

INSPECTION REPORT

DAISYFIELD PRIMARY SCHOOL

Blackburn

LEA area: Blackburn

Unique reference number: 119123

Headteacher: Mrs P Fowler

Reporting inspector: Mrs D Bell
16413

Dates of inspection: 10th – 14th September 2001

Inspection number: 206935

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Clinton Street Blackburn Lancashire
Postcode:	BB1 5LB
Telephone number:	(01254) 52108
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Sayed Rifai
Date of previous inspection:	October 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16413	Mrs D Bell	Registered inspector	Foundation Stage Special educational needs	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
15181	Mrs M Hackney	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
3191	Mr J Curley	Team inspector	Mathematics Art and design Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?
18466	Mr K Hodge	Team inspector	Equality of opportunity Science Information and communication technology Geography Physical education	
30935	Mrs K McArthur	Team inspector	English as an additional language English History Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Daisyfield is a large primary school catering for 146 girls and 116 boys aged 4 to 11 who attend full time. The school also has a nursery that caters for a further 52 children on a part time basis. The inspection took place in the second week of a new school year. Only 27 nursery children had started in the nursery and the teachers had had their new classes for only one week. The school mainly serves its immediate locality, an area of Blackburn that suffers a high degree of social and economic disadvantage and deprivation. The attainment of the majority of children is well below the expectation for their age when they start school. A high proportion of pupils (95 per cent) are from homes where English is not the first language spoken. The majority are from Asian heritage backgrounds and 36 per cent are at the early stages of learning English. A significant minority of older pupils new to the school speak little or no English, having come directly from the Indian sub-continent, or having previously been educated in private Islamic schools where the National Curriculum is not taught. The proportion of pupils known to qualify for free school meals (38.9 per cent) is above the national average, as is the proportion of pupils (29.7 per cent) on the register for special educational needs (SEN). The proportion of pupils with statements of SEN is close to the national average and most SEN are related to language and communication. The school's clearly stated priorities are to continue to raise standards in all subjects and in particular to continue the focus on science and on improving pupils' writing.

HOW GOOD THE SCHOOL IS

This is an effective and improving school. Good teaching is helping the pupils to achieve well. The staff work hard and since the last inspection have successfully raised the standards that the pupils reach when they leave the school. Good leadership and management ensure that all resources are carefully allocated and used well to sustain school improvement. The governors have a very clear understanding of the challenges that the school faces. They, the headteacher and the staff are very successful in creating a harmonious school community. There is a clear determination to ensure that all pupils are included in all aspects of school life and show respect and understanding for each other's beliefs and values. The school works equally hard on this with parents and carers and is successfully involving more of them in the life and work of the school. This school provides good value for money.

What the school does well

- All pupils achieve well, including those who start school with very little English, and those who have special educational needs.
- Pupils behave well and form very good relationships with each other and with the staff.
- The staff care deeply about the pupils and the school provides well for their personal, spiritual, moral, social and cultural development.
- There are very good procedures for monitoring and improving attendance and punctuality.
- The governors are deeply committed to the school and to school improvement and work very effectively with the headteacher to bring this about.

What could be improved

- The pupils' below average attainment in English.
- The inconsistencies in how pupils' learning is assessed and recorded in different subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1998. Since then, improvement has been good. Pupils' attainment is now much better in English, mathematics and science as a result of the school's effective actions following the analysis of the National Curriculum test results. In particular, although attainment is still below the national average, the priority given to writing has improved standards in that aspect of English. The National Numeracy Strategy has led to an increase in pace and challenge in mathematics lessons and thus to improved attainment. The quality of teaching has improved and much more teaching now falls into the good or better category. In the Foundation Stage, there is a

closer working relationship between the nursery and reception staff and the school is successfully implementing the national guidance for that age group. The sound improvement that has taken place has resulted in communication, language and literacy, and mathematics being given appropriate emphasis, and all other areas of learning being adequately covered. The temporary classrooms have been replaced with spacious indoor classrooms, improving the learning environment for the pupils. There has been satisfactory improvement in music. Resources for the subject are now good and all teachers have undertaken in-service training to help them teach the subject better. Teachers with pupils in mixed age classes meet weekly to plan together and now ensure that pupils' progress is continuous as they move through the school. The school is well set 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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	D	E	D	B	well above average A above average B average C below average D well below average E
Mathematics	D	E	E	C	
Science	D	E*	E	D	

