below national expectations in both Key Stage 1 and Key Stage 2. During the present inspection two lessons were observed, one in Key Stage 1 and one in lower Key Stage 2. These observations, combined with the analysis of pupils' previously completed work, photographic evidence and discussions with pupils provide enough evidence to indicate that standards are now in line with national expectations at the end of both key stages. All pupils make good progress. This is as a result of good planning and the very good support for pupils with special educational needs and for whom English is an additional language.
128. By the end of Key Stage 1, pupils are learning how to design a finished product and are developing satisfactory skills in planning and construction. Work completed earlier in the school year on building winding machines indicates that pupils can produce labelled diagrams, simply explain in writing the reasons for making the machines and identify the criteria that makes the project successful. In the lesson observed, pupils were designing and making puppets. During the lesson they demonstrated a clear knowledge of the design process and an understanding that the quality of the finished product needs to be evaluated.

129. In Key Stage 2, pupils reached a satisfactory level of attainment in the Year 3 lesson observed when working on pneumatics. They tested various air-operated toys and talked about how they thought they operated. They were able to carefully draw the objects and identify cause and effect. Previous work indicates all classes have experience of designing, planning, making and evaluating the finished products. By the end of the key stage, pupils in Year 6, in their design and technology work as part of a 'Space' project, have developed satisfactory skills in deciding on materials, the responsibilities of individuals in group work and what improvements could be made to the finished product.
130. Pupils' attitudes to the subject are good and in one lesson were very good. They are enthusiastic about what they are doing and are willing to explain their work.
131. Although only a small amount of teaching was observed it was of a good quality. Lessons are well planned and organised. Resources are carefully matched to the planned activities and this promotes learning. Teachers make effective use of technical language and this is also translated into the home language of pupils who speak English as an additional language. Pupils are taught how to handle tools and materials carefully. The process of planning, designing and making is carefully planned and taught. Teachers pay particular attention to the development of personal and social skills by providing opportunities for pupils to work together.
132. The policy and scheme of work have recently been updated to take account of the most recent curriculum changes and the needs of mixed age classes. The co-ordinator monitors planning and has some opportunities to observe teaching. Planning fully addresses the programme of study for the subject. There are few opportunities for pupils to develop their skills through the use of information and communication technology. Pupils' progress is recorded through regular lesson evaluations and reported to parents at the end of the year. The range of resources provides good support for teaching and learning.

## **GEOGRAPHY**

133. During the inspection, two lessons were observed, one in Key Stage 1 and one in Key Stage 2. These, combined with an analysis of the work of pupils in all classes and discussions with pupils indicates that by the ages of seven and eleven, standards overall are below those expected for their age. In both key stages, higher ability pupils are in line to attain the expected standards, but these represent a minority. The overall judgement reflects the findings at the time of the last inspection. Overall, the pupils' ability to fully understand, explain and interpret geographical language and ideas is affected by limitations in their acquisition of English. This prevents the large majority from attaining the expected standards. Language acquisition for many pupils on entry to the school is very low. However, good quality teaching and effective bilingual and special educational needs support enables all pupils to make good progress.
134. By the end of Key Stage 1, pupils in Year 2 are developing a secure understanding that places contain specific features such as shops, schools and parks. They can suggest a range of features familiar to them and place them on a route map they have drawn. However, their ability to express views on some of the familiar features in their own locality and describe the influence of people on the environment is limited.

135. The analysis of pupils' work at Key Stage 2 and discussions with pupils indicate that by Year 6 pupils have some knowledge of how rivers, waterfalls and ox-bow lakes are formed. They can describe the physical aspects and explain how they measured the width and flow of a stream when on a field trip. However, the skills needed to describe geographical patterns and the understanding of how, for example, rivers can change the features of places and affect the lives of people do not reach national expectations.
136. In the two lessons seen, the quality of teaching was good. Teachers provide good opportunities for discussion and the pupils respond well. Activities and resources are planned carefully to promote learning. Good opportunities are planned for pupils to learn about moral, social and cultural issues. This was observed in a Year 5 lesson where pupils were provided with opportunities to discuss aspects of day-to-day life in a village in India. They demonstrated a mature and sensitive response to the issues raised.
137. The co-ordinator has worked hard to develop the policy and scheme of work. These now take account of the recent curriculum changes and the needs of pupils in the mixed age classes. The co-ordinator's monitoring role includes the evaluation of planning and she also has opportunities to work alongside teachers in the classroom. Pupils' progress in the subject is recorded through regular lesson evaluations. Resources are sufficient to support the subject, are well organised and accessible in the central resource area. The approach to planning is consistent across the school and fully addresses the programme of study. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

