

# INSPECTION REPORT

## **ST STEPHEN'S C of E JUNIOR SCHOOL**

Blackburn

LEA area: Blackburn and Darwen

Unique reference number: 119439

Headteacher: Mrs Helen Smith

Reporting inspector: Mr Peter Mathias  
21945

Dates of inspection: 30<sup>th</sup> October – 2<sup>nd</sup> November 2001

Inspection number: 190363

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary aided
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Phillips Road Blackburn Lancashire
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Irene Watson
Date of previous inspection:	11 <sup>th</sup> November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21945	Mr Peter Mathias	Registered inspector	Mathematics Physical education	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19740	Allan Smith	Lay inspector		Pupils' attitudes values and personal development How does the school work in partnership with parents?
19765	Pauleen Shannon	Team inspector	Science Information and communication technology Equal opportunities	How well does the school care for its pupils?
22644	Barbara Hill	Team inspector	Art and design Design and technology History	How good are the curriculum and other opportunities offered to pupils?
19507	Beulah Andrews	Team Inspector	English Special educational needs Geography Music	
20368	Sue Mackintosh	Team Inspector	English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

St Stephen's is a Church of England Junior School with 257 pupils on roll. The school is about the national average size for primary schools. It caters for boys and girls between the ages 7-11. Pupils' attainment on entry is generally well below average. Few leave or join the school at other than the normal times.

Overall about 63 per cent of pupils have English as an additional language, which is very high. About 42 per cent of pupils are from Indian background, 24 per cent from Pakistani backgrounds and 5 per cent from Bangladesh. About 29 per cent are from white, United Kingdom heritage homes. There are 72 pupils considered to have some degree of special educational needs of which 26 are between Stages 3 and 5 of the Code of Practice for pupils with SEN.

Most pupils come from homes where there is significant economic disadvantage. The percentage of pupils known to be eligible for free school meals (31.9 per cent) is above the national average.

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

St Stephens is a school with many strengths. It is well placed to improve further. The quality of teaching is good across the school and is a particular strength towards the end of Key Stage 2. The headteacher is very committed to the school and works very closely with the deputy headteacher, staff and governors. There is a very strong sense of direction to the work of the school and for the future success of its pupils. In the national assessments in 2000 for eleven year olds results were below average in English, mathematics and science. When these results are compared to schools, which draw on areas considered to have broadly similar degrees of economic advantage or disadvantage, results are average. However, many pupils have English as an additional language and begin at the school with well below average attainments. When these pupils' performance is compared to their prior attainment, pupils achieve very well.

Since the last inspection standards have improved in design technology and art. In English, mathematics, science, information and communication technology, history, geography, music and physical education standards are broadly the same, although in swimming only about half the number of pupils at end of Year 6 have attained the expected standard of swimming 25 metres. The school gives good value for money.

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

- The teaching for pupils towards the end of Key Stage 2 is very good and is consistently good in the rest of the school.
- Pupils achieve very well from a low starting point, particularly those with English as an additional language.
- Standards in history and art are high.
- Pupils have very good attitudes to the school and behave well.
- Pupils' personal development and the quality of relationships between pupils and between pupils and teachers is very good.
- There is an excellent degree of respect for individual feelings, values and beliefs which helps significantly to make the school a happy and harmonious place.
- Pupils with English as an additional language have very good access to the whole curriculum.
- Provision for pupils' spiritual, moral and cultural development is very good. Provision for pupils' social development is good.
- Procedures for child protection and for ensuring pupils' welfare are good and very good for monitoring and improving attendance, good behaviour and for eliminating oppressive behaviour.
- Links with parents are very good.
- The leadership of the headteacher and senior management team is very good, and there is a very strong sense of purpose and direction amongst all staff.
- Procedures for monitoring and evaluating the school's performance are very thorough.
- Resources are very well used.

### **What could be improved**

- Standards in information and communication technology are below those expected.
- The governing body does not set clear success criteria at the point when it makes major spending decisions. As a result it is not able to judge the success of its decisions in detail or to discharge fully its function as a critical friend of the school. The school development plan is detailed but lacks information about when different initiatives should begin and the timescales for their completion.

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

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

When the school was inspected in November 1996 the standards achieved by pupils required some improvement, as did the quality of education. The school's climate for learning was very good and its leadership and efficiency were good. Since then the school has made good progress in addressing nearly all of the key issues for improvement indicated in the previous report, which were to do with the roles of senior managers and curriculum coordinators, the provision of schemes of work for all subjects, standards in design technology and information and communication technology. There is still work to do, however, in raising standards in information and communication technology. The school has made a good start in this but has yet to put all its plans into action.

Standards in the national tests for eleven year olds in English, mathematics and science in the year 2000 were below average but have improved broadly in line with the national trend. When compared to pupils' prior attainment these results show that pupils achieve very well. Standards in design technology and in art have improved since the time of the last inspection. In all other subjects standards in classes are much the same as at the time of the last inspection.

Provision for special educational needs is very good and these pupils make good progress. Teachers plan and use support assistants well. Support for pupils with English as an additional language is very good. This large group of pupils are very well supported by teachers and learning assistants so that they are able to take a full part in their lessons and in the life of the school.

The roles of curriculum coordinators and senior managers are now well established and all contribute purposefully, in a well structured way, to the development of the school. For example, schemes of work for all subjects are now in place, and provide detailed guides to teachers about what to teach and when.

The overall quality of teaching is good and is higher now than at the time of the last inspection. Then about 20 per cent of teaching was unsatisfactory. Now all teaching is satisfactory and a high proportion is good, particularly towards the end of Key Stage 2. The leadership and management of the school by the headteacher and senior management team remain strong features although the governing body is over-reliant upon the headteacher to provide information to judge the success of its major decisions. The school development plan is now a well-organised document but lacks details about when tasks should begin and when specific goals should be reached. Provision for pupils' spiritual, moral, social and cultural development is still a strength of the school and the commitment of staff to work together effectively and harmoniously remains. The school is well placed to improve further.



## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

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

This table shows that standards in the tests in the last three years have generally been below average. When compared to schools, which are broadly similar in terms of their economic background, the test results are average. However, the school has a very high proportion of pupils who speak English as an additional language. When pupils' performance is judged against their prior attainment at the end of Key Stage 1 it is evident that they make very good progress. In classes standards in English are average. Pupils read well but they do not speak as well as they listen. In writing standards are average. In mathematics and science standards are average. In history and art standards are above those expected. In design technology, geography, music and physical education standards are at expected levels. In information and communication technology standards are below the levels expected of eleven-year-olds. Standards in literacy and numeracy reflect the same pattern as in English and mathematics. The pattern of improvement in standards at the end of Key Stage 2 in English, mathematics and science is below but broadly in line with the national trends. In the most recent assessments in 2001 there is evidence that standards are about the same as previously.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils, including those with English as an additional language, have a positive attitude to the lessons and concentrate well.
Behaviour, in and out of classrooms	Good. Pupils behave well in classes and in the playground.
Personal development and relationships	Very good. Relationships between pupils and their teachers are very good and there is a strong commitment to the care and welfare of the pupils.
Attendance	Satisfactory procedures but attendance is below average and about the same as at the time of the last inspection. Many pupils take extended holidays abroad. There are very good arrangements to follow up absences.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	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.*

The standard of teaching is good with no unsatisfactory teaching. The teaching of English is good and teachers have a good understanding of the literacy strategy. Teaching of mathematics is good and teachers plan carefully to meet the objectives of the national numeracy strategy. Teaching and support for pupils with special educational needs is good and these pupils, as well as the large proportion of pupils who have English as an additional language, are helped very successfully to play a full part in their lessons.

Where teaching is very good, the teacher has very good subject knowledge, lessons begin purposefully and continue at a brisk pace which is maintained by the enthusiasm and very good questioning skills shown by the teacher. Pupils are encouraged warmly and humorously and their attention is very cleverly held, often in dramatic ways. All pupils are encouraged to feel that they have an important contribution to make. Where teaching is satisfactory but has some weaknesses, the good pace of learning falls away and expectations of what pupils should aim to achieve are not clearly set or demonstrated. Opportunities to teach the skills of information and communication technology are missed because teachers lack confidence and tasks do not always challenge all the pupils appropriately. Sometimes time is not well used.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There are good opportunities for all pupils to take a full part in the curriculum.
Provision for pupils with special educational needs	Very good. Work is carefully matched to these pupils. Individual educational plans are well set out and followed.
Provision for pupils with English as an additional language	Those pupils with English as an additional language and assessed as underachieving are targeted for additional teaching by the 'Ethnic Minority Achievement' staff in the school. This very effective teaching enables pupils to make very good progress in their learning and understanding. Pupils' progress is regularly monitored and assessed to ensure that this additional teaching is effective in raising their achievement.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall and a major strength of the school. Spiritual, moral and cultural development is very good. Provision for pupils' social development is good. There is a good range of activities outside the taught curriculum, including team games.
How well the school cares for its pupils	Procedures for monitoring pupils' personal development are good as are procedures for child protection and ensuring pupils' welfare. Procedures for monitoring attendance are very good but figures are adversely affected by the large number of pupils who take extended holidays abroad. Arrangements for monitoring and supporting pupils' academic progress, particularly in English, mathematics and science, are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a dynamic and very effective lead to the school. This is a major strength. The deputy headteacher and coordinators work closely with the headteacher to set priorities for the future and to evaluate pupils' performance. There is a very positive atmosphere and all staff show a strong commitment to providing a very good education for all pupils.
How well the governors fulfil their responsibilities	The chair of governors is a regular visitor to the school and all governors are kept well informed by the headteacher of the school's needs and priorities. However, governors are not involved in agreeing ways in which to judge the success of their spending decisions when these decisions are made. The school development plan is detailed but lacks indications of when tasks should begin and be completed.
The school's evaluation of its performance	There are extensive procedures to gather together detailed information about pupils' performance from national tests and other initiatives. These are analysed carefully in order to track progress and to identify longer term trends.
The strategic use of resources	The school has sound procedures to ensure that its spending decisions are cost effective and are good value for money. However, there are

	no clear ways in which the governing body can satisfactorily ensure that the spending decisions taken have achieved what was intended. The school uses grants and additional funds very well.
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## 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>• My child likes school.</li> <li>• Good progress at school.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Well informed about progress.</li> <li>• Comfortable with raising questions or problems.</li> <li>• High expectations.</li> <li>• Works closely with parents.</li> <li>• The school is well managed and led.</li> <li>• Helps my child become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like to see the right amount of homework.</li> <li>• More range of activities outside lessons.</li> </ul>