The table shows that in the National Curriculum tests for pupils in Year 6 in 2000, the school's results were below the national average in English, and well below the national average in mathematics and science. When compared with similar schools, the results were above average in English, matched the average for mathematics but were below average in science. The similar schools comparison, which is based on schools that have a similar proportion of pupils entitled to free school meals, does not take account of the proportion of pupils who come to this school with very little English. When the results are compared with the pupils' test results when they were in Year 2, the school clearly adds considerable value to the pupils' education and they achieve well. The continued improvement in pupils' attainment is similar to the national trend. Early indications from the results for 2001 show further improvement in mathematics and science. This is a result of the successful implementation of the National Numeracy Strategy and the new scheme of work for science. Although there has been a slight drop overall in English, the proportion of pupils reaching the higher level has increased slightly in that subject and also in mathematics. For a significant minority of the pupils, continuity of learning is adversely affected by extended holidays abroad, taken during term time. The school sets challenging targets for English, mathematics and science, and works hard to reach them. It exceeded its targets in 2000 and indications are that it has done so again in 2001.

In 2000, the reading results for pupils in Year 2 were well below the national average. Writing was below the national average and mathematics matched the national average. When compared to similar schools, the reading results were average and the writing and mathematics results above average. As in the older age group, the school adds considerable value to the pupils' learning and overall their achievement is good. Children enter the nursery with very low levels of attainment. They achieve well but by the end of reception, the majority are unlikely to reach the early learning goals for communication, language and literacy or for mathematics, but are likely to meet the early learning goals in the other areas of learning, namely, personal, social and emotional development, knowledge and understanding of the world, physical development and creative development.

As 95 per cent of the pupils in the school have English as an additional language, the standards of work seen and the results of the National Curriculum tests apply equally to virtually all pupils in the school. The effective use of bilingual support staff results in the pupils achieving well and learning effectively. **The majority of pupils currently in Year 2 and Year 6 are working below the**

nationally expected levels for their age in English, and at the nationally expected levels in mathematics and science. Pupils with special educational needs make good progress towards the targets in their individual education plans because they are well supported and their learning is effectively monitored. The attainment of the majority of pupils currently in Year 2 and Year 6 is above the national expectation in art and design and in design and technology. Attainment meets the national expectation at both ages in geography, history, information and communication technology, music and physical education. In religious education, the pupils' attainment matches the requirements of the locally agreed syllabus for that subject. Given their low level on entry to the school, the pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: most pupils enjoy coming to school and settle to work quickly in lessons.
Behaviour, in and out of classrooms	Good in and around the school: the pupils respond well to the school's effective procedures for promoting good behaviour.
Personal development and relationships	Personal development is good. The pupils readily accept responsibilities and carry them out well. Relationships are very good. All ethnic groups work well together and show high levels of respect for the different feelings, values and beliefs represented in the school.
Attendance	Despite the school's best efforts, attendance is unsatisfactory due to the higher than average rate of authorised absence caused by extended holidays abroad.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall and has improved since the last inspection. There are examples of good teaching in almost all subjects. In one art and design lesson, teaching was excellent because the teacher's high expertise led to the very effective teaching of pastel techniques related to the work of a famous artist. In one science lesson, teaching was judged unsatisfactory because of the slow pace of the lesson, which included an undue emphasis on cutting out correctly rather than on learning scientific skills.

The teaching of English is satisfactory. Occasionally, however, opportunities are missed to develop pupils' speaking and listening skills and some worksheets restrict their progress in writing. The teaching of mathematics is good. The teachers successfully develop the pupils' number skills through fast-moving mental mathematics sessions, and good opportunities are provided for the pupils to apply their learning in problem-solving situations. The teachers also successfully promote the pupils' literacy and numeracy skills through other subjects and take care to ensure that the pupils understand any new vocabulary related to those subjects. Most lessons are planned well to meet the needs of all pupils and good attention is paid to providing equality of opportunity. The teachers make good use of the support staff to help pupils for whom English is an additional language, and those with special educational needs, to participate fully in lessons and to understand what they are being taught. In most lessons, the teachers have high expectations of the pupils' work rate and behaviour and most pupils respond well by concentrating hard and trying to do their best. This contributes effectively to their learning. The pupils are well managed and most of them behave well at all times. Teachers effectively assess pupils' learning during lessons and discuss with them how they might improve. Overall, the good quality teaching contributes in great measure to the pupils' good achievement and to their improved attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory: pupils are provided with an appropriate range of worthwhile learning opportunities in all subjects. These are suitably enhanced by a good range of well organised extra-curricular clubs and activities.
Provision for pupils with special educational needs	Good: the effective provision for SEN enables the pupils to make good progress and to become well integrated into all aspects of school life.
Provision for pupils with English as an additional language	The good provision for these pupils enables them to acquire an appropriate command of the English language so that they can participate fully in all activities both in and outside of lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: recently introduced initiatives such as the School Council and an improved range of extra-curricular activities are further enhancing the school's provision in these areas. Opportunities for social development are particularly strong.
How well the school cares for its pupils	The school cares very well for its pupils, valuing the contributions of each and every one and helping them to achieve well. However, there are some inconsistencies in how well the pupils' work is assessed and recorded in the different subjects.