## **HISTORY**

138. Only one lesson was observed at Key Stage 1 and two at Key Stage 2. Judgements are based on these, plus evidence from pupils' previous work and discussions with teachers and pupils.
139. Pupils in Key Stage 1 are introduced to the subject through stories which help them develop concepts of time and place. Standards of attainment by the end of Key Stage 1 are below the national expectations. Pupils develop an understanding of the changes that have taken place in people's lives over the recent past. They are also familiar with the names and achievements of famous people from the past such as Florence Nightingale and Louis Braille. They visit places such as Blackburn Cathedral and Blackburn Rovers Football Club and begin to explore local history. However, many pupils for whom English is an additional language find some historical and cultural terms and concepts difficult.
140. Lessons observed and the scrutiny of pupils' work at Key Stage 2 indicates that the standards reported at the time of the previous inspection have been improved and that many pupils now achieve standards that are in line with the national expectation by the end of the key stage. Through visits, books, videos, photographs and the handling of artefacts pupils are able to gather evidence on how people lived during various periods of history. By the time they leave school pupils have an understanding of some major historical events and of chronology. They have a clear understanding of the role of archaeologists in helping to gain an understanding of the past. They make use of a variety of sources to seek information.

141. The overall quality of teaching and learning in the lessons observed is good. This is an improvement since the previous report when teaching was reported to be satisfactory. Teachers are enthusiastic and their subject knowledge is good. Pupils are well managed and a purposeful working atmosphere established so that they sustain concentration and complete their tasks conscientiously. Good relationships based on praise and encouragement give pupils confidence to ask thoughtful questions and to take part enthusiastically in class discussion. Teachers have good questioning skills which help pupils to extend their own thinking. They make effective use of resources to stimulate pupils' interest. For example, in Year 4, pupils used questionnaires completed by people who had attended the school in the past to determine changes in school life between 1924 and 1990. In Year 6, pupils used a range of different texts, plans and pictures to find information about the discovery of Tutankhamun's tomb. Pupils throughout the school enjoy opportunities to compare life long ago with their present day environment. They appreciate and remember visits to places of historical interest such as Ribchester.
142. The co-ordinator provides effective leadership for the subject. There is a clear policy and a scheme of work in place. These provide advice and information regarding the units of study and help to ensure that the school meets the requirements of the National Curriculum. The co-ordinator's monitoring role includes the evaluation of planning and she also has opportunities to work alongside teachers in the classroom. Resources are sufficient to support the subject, are well organised and accessible in the central resource area. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

143. The school has improved provision for information and communication technology since the last inspection. Governors have made effective use of government funding, subsidised generously through careful financial planning, to provide a computer suite for the school. This has enabled teachers to begin planning the full range of activities required by the National Curriculum and to provide opportunities for all pupils to have regular access to computers. This has already had a positive impact on standards of attainment in Key Stage 1, which are in line with national expectations by the end of the key stage. Pupils in Key Stage 2, particularly those in Year 6, have not had the benefit of regular access to information and communication technology over a number of years. Consequently, they do not have a sufficiently broad range of skills to meet the demands of the curriculum and standards of attainment are below national expectations by the end of Key Stage 2. However, because of the increased opportunities to develop skills and the good support that they receive, pupils throughout the school, including those with special educational needs or for whom English is an additional language, make good progress.
144. By the end of Key Stage 1, pupils enter text and use a mouse to move icons correctly and control events on the screen. They load and operate CD ROM software and print their work independently. They are familiar with many of the functions of the tool bar and use these effectively. Year 2 pupils, for example, used the brush and pen tools to create greetings card designs for Eid and Christmas. By the end of the key stage, most seven-year-olds are familiar with the wider uses of communication and information technology. They are given opportunities, for example, to instruct a floor robot to follow simple directions in the course of their work in geography. Higher attaining pupils switch on and operate the robot independently. Pupils of average ability successfully predict how far the robot will travel and program the instructions

with minimum help, whilst lower attainers rely more heavily on adult intervention.