In response to the 257 questionnaires sent out, 153 were returned, which is a high return rate. The evidence of the inspection confirms the parents' positive views of the school. Parents rightly appreciate the fact that generally their children make good progress, that the school is well managed and that teaching is good. Some parents have concerns that the school does not set enough homework or provide enough activities outside of lessons. There are appropriate arrangements for homework. There is the usual range of clubs and activities which generally go on at lunchtimes. Opportunities for after school activities are limited because many pupils go on to attend daily religious instruction outside the school.

A meeting was held between the Registered Inspector and parents. Twelve parents were present. They expressed positive views of the school and felt that the school had improved. They felt pleased with the way the school is going.

## **PART B: COMMENTARY**

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

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

1. Generally pupils enter the school with well below average standards. Standards of work seen during the inspection are average at the end of Key Stage 2. During the inspection there was no significant variation between the performance of boys and girls. However, in the period between 1998 and 2000 in the national tests for eleven-year-olds in mathematics, boys performed better than girls. In English and science the performance of boys and girls was nearly the same. Pupils with different heritages achieved similar standards.
2. In the 2000 assessments at the end of Key Stage 2 standards were below average in English, mathematics and science. In comparison to schools considered to have pupils who come from similar economic backgrounds, St Stephen's attained average results. However, when the Key Stage 2 results for 2000 are compared to pupils' prior attainment, results are well above in English, mathematics and science and pupils make very good progress.
3. Since 1996 standards in the national tests in English have been somewhat erratic. In 1996 they were below average. In 1997 standards were average but fell to below average in 1998 before rising to average in 1999. In 2000, results were below average. In mathematics, standards were below average in 1996. They rose to average in 1997 and have remained below average since. In science, standards were below average in 1996. In 1997 standards rose to average and have dipped to below average since then. Over this time the trend of improvement is just below the national picture but matching its rate of improvement. There is evidence to suggest that in the most recent tests in 2001 standards are much the same as 2000.
4. As at the time of the last inspection at the end of Key Stage 2, standards in English are average in speaking and listening. Pupils now listen well but are reluctant to speak in extended sentences, for example in a discussion, and have limited opportunities to develop their skills formally. Standards in reading are above average. In writing standards are average with some good examples of above average writing in other subjects, for example in history. Standards in literacy are in line with those found in English and the school has very effectively introduced the national literacy strategy.
5. In mathematics, standards are average, which is the same as at the time of the last inspection. By the age of eleven many pupils understand place value thoroughly to work out and check their calculations. They recognize and use improper fractions and decimals and are able to fix co-ordinates. They analyse data statistically. They know the probability of different events occurring and the qualities of two and three-dimensional shapes. Standards in numeracy are the same as those found in mathematics and all teachers follow the national numeracy strategy closely.
6. In science, standards are average, which is the same as at the time of the last inspection. Pupils at the end of Key Stage 2 have a sound knowledge of some scientific principles, for example evaporation and how to make a test fair. They know how blood circulates around the body and can explain the differences between solids, liquids and gases. They can make and use simple circuits successfully.

7. Standards in art and history are above those expected of eleven-year-olds. In both these subjects the impact of the coordinators is a significant feature in achieving high standards through their expertise, knowledge of their subjects and the examples they set.
8. In design technology, geography, music and physical education, standards are in line with those expected and usually found at the age of eleven. However, in physical education, while the school makes generous provision of time and finances to enable pupils in the early part of Key Stage 2 to take swimming lessons at a local leisure centre, results are disappointing. By the age of eleven only about half the number of pupils achieve the expected standard (to swim 25 metres).
9. In information and communication technology standards are below those expected. The school has recognized this as a priority and is in the process of installing a new computer suite. From a low starting point pupils are beginning to make better progress than previously.
10. Across the school pupils identified as having special educational needs make good progress relative to their prior attainment or to targets identified in their Individual Educational Plans (IEP's) Reviews of their progress indicate that many of these targets are met. The school is in the process of identifying gifted and talented pupils but currently there is insufficient planning of tasks and resources to fully challenge them.
11. Since the time of the last inspection progress in raising standards has been good in design technology and art. In history, geography, music and physical education progress has been satisfactory. In information and communication technology standards are as at the time of the last inspection, below those expected, although they are beginning to improve. The school is well on the way to meeting the targets it is setting for itself.

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

12. In the previous inspection the quality of these aspects was considered to be a strength of the school. Behaviour was very good. Attitudes were positive and personal relationships were good. The school has worked hard to successfully maintain and improve this very positive situation. There is a warm, caring atmosphere in the school, where very good attitudes and relationships thrive. Attendance was below the national average due to the number of pupils taking extended holidays abroad. This has not changed despite the school's best efforts to make parents aware of the potential impact upon pupils' education. The school has implemented a positive system for pupils to take work with them on holiday as well as a camera to record the area and differing cultural environment they visit.
13. Pupils settle very quickly into the school's routines and have adopted a very good approach to learning. In all areas of the school pupils are happy within the school environment. Pupils are very well motivated and respond very well to the positive praise and further encouragement offered by staff as part of their behaviour and personal development policy. Only in a very few isolated instances did a small number of pupils find some difficulty in sustaining their attention and motivation. These were in lessons where the pace of learning was slower than in most lessons. Pupils were very eager to show their work to teachers, pupils and visitors. For

example, one Year 3 pupil brought a piece of work on to the playground at break-time to show to the staff on duty and inspector there. Pupils with special educational needs have very positive attitudes to the school and are very well integrated into the school community. The relationships between these pupils and adults are very good and these pupils gain greatly in confidence and make good progress through the school. Girls and boys mix and play well together. They can co-operate well in lessons when opportunities arrive. They are supportive of others' efforts, on occasions acknowledging good work with spontaneous classroom applause.

14. Behaviour during the inspection was good. Generally pupils were very quick to settle to their tasks and behaved in a very responsible and helpful manner. On only a few occasions, in their eagerness to participate in some class activities, did a minority of pupils forget to put up their hands and called out in order to offer their opinions. Teachers dealt with this in a very positive manner by reminding them of class rules and the correct way to respond. Pupils show a deep regard for and concern for other pupils. For example, in a lunchtime incident some pupils were clearly distressed when one pupil fell and three very quickly assisted in helping her to a supervisor on duty. No aggressive or over boisterous behaviour was noted during the inspection. There is no designated quiet area or seating for the less energetic or less confident pupils to occupy. For example, several were noted staying close to the school walls and thus avoiding the movements and actions on the yard. In discussions with pupils about this they said that they did feel safe, however, and expressed no concerns. Pupils know that they can talk with any member of staff if feeling in any way threatened. There have been no exclusions from the school in recent years. Pupils respond very well to the high expectations of behaviour by the school. The policy is consistently applied throughout the school by all staff and helps to maintain the very positive, caring and secure environment that the school has generated.
15. The personal development of pupils is very good throughout the school, with older pupils given greater responsibilities. Pupils are very eager to accept these responsibilities, acting as classroom assistants and monitors. They are always willing to help staff, for example by tidying their own desks and classroom. They assist generally around school. Year 6 pupils work with younger children to plan and produce a book together.
16. The school is a tidy and litter free area. This is due in part to pupils' respect and ownership of the building and grounds and also the school staff's vigilance and care. Relationships are very good between all adults and pupils as well as between pupils themselves. For example, pupils show the same volume to all adults working in the school.
17. Attendance, at 92.1 per cent, is well below the national average of 94.4 per cent for 1999/2000. Authorised absence at 7.4 per cent is above the national average of 5.2 per cent. Unauthorised absence at 0.4 per cent is below the national average of 0.5 per cent. The school is aware of these figures and the potential for the detrimental effect on learning. They are seeking ways to improve attendance by making earlier contact with parents. For example, they currently use outside agencies to follow up on absent pupils on the first day of absence. The school also makes very good efforts in informing parents of the effect that good attendance and punctuality has upon learning. The efforts that the school makes to support pupils who go on extended holidays for example through work and activities including the use of a camera, which is provided clearly show the concern they have for all of their pupils. Pupils are very eager to come to school.

## HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall and has improved since the time of the last inspection when just below half of the lessons were either good or very good. In this inspection 67 per cent of lessons have been good or very good. At the time of the last inspection 20 per cent of teaching was unsatisfactory. In this inspection all teaching seen has been satisfactory or better. This high standard of teaching has a significant impact on pupils' very good achievement from the low point they are at when they enter the school. Although good teaching is found consistently across the school, a particular strength is the high quality of teaching towards the end of Key Stage 2.
19. In all lessons the teaching of literacy is at least satisfactory and often good. It is very well planned to meet the structure of the literacy hour. Teachers have a firm understanding of how to teach reading. The national numeracy strategy is successfully implemented.
20. Across the school where teaching is very good, teachers show that they have very good subject knowledge, for example when discussing with pupils how to make a fair test in science. The lessons begin purposefully and the good pace of learning and sense of urgency are maintained throughout by the enthusiasm shown by the teachers and the brisk and purposeful way questions are asked and answered. Pupils' efforts are warmly and often humorously recognised and as a result pupils are eager to please their teachers. Pupils' imagination is stimulated and their attention held by the vivid and expressive way the lessons are taught, for example when discussing 'the next step' in the plot of a story, so that when the twist in the story occurs, the pupils "start" with shock. Praise is well used to encourage pupils to express themselves confidently and the teacher cleverly extends pupils' thinking by asking increasingly challenging questions, for example when looking at similar and contrasting properties of different types of triangles.
21. Where teaching is satisfactory but has some weaknesses, the teachers start the lessons purposefully but allow the pace of learning to fall away. They do not demonstrate or set clear enough expectations when the lesson begins of what pupils should achieve. As a result some pupils do not always give of their best. Time is wasted re-kindling the pupils' interest and concentration. In some lessons opportunities are missed to teach the skills of information and communication technology or to set sufficiently challenging work for all pupils which builds systematically on what they already know and can do. Time is sometimes not well used.
22. Consideration is given in all lessons to pupils who have special educational needs. Work is carefully matched to their ability and as a result these pupils achieve well. Teachers draw up appropriate individual educational plans with the support of the special educational needs coordinator and are careful to include pupils with special educational needs in 'whole class' sessions. This is effective in most instances. Teaching assistants are well used generally. However, opportunities are under-developed for pupils with special educational needs to extend their speaking and listening skills in their lessons through discussion, debate and in the presentation of their work.

23. Pupils with English as an additional language are well supported and given good encouragement so that all contribute to the lessons confidently and feel that they are valued as individuals. A particular strength is the attention given to involving boys and girls in working together, for example in physical education and in mathematical activities.
24. The quality of marking is good and consistently positive. Teachers carefully assess pupils' work particularly in English, mathematics and science. They use the information this produces to set relevant individual targets for each pupil to achieve over the term. This is having a significant impact on the way pupils learn. Work is generally well matched to the different abilities in each class. The setting of homework is satisfactory, and there are regular opportunities for pupils to take books home to read.
25. Pupils are eager to learn and most try hard, responding positively through the good encouragement they are given. As a result, while many pupils enter the school with low levels of attainment, they willingly give of their best, are polite and eager. They make good progress as a result of the positive way in which they are treated.

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

26. The school provides a broad, balanced and relevant curriculum which reflects the aims and objectives of the school. The curriculum policy gives guidance to teaching and non-teaching staff on planning, teaching and assessment. It meets all statutory requirements except in the teaching of communication and information technology.
27. The quality and range of learning opportunities, across the school are good. Particular strengths are the provision for pupils with special educational needs and those with English as an additional language so that they make good progress. Strategies used for teaching literacy skills are effective in improving the quality of teaching and learning.
28. The school gives priority to the teaching of literacy, numeracy and science. The good training and planning for the National Literacy and Numeracy Strategies has ensured satisfactory progress in literacy and good progress in numeracy.
29. The curriculum successfully promotes pupils' intellectual, physical and personal development and fully prepares them for the next stage of education. The school has a very good understanding of living in a community. It has a strong partnership with the neighbouring schools, The Diocesan Education Council and the Local Education Authority.
30. Provision for personal, social and health education is good throughout the school. The governors have suitable policies for sex education and drug awareness. After much discussion and consultation the governors adopted a policy on Sex and Relationships. The policy gives pupils opportunities to talk honestly and openly, to have a sense of their own value and trust in and concern for others. Drugs education is taught through the 'Street Wise' project. This programme of study aims to enable pupils to make healthy and informed choices. The school encourages pupils to take responsibility for their own actions.



31. Strategies to ensure that all pupils have access to the planned curriculum are securely in place. The equal opportunities policy is socially inclusive: it ensures that there are no divisions on the ground of race or gender and takes very good care to ensure that all pupils are treated equally fairly. The curriculum is matched to the pupils' needs and the attainment of different groups of pupils is recorded. The school provides a broad and good range of activities for all its pupils.
32. Provision for pupils with special educational needs is good. Careful planning for pupils with special educational needs ensures that they have experience of the full curriculum. Pupils are mainly taught alongside others of their age in the classroom. This has a positive effect on their self esteem. They receive good support and the planned programmes of work are matched to needs according to their individual educational programmes. Support from classroom assistants is of good quality. Pupils make good progress in meeting targets within their individual education plans. There is support from outside agencies such as speech therapists and the Behaviour Support Team who work effectively with class teachers to plan appropriate programmes of work for pupils.
33. Provision for extra-curricular activities is good. The school encourages positive attitudes to sport in order to lay the foundation for a healthy lifestyle. Football and netball clubs are held after school. There is an art club for pupils in Year 6. Support for learning outside the school day is provided through homework. Pupils are encouraged to borrow books from school and to share them with their parents. Links with parents are very good. A very successful workshop for parents and pupils is held weekly on a Wednesday afternoon.
34. Pupils' spiritual, moral, social and cultural development was considered to be a strength of the school in the last inspection report and it is still so, this is considered to be still a strength of the school. Provision for pupils' spiritual development is very good. Spiritual development is encouraged through religious education and daily acts of collective worship, which are broadly Christian in the themes that are used to promote contemplation and reflection on feelings and relevant issues, such as friendship, giving and consideration of other feelings and beliefs. Spiritual development is also fostered well through some areas of the curriculum such as science, religious education, and music as well as through displays around the school. Some of these emphasise the wonder of the world, such as the diversity of nature and others celebrate of religious festivals like Eid.
35. Pupils' moral development is very good. Provisions in this area, enables pupils' to have a very clear understanding of the difference between what is right and wrong. The school suitably places a very high priority on equipping pupils with a strong set of high moral values. The school rules are clear and staff are very well involved in helping pupils towards a full understanding of them by a positive behavioural management policy which is well implemented. As a part of this there is a system that rewards good behaviour and this is working well. Moral principles are addressed both in acts of worship and across the curriculum. Pupils are encouraged to share their thoughts and ideas, and respect the views of others. Issues that arise are dealt with in a calm and sensitive way.
36. Provision for pupils to develop their social and interpersonal skills is good. Pupils who have English as an additional language and special educational need pupils are very well integrated into the school community. Social issues are discussed in classrooms and assemblies, and are reinforced well by school routines and

activities. There are good opportunities for pupils to learn social conventions through the daily contact with the many visitors to the school. Some pupils take on additional responsibilities as monitors that help to promote their social skills and understanding. Pupils' social development is also developed through the fund raising activities and community involvement such as the "shoe box" appeal for Kosovo for Christmas and the strong church links

37. Provision for pupils' cultural development is very good. They consider local cultural traditions and practices through outside visits in the area and by visits to museums and other historic buildings for example, about the area's strong links with the textile industry. The school's provision for promoting respect and understanding of the beliefs, values and ways of life of other cultures is very good. As a result, the knowledge brought back into school by pupils returning from extended leave is spread and used very well by the school. This is promoted through good display work around the school.

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

38. At the last inspection this was considered to be generally good overall, with some areas being very good. The picture remains the same. The staff are strongly committed to fully supporting pupils in order to help them do as well as they can. The school has generated a family atmosphere of intimate care and nurture for its pupils. Teachers are sensitive to pupils' needs and they show understanding and warmth in all relationships with them. Arrangements for monitoring of personal development are satisfactory. The school's caring ethos, excellent relationships and the great confidence which pupils have in their teachers all contribute well to pupils' personal development.
39. Pupils are sensitively introduced to the school and they quickly settle into the welcoming environment. There are very good links with both the close infant school and the local secondary school. These positive links ensure pupils have a smooth transition to the next stages of their education. There are good procedures in place for child protection and staff are kept well informed. The member of staff with responsibility for child protection fulfils the role well. The staff know to be always vigilant and they know what to do if they have any concerns. There are good relationships with outside support agencies and contacts are regular enough to promote a trust which has a beneficial effect. Currently all teaching staff are suitably trained in first aid.
40. The school is effective in promoting the welfare and safety of its pupils. There is a health and safety policy. There are annual checks and risk assessment is being carried out. There are termly fire drills, which are recorded for time taken to evacuate the building. Attendance and punctuality are carefully monitored. The school works hard to improve attendance through its system of early follow up on any unexplained absence. The school nurse has a regular "drop-in" session at set times known to pupils who do make sound use of it. This is a sound pastoral link, which supports pupils' development. The educational welfare officer is a regular visitor to the school and reviews the attendance registers and follows through concerns and supports the school well by contacting families who are unresponsive to the school's attempts to contact them.

41. The care provided by teachers and support staff for pupils with special educational needs is very good and the special needs coordinator works closely with teachers to monitor the provision for individual pupils.
42. The school achieves very good standards of behaviour within the school building, around the playground and at lunchtimes. There are very good systems in place for the elimination of bullying and oppressive behaviour should it occur. Staff work hard at raising pupils' self-esteem with a strong emphasis on making pupils feel important. For example, there is a series of positive quotations displayed in various areas around the school to encourage pupils to generate their own self-esteem and consider the value of others in society.
43. The contribution of the community to pupils' learning and relationships with partner schools are very good. There is a very strong link with the church and there exist some equally good links with local businesses and industry. All of these are beneficial in enriching pupils' development and growing awareness of the wider world.
44. The school has a very positive learning environment and takes effective steps to ensure all pupils benefit from schooling. The school has good procedures for assessing and monitoring how well pupils learn. The school successfully charts the progress of pupils throughout the school. The headteacher and coordinators rigorously analyse the results of the national tests and the range of other tests it uses. All this information is used effectively to assess learning by different groups, including girls and boys, pupils for whom English is an additional language and pupils with special educational needs. Action is taken to support pupils who may not be making as much progress as they might and pupils who need more support. Additional funding is also used well to target the needs of different pupils. This has had a significant impact on helping to raise standards. Procedures for assessing pupils' attainment and progress are very good in English, mathematics and science and are satisfactory in all other subjects except information technology, where they are not detailed enough to help pupils make satisfactory progress.
45. The use of assessment to guide teachers' planning is good. The staff are able to use assessments effectively to help raise standards. The way the children are assessed is fair and without any cultural or gender bias; as a result all pupils are assessed in a way that supports them. Each teacher keeps a range of records on different aspects of the curriculum. A strength of the school is the shared planning sessions where staff who work with different groups exchange information. This effectively ensures the staff know the pupils' learning needs well and as a result the work is usually pitched at the right level. The teachers' use of informal assessments within lessons is good throughout the school. The teachers who have responsibility for different subjects regularly look at teachers' planning and pupils' work. Any issues identified are fed back to the class teachers. The assessment coordinator has recently updated the assessment policy and revised the pupils' final records, so that they are more manageable for the staff.

46. The school has good procedures for supporting pupils' learning. The staff know their pupils very well and individual pupils are given regular verbal feedback from teachers and support staff during lessons. This helps pupils identify what they need to learn next. The use of rewards and praise also encourages pupils to work hard in lessons. However, not enough time is given towards the end of some lessons for children to talk about what they have been learning. The marking of pupils' work is usually regular and accurate, and often provides pupils with helpful comments that show them how to improve. However, this is not the case in all classes and some marking is not detailed enough to point children in the right direction for improvement. The school sets targets for English and mathematics and pupils have their own targets for English and mathematics in their exercise books. The targets are shared with the pupils and their parents, which helps parents support their children's learning. These individual targets are reviewed with the pupils each half term. This helps them have a clear idea of what they are aiming for in their learning.

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

47. In the previous inspection report parental links were considered to be very good and the links with the community to be a strength of the school. The school has worked very hard at maintaining very good links with parents and at involving parents further in their children's learning. The overwhelming majority of parents, in their responses were extremely supportive of the school and its staff.
48. The information the school gives to parents is very good. There are regular newsletters of good quality detailing the school's social and topical events. The schools' detailed annual pupil reports to parents set individual targets for pupils to aim for during the year and provide areas for parents to add their own opinions and comments on their child's progress. There is a useful notice board with information to parents. This is situated in the school hall and is well maintained with helpful notices such as social and educational information for adults. The meetings that the school generates with parents, for example, the twice-yearly parents' meetings, all are very helpful in furthering the existing positive bonds between school and home. There exists a strong "open door" policy that is highly regarded by parents.
49. Parents of pupils with special educational needs are kept informed about their child's progress. They are offered the opportunity to be involved in the reviews of progress and to take part with their child in the weekly parent/pupil workshops held each Wednesday in the school hall to help strengthen links between home and school. Parents who attend these workshops are very positive about the effectiveness of the project.
50. At present there is an established core of parents who are regular helpers within the school. These are welcomed by the school and made to feel positive contributors to pupils' development. The school still actively seeks to enlarge this number. The school has unusual ways of involving parents further in their children's education. For example, the "pop-in" Wednesday afternoon sessions at which parents support their children's learning are very successful. There is a morning parent time in which they listen to pupils read. The parents involved have received suitable training to support their children appropriately.

51. At the parents' meeting with inspectors parents said that they felt well informed.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

52. The quality of leadership and management is very good. It was a strength at the time of the last inspection and it remains so. Parents rightly feel that the school is well led.
53. The school has made good progress in addressing nearly all of the key issues for improvement indicated in the previous inspection report. The role of curriculum coordinators and senior managers is now well established and detailed schemes of work relating to all national curriculum subjects are now in place. These build carefully on what pupils already know and can do. Standards have been successfully raised in design technology. In information and communication technology standards are still below those expected. The school has identified this area as a priority and plans are well advanced to raise standards.
54. The headteacher provides a dynamic lead to staff. There is a very positive atmosphere throughout the school and a commitment which emanates from the headteacher to enable all pupils to achieve well and to be valued as individuals. This is clearly expressed in the school's aims and aspirations. The headteacher works closely with the deputy headteacher to maintain this strong sense of purpose and the effective teamwork which supports it. The role of the deputy headteacher is well developed and with the headteacher and the senior management team, has a clear vision for the future of the school. As a result the school is very well placed to meet the targets it is setting for itself and to improve further.
55. Underlying the very good management by the headteacher is a very firm foundation built around the careful analysis of pupils' performance and the establishment of procedures and priorities to promote and maintain high standards of teaching and learning. For example arrangements are in place for the senior management team and coordinators to look critically at teaching and learning. They keep a careful eye on the relative performance of boys and girls as well as the performance of different groups of pupils, for example those who come from Pakistani and Indian heritage backgrounds. The management of literacy and numeracy has been good. The coordinators have given a strong lead to teachers in planning and teaching these strategies.
56. The special educational needs coordinator is committed to enabling pupils with special educational needs to achieve as highly as possible. She has high expectations of the school's effectiveness in supporting these pupils. There is a governor with responsibility for special educational needs and he is supportive of the school. The priorities identified for further improving the school's provision are appropriate and include involving pupils in setting their targets for improvement.
57. Since the time of the last inspection the school development plan has been reviewed. It is set out more clearly and specifies what should have been achieved in each of the areas identified. These priorities are appropriate to the needs of the school. However, the school development plan does not contain sufficient information about when different tasks are to be started or finished with in it. It lacks an overall long-term strategic time scale for its implementation to ensure that those involved are engaged effectively on specific priorities at particular times.

58. The governing body fulfils its duties appropriately and there is a positive and constructive relationship between the chair of governors and the headteacher. Governors are welcomed to the school and are kept well informed although there are no formal arrangements for governors to visit classes to judge for themselves the success of initiatives like the improving standards in information and communication technology. Governors are well aware of the long-term needs of the school and have well developed plans to use up the current large surplus in the school's finances by spending on clearly defined and needed projects. There is provision for improvement in facilities for the teaching of information and communication technology the refurbishment of buildings and for the financial support to help fund an additional teacher. However, while the headteacher takes particular pains to explain to governors where future priorities should lie, the governing body does not set a formal framework against which to judge the success of the decisions they made before initiatives were begun, for example in decisions made to improve standards in information and communication technology. Governors have a good sense of achieving value for money and use specific grants very well but do not have a clear enough picture of what they should expect to see as a result of their spending decisions.
59. The school functions smoothly and day to day administration is effective. Visitors are made welcome. A recent audit report was positive. The school uses its administrative technology well. There is an appropriate number of teachers and a good allocation of education support assistants to match the needs of the pupils and the curriculum. Procedures for the induction of newly qualified and newly appointed staff are very good, as are arrangements for teachers in training at the school who benefit significantly from the good allocation of expertise, time and resources directed to their development. Generally resources are adequate and, except for information and communication technology which the school is close to addressing, are well used.
60. Pupils come into the school at the age of seven with well below average standards. When they leave at the age of eleven pupils achieve below average levels in the national tests. However, when judged by their prior attainment pupils make very good progress. Taking the overall good quality of teaching, the very positive way in which the school is managed, the progress pupils achieve, often from a low base, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The headteacher, staff and governors should:-

- (1) Raise standards in information and communication technology, which the school has recognised as a priority, by ensuring that -
  - a. All elements of the National Curriculum for information and communications technology are taught.
  - b. The skills to be taught are identified.
  - c. Careful records are kept of what individual pupils know and can do.  
Paragraphs 9, 21, 26, 128, 129, 132.
  
- (2) Strengthen the role of the governing body as a critical friend of the school so that it is better able to judge the success of its spending decisions and set clear success criteria when making spending decisions, and ensure that the school development plan has detailed timetables for each priority.  
Paragraphs 57, 58.

## MINOR KEY ISSUE

- (1) Review the effectiveness of existing arrangements to teach swimming.  
Paragraphs 8, 140, 143.
  
- (2) Review the daily teaching timetables for lessons so that teaching time is always effectively used.  
Paragraphs 21, 46.
  
- (3) Raise standards in speaking by providing more planned opportunities in all classes for pupils to develop and extend their speech patterns.  
Paragraphs 4, 46, 80.