145. At Key Stage 2, pupils enter, amend and save text and graphics and cut and paste work correctly. They adapt the size and style of text for a variety of purposes, for example to present their writing in the form of newspaper articles. Many 11-year-olds have word processing skills typical for their age group. They are given opportunities to practise and extend their computer skills in most curriculum areas. They use CD ROM programs to copy and rotate patterns for wrapping paper in design and technology, *'paint'* pictures of flowers in art and design and find information about the human skeleton in science. However, because the scheme is in the early stages of development, pupils have little experience of using control technology to sequence and change events or for combining sound with text and graphics. Similarly, they have limited knowledge of the wider uses of technology for communication purposes, for example by electronic mail. Nevertheless, all pupils are becoming increasingly confident in the use of computers. They look forward to working in the technology suite and take full advantage of the time available to them. They concentrate hard on the task in hand, help each other out when in difficulties and are appreciative of the help given to them by adults.
146. The quality of teaching is good. Most teachers and support staff have taken part in in-service training since the last inspection. They now have more secure skill and confidence and pass this on effectively during lessons. Explanations and instructions are clear and there is correct use of subject specific language. Teachers circulate around the class to support and monitor the pupils' work. They are then in a position to identify errors or offer help when pupils are hesitant. Planning is thorough and imaginative and is closely linked to work in most subjects across the curriculum. In a Year 6 lesson seen, for example, pupils were required to call upon their geographical, comprehension and literacy skills to solve a complex mystery. The task was challenging and exciting and the class responded with their best effort. Teaching is occasionally less successful when opportunities are missed to enable pupils to use classroom computers as an integral part of their day-to-day learning. In a very small minority of lessons, teachers do not monitor the work that pupils are doing on the computers in the classroom. Consequently, they sometimes spend long periods on tasks that are too difficult for them and time is wasted. The school is aware of the need to develop formal assessment and target setting in information and communication technology.
147. The co-ordinator provides good leadership and support for her colleagues. Since her appointment she has been instrumental in improving the curriculum and providing training for teachers and support staff. She has prepared a thorough development plan that identifies the need to provide more computers in the technology suite and to upgrade classroom computers. She also recognises that there is room for further development in the range of activities available to older pupils and in the procedures for assessing attainment. She has introduced a computer club that is having a positive impact and has adopted the local authority's Internet policy.

## MUSIC

148. Standards in music have improved since the last inspection and are now in line with expectations at the end of both key stages. At the time of the last inspection, teachers lacked confidence and subject knowledge and were unable to extend pupils learning. A new music policy had been completed but not implemented. Since the last inspection, the appointment of a musician to the staff has considerably improved the quality and range of musical experiences offered throughout the school. As well as structured class music lessons, pupils now have the opportunity to learn recorder and violin and become members of the choir.
149. In Key Stage 1, pupils sing simple songs from memory tunefully and expressively and maintain a steady beat. Pupils demonstrate a good understanding of loud and soft and high and low notes both in listening to and in playing music. They are able to follow simple signals to play loud or soft notes.
150. In Key Stage 2, singing is good. Pupils know when to begin a song and how to end. They sing clearly, accurately and tunefully, diction improves and they interpret the mood of songs well. They sing well, both in unison and in parts. They have good opportunities in assembly to use their singing. Pupils are able to identify a good range of instruments and are able to describe how instruments are played. Pupils in Year 3 recognise a simple two part structure and are able to maintain simple rhythms using percussion instruments.
151. Pupils now have more opportunities to sing together in classes, in assemblies and in choir. They sing with enthusiasm, vigour and enjoyment. The teachers' energy in presenting songs which appeal to the pupils sense of rhythm is an important factor in creating their positive responses to singing. Pupils have a good sense of rhythm, they can repeat and follow patterns and keep together in rhythmic clapping games. They use a good range of multi-cultural instruments, however their reactions to instructions are sometimes slow as they need time and help to fully understand what is required of them. Pupils listen well, they concentrate on what they hear and their faces show they enjoy listening. Some pupils, do however, have difficulty in expressing opinions on what they hear, as they lack a sufficient musical and general vocabulary to fully explain their reactions.
152. Pupils in both key stages have good attitudes to learning. They are enthusiastic in lessons and enjoy their music, particularly practical aspects of lessons. They work well as a class and in small groups and contribute well in lessons. Pupils are well behaved in lessons, they handle instruments carefully and follow instructions to the best of their ability.
153. Teaching is never less than satisfactory, with examples of good teaching in both key stages. Teachers have a satisfactory knowledge of what they teach, lessons are prepared and planned well, have clear learning objectives and there is a balance of activities throughout lessons. This is an improvement since the last inspection. Teachers understand the basic skills of the subject and are able to demonstrate different rhythms, pitch and dynamics. Teachers encourage pupils to achieve by using encouraging words and praise. When teaching is most effective there is a good range of strategies and the teachers insist on good personal control of instruments and voice, which makes a significant contribution to the pace of the lesson and sustains pupil interest.

154. In the very good lessons activities and content are clearly indicated and well matched to learning intentions. Resources are well organised and accessible. Lessons move at a lively pace and teachers utilise pupils' ideas and develop them well.
155. Pupils who play recorder vary in skill from beginners to good players. They recognise simple notation and play basic pieces accurately, keeping correct time. They enjoy learning and are well supported by the help and encouragement of the teacher. They have opportunities to play to the school and to audiences in the community. A choir has been formed and membership is open to all interested. The choir is popular and has given a focus to performance and achievement in the school, participating in an annual local festival and for parents and the community.
156. At present the school uses a commercial scheme which provides opportunities for pupils to use percussion instruments to compose simple pieces, listen to and appraise pieces of music and to sing. The satisfactory implementation of the scheme is an improvement since the last inspection.
157. Emphasis on introducing the musical diversity of other cultures has been effective and pupils are able to describe the music of Asia and explain, in their own words, the features of this music. Parents were invited to join pupils in an Asian music making workshop and the shared experience raised the status of music and its contribution throughout the school. Through the use of music workshops, pupils have had the opportunity to create and perform musical patterns from other cultures.
158. The subject is well managed. The co-ordinator provides clear leadership. She is very helpful to colleagues and offers advice and guidance on lesson content and delivery. The coordinator also monitors lesson material and, because she has access to other age groups within the school, her expertise is used well and this allows pupils access to good musical expertise. The coordinator has identified further priorities for development and improvement and these form part of the school plan. It is clear the subject has improved considerably since the last inspection.

## **PHYSICAL EDUCATION**

159. At the time of the last inspection, standards in physical education were found to be in line with national expectations. A weakness in swimming standards was identified. During this inspection, three lessons were observed in Key Stage 1 and one in Key Stage 2. It was not possible to observe a Year 6 lesson, therefore no overall judgement can be made on standards by the end of Key Stage 2. However, by the end of Key Stage 2, standards in swimming are below national expectations as records indicate that only half of the current Year 6 pupils have achieved the minimum skills expected for eleven year olds. They have, however, had access to the six terms of Local Education Authority swimming provision to which they are entitled. Standards at the end of Key Stage 1 are similar to those seen in other schools.
160. Pupils at Key Stage 1 were observed in gymnastics and dance. In Year 1, pupils use space safely and imaginatively and respond to the music when being 'bouncing balls', and 'Jack-in-a-boxes'. In their gymnastics lesson they demonstrated satisfactory skills in hopping, jumping from apparatus and changing the distribution of weight to different parts of their bodies as they travelled around the hall. By the end of the key stage, pupils in Year 2 can hop, jump, march and jog. They respond appropriately to music when acting as clowns and jugglers. However, many do not yet focus on the finer elements of control. For example, when being jugglers, many did not watch their

hands as they 'juggled'.

161. In the Year 4 gymnastics lesson, very good progress was made as pupils learned to balance using points and patches of their bodies. They made satisfactory attempts to balance but as yet need more practice in controlling their balances as many still 'wobble'. During the lesson most demonstrated developing skills in moving along different pathways and in different directions.
162. The quality of teaching is good overall. In half of the lessons seen teaching was of a satisfactory quality and in the other lessons teaching was very good. Where teaching was very good, teachers had good subject knowledge and a clear understanding of the requirements of the programme of study. Basic skills are taught well and pupils are presented with high levels of challenge and offered good opportunities to demonstrate their skills to the rest of the class. In Key Stage 2, pupils worked well together to produce planned sequences of movement. All teachers have very good pupil management skills. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Opportunities for pupils to evaluate their work and that of others is not a consistent part of all lessons.
163. The policy and scheme of work are due to be updated as part of the subject improvement plan for this year to take account of the most recent changes in the curriculum. Planning has recently been reviewed to address the needs of pupils in mixed-age classes. The co-ordinator has introduced the TOPS programme throughout the school and has organised opportunities for staff training. The school is committed to equal opportunities for boys and girls in sport and as a result does not take part in single-sex, inter-school competitive sport. Satisfactory opportunities are provided for pupils to take part in extra-curricular activities, for example, basketball and rounders. Indoor accommodation is good. The school has a spacious hall that enables all gymnastics, dance and indoor games to take place. Outside accommodation consists principally of a large, all-weather pitch. This is currently in need of repair. Resources are of a good quality and sufficient to support the school's physical education programme. They are well organised but storage space is very limited. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.