## ENGLISH AS AN ADDITIONAL LANGUAGE

62. In 2001, the most recent national tests for eleven-year-olds, nearly all the Asian heritage pupils who had received additional teaching achieved the national average in English. There was no significant difference between the attainment of minority ethnic girls and boys or between different ethnic groups in the English tests in 2001.
63. The teacher's good knowledge of the pupils as well as data from national test results, enables the specialist teachers to select pupils to target for additional teaching as they arrive in Year 3. There is very good teaching for targeted pupils with English as an additional language. This is provided by two part-time specialist teachers and a part-time bilingual teaching assistant. As a result these pupils make very good progress. The two 'Ethnic Minority Achievement' teachers work collaboratively with class teachers, and plan activities for targeted pupils, creating additional opportunities for them to learn and understand. They share the planning and the delivery of the literacy lessons. Their good questioning and encouraging manner lead to increased participation of the targeted pupils in the lesson. Their lively, enthusiastic delivery engages pupils' attention so they listen well. They explain well which helps the pupils to understand what is being taught. They provide good, appropriate resources, such as photos of Pakistan in geography, which enthuse the group of targeted pupils to talk about their own experiences.
64. Targeted pupils with English as an additional language respond well to these opportunities. For example, in one lesson, pupils expand their English vocabulary and understanding by compiling an extensive list of verbs, adjectives and phrases to draw on. So '*Horrible spiders lurk*' becomes '*Tiny spiders scurry very quickly like just a black blob in a cold bath at midnight*'. Pupils are delighted at their success, and encouraged further by the teacher, combine their composed sentences into a poem which they read to the others in the group, reading accurately and clearly.
65. Where teaching is less effective, targeted pupils have fewer opportunities to talk and discuss in a group or pair and they participate less, so make less progress.
66. The bilingual teaching assistant makes a very good contribution to children's learning. When working with pupils in the classroom, where she shares the same first language, she uses it to explain the task and check pupils understand. For example, when two pupils were working on a fractions program on the computer and the teacher stopped them to clarify a misunderstanding. Once she was satisfied they understood they proceeded quickly.
67. Pupils with English as an additional language targeted for additional teaching have full access to the curriculum. Mostly the 'Ethnic Minority Achievement' teachers work with the targeted pupils in class. For one lesson a week they withdraw the targeted pupils for additional language development which they enjoy. In these sessions the teachers provide valuable speaking and listening and learning opportunities in a small group and pupils are keen to participate and make good progress.
68. Three pupils have joined the school since September with little or no English. They receive some additional support in their first language from bilingual assistants from the local authority outreach team who support pupils in lessons so they understand and can participate, and also withdraw the pupils for additional time to discuss the content of the lesson with them and reinforce the learning. In this way they provide pupils new to English with some understanding of the curriculum from an early stage and build on what the pupils already know, which works well.



69. The experiences pupils have on their extended visits abroad are valued by the school as can be seen as a prominent display of photos taken by the children with cameras provided by the school.
70. Pupils with English as an additional language are selected for additional teaching on the basis of criteria such as a low result in a national test, or recent arrival in the country or return from an extended visit abroad. The two 'Ethnic Minority Achievement' teachers set up and maintain a profile for each targeted pupil. This incorporates useful background information, as well as pieces of written work for assessment from which the teachers set literacy targets for the pupils. These areas where pupils need to improve then form the basis for the additional teaching activities. The targets are reviewed half-termly to see if they have been met and new targets set. This very thorough system of identifying, assessing and monitoring targeted pupils' progress supports their learning very effectively. The two teachers report along with class teachers on targeted pupils' progress to parents at parents' evenings.
71. The 'Ethnic Minority Achievement' coordinator interviews parents/guardians of those pupils admitted to the school who are new to the country, about their children's previous education. This helps the school to provide the most appropriate support for the pupil. She also meets parents and pupils when the family informs the school of a planned extended visit abroad. Pupils are offered a series of highly appropriate booklets on topics such as 'homes', 'a village survey', 'families' to take with them, as well as a camera to record their holiday. All the booklets have tasks for the pupils, with suggestions as to how to go about them. As a result, one Year 6 pupil has written interestingly about '*My holiday in South Africa*' and maintained a diary. These provide learning opportunities for pupils as well as a recognition of the importance of these visits to the families and children.
72. The 'Ethnic Minority Achievement' coordinator is one of two experienced, well-qualified specialist teachers of pupils with English as an additional language. Both maintain a keen professional interest in their subject and attend centrally organised specialist training as well as relevant school training days. The coordinator has instigated very effective systems, for example, a cycle of assessing pupils' language development, setting targets and reviewing regularly, providing pupils with teaching materials for their extended visits abroad, applying a set of criteria to select appropriate pupils for targeting and keeping profiles of targeted pupils.
73. Literacy lessons jointly planned with class teachers and an experienced 'Ethnic Minority Achievement' teacher provide additional learning opportunities for pupils and additional strategies and ideas for the class teachers. Over the year, all classes and all teachers benefit from this additional input in their planning and delivery of lessons. Both 'Ethnic Minority Achievement' teachers are seen as a valuable resource by the school, and as such will be providing in-service training for the staff, initially on the assessment of pupils' language development and appropriate teaching strategies.
74. The teaching is organised so that pupils with English as an additional language who are targeted for additional teaching receive it for half a year, with the result that all school years are covered. The coordinator is considering reviewing this present model of deployment, and looking at ways of increasing targeted pupils' learning opportunities, particularly in Year 6.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	25	14	0	0	0
Percentage	0	9.3	58.1	32.6	0	0	0

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

### 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)	N/a	260
Number of full-time pupils known to be eligible for free school meals	N/a	76

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	8
Number of pupils on the school's special educational needs register	N/a	82

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	165

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	7.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.4
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 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	37	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	23
	Girls	29	24	31
	Total	50	44	54
Percentage of pupils at NC level 4 or above	School	76 (74)	67 (63)	82 (69)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	27	23	24
	Total	49	45	47
Percentage of pupils at NC level 4 or above	School	74 (60)	68 (66)	71 (72)
	National	70 (68)	72 (69)	79 (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	108
Pakistani	62
Bangladeshi	17
Chinese	0
White	73
Any other minority ethnic group	0

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

### ***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	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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.*

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

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

Total number of qualified teachers (FTE)	13.3
Number of pupils per qualified teacher	23.5
Average class size	33.1

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

Total number of education support staff	9
Total aggregate hours worked per week	136

### ***Financial information***

Financial year	2000 - 2001
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	£
Total income	545,975
Total expenditure	514,759
Expenditure per pupil	1,980
Balance brought forward from previous year	54,783
Balance carried forward to next year	85,999

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	257
Number of questionnaires returned	153

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	1	0	1
My child is making good progress in school.	54	38	3	0	4
Behaviour in the school is good.	59	32	2	1	5
My child gets the right amount of work to do at home.	40	35	18	2	5
The teaching is good.	63	32	2	0	2
I am kept well informed about how my child is getting on.	48	40	8	1	3
I would feel comfortable about approaching the school with questions or a problem.	58	34	4	0	3
The school expects my child to work hard and achieve his or her best.	67	28	1	0	3
The school works closely with parents.	56	35	5	0	4
The school is well led and managed.	67	26	1	0	5
The school is helping my child become mature and responsible.	58	35	3	0	3
The school provides an interesting range of activities outside lessons.	33	28	16	6	16

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

### **ENGLISH**

75. Standards in English are observed in line with the standards expected by the age of eleven. This is the same as at the last inspection. The 2001 National Curriculum tests at the end of Key Stage 2 indicate that attainment was below the national average, both at the expected level 4 and the higher level 5. The interpretation of test results between years must be treated with caution as in some years the proportion of pupils with special educational needs (SEN) varies and influences the overall standards achieved by the school. When compared with the results obtained by pupils in broadly similar schools, pupils' attainment is broadly in line with the national average.
76. Taking the three years 1998 to 2000 together test results show that there was no significant difference between the performance of boys and girls.
77. The evidence from the inspection shows that pupils begin school with standards in English that are well below the national average. They make very good progress.
78. At the end of Key Stage 2 standards are below expectations in writing, in line with expectations in speaking and listening and above in reading. The school is aware that standards are low in writing and has taken measures to improve this. An established link with a Beacon School in Lancashire has become a target for the development of writing and will be closely monitored for two years.
79. The introduction of the National Literacy Strategy has been well handled and is having a positive effect on pupils' language skills. The detailed planning of work and monitoring of pupils' work in English is successful in identifying what needs improvement. Pupils are set targets for improvement each term and these are closely monitored.
80. Pupils' listening skills are good. They listen attentively to the teacher and to each other and answer questions with confidence, for example, in Year 6 pupils are eager to suggest the meanings of various prefixes such as auto, bio, tri and are not afraid of making mistakes. They make satisfactory progress in their speaking skills as they move through the school with regular opportunities to discuss their work with their friends and with their teachers. During plenary sessions pupils respond to teachers' questions regarding their work. However, there are too few opportunities for pupils to explore speaking and listening and to present, explain and justify their results. Debate, role play and educational drama do not make significant contributions across the school to pupils' oral skills. This was so at the last inspection and remains an area for development.
81. Reading is well taught with the majority of pupils developing a satisfactory range of strategies for reading unfamiliar words and for establishing the meaning of what they read. Pupils in Year 3 can explain that non fiction books convey factual information and contrast this to fiction that is invented. Year 6 pupils read from the memoirs of 'Mem Fox' with expression and understanding. Older pupils read poetry, examining the use of word play and identifying the features that add humour or atmosphere to writing.

82. Pupils with identified reading difficulties receive good support from teachers and learning support staff. The Better Reading Partnership and the Home-School reading scheme make positive contributions to pupils' reading skills. Overall reading standards are above average at the age of eleven.
83. Pupils take responsibility for the organisation and running of the school library. The library is open before and after school each day and a good number of pupils regularly borrow library books. Pupils display good library skills when finding information from reference books and use contents, index and glossary successfully.
84. In writing, basic English skills are secure and used well in practice. Work is well presented and spelling and punctuation are accurate. Handwriting is appropriately formed. Although there is evidence that pupils plan their work, opportunities are lost for pupils to use the all important strategy of drafting and re-drafting in order to improve upon their first efforts, developing more interesting content and more imaginative and exciting use of language. The few opportunities for pupils to write in an extended manner across the curriculum are not consistently utilised.
85. Pupils with special educational needs (SEN) make good progress. They are well supported in lessons and in small groups and their learning targets are appropriate to build well on what they already know. This is an inclusive school that provides support so as not to isolate SEN pupils and at the same time involve them in all school activities.
86. The majority of pupils approach their work in a positive manner and are prepared to work with concentration. The pupils work well in small group activities and are able to work independently when provided with the opportunity to do so. They display good behaviour, enthusiasm and respect for adults and each other.
87. The quality of teaching is good overall. Teachers have good subject knowledge and competence in teaching basic language skills. Teachers are consistent in their management of English lessons so that learning is built upon and developed, for example, in Year 5, teachers use previous learning to demonstrate how 'homonyms' add humour to poetry. Where teaching is very good the teaching is of a brisk pace, lesson objectives are very clear, tasks are well matched to pupils' abilities and the teacher makes skillful use of resources to engage and motivate. For example in Year 6, pupils predict and anticipate developments in\_a story with a twist, then display real shock as the plot of the story is revealed through the dramatic and expressive reading by the teacher.
88. Teachers check daily what pupils can do and satisfactory use is made of assessment so that attainment and progress are monitored effectively. Marking is carried out regularly and pupils receive encouraging comments. Marking is especially effective where it is focused on pupils making improvement, though this is not consistent across the school.
89. Resources chosen to support the National Literacy Strategy are well chosen. The quality and quantity of library books are satisfactory overall and support the development of English.

90. The recently appointed English coordinator is keen and enthusiastic. She has identified appropriate areas for development and the school is on track to meet the targets set for English for 2002 and has good capacity for improvement in the future.

## **MATHEMATICS**

91. At the end of Key Stage 2 pupils attain average standards. In the 2000 national tests standards were below average and average for similar schools. When compared to these pupils' prior attainment these pupils achieved very well. In the 2001 tests the picture is similar. At the time of the last inspection standards were average. In the last five years the trend of improvement has been broadly in line with, but below the national trend. Between 1998 and 2000 the performance of boys has been higher than girls and all have made good progress from a low starting point. During the inspection no difference in levels of attainment was observed between boys and girls.
92. Pupils with special educational need and those who have English as an additional language make good progress because of the good support they receive. These pupils are actively encouraged to play a full part in their lessons and work is carefully planned to meet their individual needs. By the age of eleven many pupils are confident. They use their knowledge of place value well to work out and check their calculations both mentally and in their written work. They are able to recognise improper fractions and express parts of whole numbers as decimals. They are able to use axes to fix co-ordinates and have a good understanding of technical terms such as origins.
93. They measure accurately, estimate sensibly, and use and interpret a range of diagrams and charts well but do not utilise information and communication technology sufficiently in this. The older pupils analyse data statistically and interpret their findings carefully. They know the probability scale and can find similarities and differences between different types of triangles. They make good use of opportunities to investigate for themselves. They strive hard to meet the termly personal targets set for them to achieve.
94. The quality of teaching is good and has a significant impact on raising pupils' achievement from the standards pupils reach when they first entered the school. It helps pupils to have positive attitudes and to be enthusiastic learners. In the best lessons the teacher establishes a brisk pace right away by putting a series of quick fire questions to encourage pupils to think flexibly about how to solve number problems. The pupils visibly enjoy these challenges and both boys and girls are eager to show their abilities by contributing their own suggestions. The teacher maintains their enthusiasm and interest by showing a good sense of humour and by a direct and warm recognition of each pupil's efforts. Pupils are reminded of the purpose of the lessons regularly and also of the time they have available to complete the task. When teaching has some weaknesses, for example in a Year 4 lesson, the lesson is well planned so that it begins purposefully, but some pupils become restless because the teacher's attention is directed to individual pupils, when explanations could have been more effectively made to the whole class.



95. The numeracy strategy has been adopted successfully and has had a direct impact on raising pupils' performance. The teachers are familiar with the structure of this approach and planning is clear. Learning intentions are reviewed regularly at the end of lessons with the whole class. A particular strength is the care given to analysing pupils' performance in the assessments which are regularly made and are well used as a basis for setting targets for improvement. Teachers ensure that pupils with different levels of attainment receive appropriately challenging work that matches their needs and promote the learning both of the higher attaining pupils and those who need extra practice and support. However, information and communications technology is not well used to support investigative work although during the inspection in some lessons pupils used computers confidently to reinforce their learning and to practise their mental arithmetic skills. Little homework is set because of the calls on the time of many pupils for example, to attend religious instruction at their local mosque.
96. The coordinator is effective and provides a good lead. Well planned arrangements are in place for the coordinator to teach the subject for some time during the week to each age group and to set an example to teachers in how to teach the numeracy strategy successfully. The coordinator also supports and advises other teachers well and has an active role in evaluating the success of teaching and learning in lessons. There is a clearly defined annual budget for this subject, which is carefully managed. Resources are appropriate in quality and quantity. These reflect the thorough and thoughtful way the subject is led.

## **SCIENCE**

97. Throughout the school pupils enjoy their science activities and achieve well. Results for Year 6 in 2000 were just below the national average for all schools but average for schools with similar backgrounds. These results represent steady improvement since the last inspection. This matches the general upward trend in national results. There have been improvements in the results since the time of the previous inspection as more pupils reach the higher level of 27 per cent in 2000, which is in line with the national average. Pupils achieve well above average results compared to their previous attainment. This impressive achievement is the result of good teaching, an interesting curriculum, pupils' own enthusiasm for the subject and their positive attitudes to work.
98. In the most recent tests in 2001, 88 per cent of pupils achieve the national average, although fewer pupils achieved the higher level than the previous year. The work seen in lessons, the sample of pupils' books and discussions with pupils indicate that most Year 6 pupils will achieve the national average by the age of eleven.
99. The quality of teaching throughout the school is good, with some very good teaching; there was no unsatisfactory teaching seen. There are a number of strengths, which account for the good progress the pupils make. The school systematically develops the pupils' understanding of scientific investigations. The teachers have good subject knowledge and explain scientific terms well. Marking by teachers is generally appropriate, with helpful and positive comments. However, it is not detailed enough in some classes to help pupils understand what they need to do next. Every class has attractive science areas, with key words on display; these are useful and also help capture the pupils imagination.

100. Teachers usually give pupils appropriate time to discuss their work. In a good lesson, Year 4 pupils in groups were able to investigate, make mistakes, try again and discuss their findings. The teacher made sure they had enough time to make close observations. As a result, by the end of the session most pupils understood the general principle that roofs need waterproof materials. From discussion, pupils also understood the basic principle of a 'fair test' and that they needed to be careful to apply the same amount of water each time.
101. Teachers achieve an appropriate balance between giving pupils information and providing them with opportunities to experiment. All teachers encourage pupils to explain what they are doing and to use correct terms. By the end of a good lesson in Year 5, pupils were using the terms 'distilled' and 'evaporate' with confidence. More able pupils could explain how pure water could be extracted from dirty water. The teacher's careful explanation and questions meant the pupils were clear about the differences between water vapour and gas. The teacher's own confidence and enjoyment of science were infectious and most pupils really enjoyed the session and worked hard.
102. The science curriculum has good links with physical education and health education and also provides appropriate opportunities for pupils to use their mathematical and literacy skills. Speaking and listening skills are generally well developed in science lessons. In a particularly effective lesson in Year 6, on the circulation system, pupils undertook a physical activity that involved jumping and skipping and were able to check the impact of physical activity on their pulse rate. Most pupils helped each other check their measurements. Pupils were able to use their mathematical skills accurately to create average pulse rates and explain their results sensibly.
103. Not surprisingly, pupils respond enthusiastically to the interesting teaching they experience. In all lessons pupils work hard and stay on task. In every lesson observed there were at least two adults present. This additional help meant the lessons moved at a good pace and most pupils, including pupils with special needs, made good progress. Targeted pupils who use English as an additional language make very good progress because of the quality of teaching and language support they receive. While pupils handle equipment sensibly and safely they are given insufficient responsibility for the equipment and inadequate opportunities to find information themselves from books and computers.
104. Planning is thorough and includes useful assessments to move pupils' learning forward. Teachers have high expectations of the pupils' work, which is well presented. Pupils clearly have pride in their work. Pupils with writing difficulties are supported by a range of recording methods. There is some evidence from the planning and books that harder work is provided for more able pupils, but that is not always the case. Year 6 pupils have had a thorough grounding in life processes, materials and their properties, and physical processes. They can explain differences between solids, liquids and gases and explain previous work on magnetism and electricity, in appropriate depth. It is clear from talking to younger and older pupils that most have a solid knowledge of the curriculum they are covering and a good grasp of investigations.

105. There are weaknesses that need to be addressed. Currently records are not detailed enough to indicate learning by different groups of pupils. More able pupils are not always given work that fully challenges them. While the pupils enjoy using programs such as 'Science Explorer' information technology is underused, for example older pupils do not have the opportunity to use sensor equipment to record their work.
106. The teacher with responsibility for co-ordinating science has a good understanding of what the school does well and what still needs to be addressed. The curriculum has been updated so that pupils revisit each aspect of science more frequently. Progress since the time of the last inspection is satisfactory. The coordinator monitors pupils' results, teachers' planning and pupils' work. However, the coordinator does not systematically observe teaching and learning, which limits his ability to fully support staff. Science makes a positive contribution to pupils' spiritual, moral, social and cultural development. A well-established link with a local plastics company gives older pupils an opportunity to see science in action. Resources are adequate and are well managed.

## **ART AND DESIGN**

107. At the last inspection the majority of pupils attained the standards expected for their age. Teaching was sound and pupils' response was satisfactory. Good teaching has enabled the pupils to make good progress so that now many pupils at the end of Key Stage 2 are attaining standards above those expected. An art club further enhances the provision for older pupils. Pupils respond well to teacher's planning and as a result achievement is good. Those with special educational needs and those with English as an additional language make good progress.
108. Pupils' attitudes to learning are good. When teachers are explaining tasks to the whole group, the pupils listen carefully and contribute well in discussions. They can talk about problems and give suggestions on how to overcome them. Pupils are proud to display their work and warm praise for very good work is given by the rest of the class. This was seen when a pupil in Year 6 showed his pencil sketch of a figure in action, which was skilfully drawn, in proportion and with the main body parts shaded black. Pupils work independently studying scenes and portraits by famous artists. They make good use of this knowledge to improve the quality of their own work. The good subject knowledge of the teachers enables pupils to use different techniques and work in different styles. They can use plexi foil in shaping and making pictures of sunflowers. Torn paper work is used well to make gummed paper patterns in the style of Paul Klee. Teachers use information and communication technology effectively. Pupils 'downloaded' pictures of still life by Matisse to help them paint a room. Younger pupils enjoy using the program 'Dazzle' to create patterns. They can explore shape and colour to organise and combine their designs. Pupils settle down to work quickly and quietly because they are given clear guidelines on what is expected and the time allowed.
109. The quality of teaching is good. Teachers have good expertise and are confident, so that artistic skills are taught effectively. They build on the good skills acquired by younger pupils. Pupils in Year 5 have been making line paintings in shades of blue, discussing tone, tint and hue. These children learnt paint mixing in Year 3 when printing patterns, so no time is wasted. Teachers guide pupils effectively to look closely at pattern and line. This good advice is apparent in the work on patterns in Year 3. The pupils use shells to study pattern. Exciting resources of African art and Mendhi patterns are well planned by the teacher. Displays in the classrooms show

very good work on texture. Collage is a strength of the work in art. Collages have been made of elephants from Thailand using paint, fabrics, paper, wool and sequins. Teachers use a variety of methods to challenge the pupils. In studying sequence and motion, a very good presentation of people in action was done by overlaying different coloured tissue paper silhouettes in a fixed position, suggesting shifting drifting or flowing. Positive support is given to the pupils. The teachers listen carefully to the pupils' problems and give advice on "how you can you do it better."

110. The management of the subject is sound. The coordinator is knowledgeable. Provision for cultural development is good. For example poetry in art is displayed through pictures, titled 'What is pink?' Pupils have designed pots in the ancient Greek style. Clay heads are made of Roman gods. After a theatre visit the pupils made 3D masks, showing the characters of the actors. Plans are in place to visit art galleries. A collection of pupils' work, focusing on drawing, shows how pupils' skills should be developed systematically through the school. There is an appropriate range of materials and media which are easily accessed.

## **DESIGN AND TECHNOLOGY**

111. At the time the school was last inspected, the standards were below average and understanding was unsatisfactory. Since then, teaching has improved and programmes of study are in place, focusing on making and designing. Attainment at the end of Key Stage 2 is now in line with national expectations. Previous weaknesses in design have been resolved so that all pupils, including those with special educational needs and with English as an additional language, achieve well.
112. Attitudes to learning across the school are good. Pupils enjoy the subject and they work sensibly and safely together. Good teaching enables them to think for themselves and make connections. In a lesson on making a slider and turner, pupils considered how to improve the design of the slider to prevent it from sliding off the paper. They suggested making the ends of the paper thicker. This ability to suggest alternatives when attempts fail reflects the good teaching. Pupils can organise their own materials and most can work independently. They can use information they know about the need to consider and select materials and methods. They are encouraged to pose their own questions. As a result, they can assess, make judgements if things go wrong and are prepared to start again. Personal development is good.
113. Teachers share the learning objectives of the lessons with the pupils. Pupils aged eight are thinking about a healthy life style. Moving on, they plan how to make a healthy sandwich. Probing questions enable them to list healthy ingredients and decide on methods. They learn how things change when they are added together. Good links with science and health education are well planned by the teacher. Pupils in Year 4 were keen to finish their models of an Egyptian room. They learnt about movement through the sliders and joining and constructing through the turners. In asking the pupils to decorate their models with hieroglyphics, the teacher effectively used their knowledge of history. Keen teaching encouraged one pupil to make another model at home successfully.

114. Evaluating products is a more prominent part of the pupils' work in Year 6. They make good use of their notebooks in recording their work on shelters. Probing questions enabled them to consider the different types of shelter and their uses. They thought about making the shelters strong through firm structures. Materials suitable to withstand bad weather were tested.
115. The quality of teaching is good and pupils learn well. Lessons are planned to take account of pupils' knowledge and experience. The teachers encourage the pupils to check and adapt their plans. The pupils are taught to be aware of limitations. They support one another when they are working in groups through the good management of the teachers.
116. The management of the subject is sound. The coordinator has recently been appointed but already ensures that the planning follows the programmes of study in the Qualifications and Curriculum Authority guidelines, supplemented with the special requirements of the school. Resources are satisfactory. There are plans to share the most effective practices are in order to raise the teachers' self-confidence.

## **GEOGRAPHY**

117. At the last inspection attainment in geography was satisfactory and in line with that expected nationally. This position has been maintained. No geography lessons were seen during this inspection and so judgments have been formed on the basis of the examination of pupils' work, displays around the school planning as well as discussions and with pupils and staff.
118. In Year 3 pupils demonstrate a good knowledge of local places. They can give accurate directions from the school to their house and to significant places in the local area. All pupils are developing a concept of travel that is extended through the experience of those pupils who visit families in India and Pakistan. Pupils in Year 3 are confident in locating continents and are able to describe the differences between a continent and a country. They are able to recite the names of the seven continents, they have a good knowledge of capital cities and are able to locate them on a map. They are keen to progress on their project to improve the school grounds as viewed from their classroom.
119. World wide news is collected and studied by all year groups. This has led to the development of their knowledge and understanding of different places and environments. Pupils in Year 5 are able to identify differences and similarities between the British Isles and the Asian continent; for example they talk about the effects of water shortage on the Asian continent and the labour involved in collecting water from a well. They contrast this with life in Blackburn where they can turn on a tap or buy a bottle of water if they are thirsty. However, they point out that in both environments similar foods are eaten such as chapatti and vindaloo curry. Older pupils have a good understanding of the contrasting localities of urban Blackburn and rural Sedburgh. They explain the reasons for town settlements and talk about the changes to the locality around the school resulting from a recently erected housing estate. They are able to identify the different building materials used in building the houses in Blackburn and the locally excavated materials found in buildings in Sedburgh.
120. The school has adopted a scheme of work that provides detailed guidance for teaching and the development of pupils' geographical skills. This is an improvement

since the last inspection. The recently appointed coordinator has identified areas for development that include closer monitoring of teaching and learning and assessments of pupils' progress in order to improve attainment in geography.

## HISTORY

121. Attainment at the end of Key Stage 2 is above that expected for this age. At the last inspection, standards were generally good. Many pupils were attaining national expectations and some were above. Teaching was generally good. Satisfactory progress across the school has maintained these good standards. Teaching now is always good and some is very good and because of that pupils are achieving well.
122. Attitudes to learning are good. Effective questioning encourages the pupils to consider change through time. Through confident teaching pupils develop their knowledge and understanding of the lives of people in the past. In Year 6, the teacher has a clear grasp of the subject as was shown in the probing questions on how the Romans changed Britain. The pupils were interested in why and how the Romans built roads. They willingly contributed thoughts and ideas on people going more quickly if the road is straight, being able to move faster between their forts and the need to carry supplies from their boats. They enjoyed the challenge of working out, on a numbered grid, the shortest and least expensive road. Pupils work hard and concentrate well. They are willing to help each other and they appreciate the efforts of other pupils. In Year 5 pupils have been learning about Tudor monarchs and considering King Henry's break with Rome. Teachers encourage pupils to think about outcomes. Good lesson planning included opportunities for independent writing on subjects such as 'my advice to Henry is' and 'Why were so many people poor?' This strengthens pupils understanding of their own culture and that of others.
123. The quality of teaching is at least good and some is very good and pupils with special educational needs are well supported. Very good lesson planning ensures that the programmes of study are followed. Teachers use a variety of methods to stimulate the pupils. In Year 3 the teacher made very good use of resources. Pupils picked a Victorian toy out of a 'box of treats'. This led to a very good discussion on the differences between the Victorians' toys and their own. Effective questioning enabled the pupils to think about the Victorian game of hopscotch in the playground. Through the good subject knowledge of the teacher, they learnt that Victorian streets were lined with large stone flags, ideal for marking out games with chalk. Pupils are challenged to consider how jobs and services have changed over time. In learning about Tudor times, the pupils made good use of information to understand the typical service jobs the people did. They knew that rat catchers were needed because the people threw their rubbish into the streets. Forward thinking by the teacher enabled them to compare that job to the work of the modern pest control officer. The teacher made good links with literacy by referring to the 'Borrowers', a book the pupils are enjoying. Literacy is a strength of the work being done in history. In Year 6 the pupils are learning about the Romans and using their knowledge to record information. They make the work interesting by writing in the first person such as in 'A letter home from a slave.' Good marking makes the pupils think: 'Do you think the Romans had telephones?' The pace of lessons is quick and pupils are reminded when it is 'nearly the end'
124. The subject is managed well. The coordinator has an overview of teachers' planning. Priorities for development include improving resources by adding more artefacts to the year group boxes. Stronger links with information and

communication technology are planned, including drawing up a list of web sites. The range of non-fiction and fiction books in the library is to be extended.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Standards in information technology are below average by the time pupils leave school at eleven. At the time of the last inspection information technology was also below national expectations and the school had a key issue to raise standards and improve provision.
126. There have been many improvements since the last inspection. In the last year the use of information and communications technology in different subjects has increased considerably. A commercial scheme has been purchased which includes a range of CD's. The policy has been updated and includes draft guidelines for using e-mail and the Internet. Computers have been upgraded and a new computer suite is about to be set up. Staff have had training as part of the national initiative, which has increased their confidence and knowledge. The school has adapted the curriculum so that older pupils can work through skills they have missed. However, the full requirements of the National Curriculum are not yet being met.
127. In many ways the school has been held back by lack of resources and expertise. These barriers have recently been overcome. The staff are enthusiastic about using computers and have a commitment to raise pupils' standards. Consequently, they are closing the gap quickly. Year 3 pupils join the school below the national average and by Year 4 and Year 5 they are just below what is expected for their age. Parents have noticed that pupils' confidence in using computers has increased.
128. Pupils in Year 6 are developing their word processing skills and keyboard skills appropriately, although some pupils lack confidence when using the keyboard and menus on their own. Programs are used to support English and mathematics and pupils are encouraged to use computers in homework projects. Pupils use the Internet to support history, geography and religious education projects and many can use the 'search engine' 'Ask Jeeves'. Control and modeling aspects of the subject need to be further developed, as pupils do not have opportunities to use digital cameras and data logging equipment. While some good examples were noted of using email, for example a long-term link by one class with a rural school, most pupils do not have enough experience of exchanging information by electronic mail. These opportunities are now built into the revised curriculum. By the age of eleven, the current Year 6 will not have reached the national requirement, as they have had such a wide skills gap to catch up.
129. Teaching is satisfactory and most pupils made satisfactory progress in the lessons seen. Teachers use correct vocabulary and make useful prompt cards to help pupils understand what they are doing. However, because the school does not keep detailed enough records, planning is not always pitched at the right level for pupils with fewer skills, and at times pupils with more skills are not sufficiently stretched. Information and communication technology programs are used well, to support pupils who are withdrawn for special needs support and pupils who have additional support with language. Programs are well matched to their learning needs to support mathematics and spelling.
130. At present because most classes have only 1 or 2 computers in each classroom, only a small number of pupils can use them at any one time. This has a direct impact

on how much pupils can learn. For example in a Year 3, lesson although the teacher taught a specific skill, most pupils did not have hands on experience and some pupils became frustrated that they were not able to have a go themselves. The teacher coped well with the limitations of demonstrating to a large class, with no additional support. No pupils made satisfactory progress in their understanding of setting up a database. The rate at which they can further practice these essential skills is slowed down by the lack of computers.

131. Pupils enjoy the opportunities they have to use computers in different subjects. Some show additional competence from having computers at home. When they use the computers, in pairs or small groups, they help each other, take turns and are generally sensible. However too few opportunities currently exist for pupils to be self-reliant learners. Often the programs are set up ready for the pupils and many pupils cannot use programs without close support. In a Year 6 lesson some pupils needed considerable guidance from the teacher to develop their own spreadsheets and struggled to use correct terminology.
132. Although the school is committed to raising standards there are still issues to address to ensure the full curriculum is delivered. Control and modeling aspects of the subject need to be increased. Pupils throughout the school need more opportunities to exchange information, using emails. Assessments and records in information technology are not detailed enough. As a result teachers are not clear about what the children know and can do and therefore do not always target pupils work effectively. This means that at times more able pupils underachieve.
133. The school has recently appointed an information and communication technology coordinator who has a strong in the subject background. He has begun to support staff within classes and holds a weekly drop in session. He has drawn up a detailed and well-thought out action plan that shows good capacity for raising pupils' standards in information technology.

## **MUSIC**

134. Attainment in music at the time of the last inspection was satisfactory and this pattern has been maintained.
135. Although it was only possible to observe a limited number of music lessons during the period of the inspection, these lessons, plus pupils' singing in assemblies, discussion with pupils and teachers' and music displays indicate that pupils make satisfactory progress in their music skills and achieve standards in line with the expectations for their age. Progress and attainment of pupils with special educational needs are in line with other pupils.
136. Pupils sing songs with enthusiasm and delight. They talk about their musical activities and are eager to demonstrate what they know. The curriculum is enriched because pupils take part in seasonal musical events within the school and join with local schools to prepare, practise and perform a musical medley for parents. Pupils are enthusiastic about their musical activities, show pleasure in their learning and pride in their contributions to group activities.
137. Pupils listen to music and show enjoyment; for example pupils in Year 4 listened to a tape of the 'Hand Jive', singing, clapping out the beat then accompanying their singing with appropriate gestures and hand movements. All pupils have



opportunities to listen to and appreciate music by different composers. They enjoy creating their own musical accompaniments using both tuned and untuned instruments. Year 5 pupils enjoy singing 'My Name is Joe' and 'Nellie the Elephant'. They listen to calypso music, talk with enthusiasm about the sound of the steel drum and create their own 'raps'.

138. Older pupils are able to identify and hold a beat. They clap out the beat of songs and are able to hold a steady rhythm. Pupils in Year 6 display more complex skills as they sing in rounds, holding a part while the teacher sings a variation. They are able to improvise, working as a class and in groups to develop a variety of rhythmic material based on a 4 beat rhythm.
139. The quality of teaching in music is at least satisfactory. Lessons are well planned, with effective use being made of commercially produced materials. There is a good level of professional competence in music within the school that enables the school to offer opportunities for pupils to utilise their singing and rhythmic skills in class groups. Whilst pupils are provided with the opportunities to listen to and appreciate music both within lessons and assemblies, opportunities for pupils to practise and develop higher order skills or take part in additional musical activities are limited. The coordinator is aware of this and plans to address the need. The coordinator also plans to provide appropriate professional development for all staff and to update the present music scheme.

## **PHYSICAL EDUCATION**

140. Standards in physical education are generally in line with those expected at the end of Key Stage 2. However, only about half of the pupils currently within Year 6 will have reached the standard expected (to swim 25 metres) by the time they are eleven years of age. This is despite the fact that the school makes good provision for pupils to have the opportunity to learn to swim well in earlier years. There is no difference between boys and girls in the standards achieved. At the time of the last inspection standards were the same.
141. Currently pupils within Key Stage 2 are able to pass and receive balls accurately using stick skills to control the ball accurately. They concentrate well to co-ordinate their hands and eyes so that they have good control. They prepare themselves thoroughly for exercise and take a pride in dressing very appropriately for a range of activities in which they participate eagerly. They listen carefully to their teachers when learning a new sequence of movement in a country dance and follow instructions sensibly on practising landing techniques when jumping. They are able to interpret music to perform a sequence of movements. They are able to evaluate their own and other pupils' performance accurately.

142. The quality of teaching is satisfactory. In the best lessons the teachers place appropriate emphasis on the importance of warming up and cooling down before and after exercise, "to get your heart to beat faster still". In a dance lesson the teacher sets a good example for pupils to follow demonstrating clearly what is expected in, for example a series of dance steps. Pupils are encouraged warmly so that "the more you listen the more you will find it fun". Boys and girls are cleverly included together so that they all take an active part in demonstrating and performing. The teacher challenges the pupils to perform increasingly more difficult movements and praises them energetically when the challenges are met. Lessons are well planned so that skills are taught and learnt systematically. The good pace of the lesson makes the pupils exercise strenuously.
143. The coordinator provides a good lead and has assembled a detailed scheme of work, which is easy to follow. The scheme builds systematically on what pupils are already able to do. It is very well illustrated so that all teachers have a clear idea of what is expected in each lesson. The coordinator has also had appropriate opportunities to review the way pupils learn and teachers teach. Arising from this the coordinator often provides demonstrations of how to teach specific areas of the subject. Standards in physical education are also helped by, a satisfactory range of outdoor activities and team games, which are well supported by both boys and girls. These opportunities help them to get on well together. Resources are generally of a suitable quality and number and these are quickly available. However, the generous allocation of time and financial resources to provide opportunities for pupils to attend swimming lessons in the local leisure centre is not producing the results which many schools expect and achieve nationally.