The good links and strong partnership that the school has with parents is resulting in a greater number of parents becoming more involved in different aspects of school life and in supporting their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher gives a very clear direction to the school's work. The deputy headteacher supports her well by managing the finances effectively. There is strong teamwork amongst staff and a shared commitment to improvement in all aspects of school life.
How well the governors fulfil their responsibilities	Very good: governors have a very good understanding of the challenges facing the school, its strengths and weaknesses and what it needs to do to improve. They work together very effectively with the headteacher to bring about sustained improvement.
The school's evaluation of its performance	Good: the headteacher effectively monitors teaching and learning throughout the school; test and assessment results are analysed well and from this, the school carefully prioritises what it needs to do to help pupils reach higher standards.
The strategic use of resources	Very good: the school plans well for the future and has a very good understanding of how to make the best use of all money and resources available to it by ensuring that spending is effectively targeted on raising pupils' attainment and helping them to achieve well.

The school has a good number of full and part-time teaching staff, all of whom are deployed well, making effective use of their individual strengths. There is an adequate number of support staff, all of whom are used well to promote pupils' learning, especially those for whom English is an additional language, and those with special educational needs. Major refurbishments have resulted in an attractive learning environment for the pupils and good use is made of the available resources for learning, including the computers. The governors and headteacher are effective in ensuring that best value is obtained from all resources available to the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• Children make good progress.• The teaching is good.• Parents are well informed about how well their children are doing.• The school is approachable.• It expects pupils to work hard.• It works closely with parents.• It is well led and managed.• It helps children to become mature.	<ul style="list-style-type: none">• Behaviour.• Homework.• Extra-curricular activities.

The inspection team agrees with the parents' positive views. The team found that behaviour is good and the quality, quantity and range of homework are satisfactory. There is also a good range of extra-curricular activities in place, including competitive sport and although some are relatively recent, the membership of the various clubs is growing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the year 2000, the results of the National Curriculum tests and assessments for pupils in Year 6 were below the national average in English and well below in mathematics and science. When compared with similar schools, the English results were well above average, the mathematics results were above average and the science results below average. The similar schools comparison, which is based on schools that have a similar proportion of pupils entitled to free school meals, does not take account two very important factors affecting attainment and achievement in this school:

- the proportion of pupils who come to the school with very little English
- the disruption in the learning of English for some pupils caused by long absence on extended family holidays abroad

When the results are compared with the pupils' test results when they were in Year 2, the school clearly adds considerable value to the pupils' education and they achieve well. Over the last three years, the sustained improvement in pupils' attainment is similar to the national trend. Early indications from the results for 2001 show further improvements in mathematics and science. Although there has been a slight drop overall in English in 2001, the proportion of pupils reaching the higher level has increased slightly in that subject and also in mathematics.

2. For pupils in Year 2 in 2000, the reading results were well below the national average. The writing results were below the national average and the mathematics results matched the national average. When compared with schools that have similar proportions of pupils entitled to free school meals, the reading results were average and the writing and mathematics results above average. As in the older age range, the school adds considerable value to the pupils' learning and overall their achievement is good.
3. As 95 per cent of the pupils in the school have English as an additional language, the standards of work seen and the results of the National Curriculum tests apply equally to virtually all pupils in the school. The effective use of bilingual support staff results in the pupils achieving well and learning effectively. Nevertheless, their attainment in English remains below the nationally expected levels in Year 2 and Year 6, although the majority are working at the nationally expected levels in mathematics and science. The improvement in mathematics is a result of the successful implementation of the National Numeracy Strategy. In science, it reflects the school's hard work to improve that subject through in-service training and the introduction of a new scheme of work.
4. The majority of children start the nursery at a very low level of attainment and a significant minority speak little or no English. The majority of children currently in the reception class are working at levels well below those expected for their age in communication, language and literacy, and below the expectation for their age in mathematics. They are unlikely to meet the early learning goals in these two areas of learning by the time they leave that class and a significant minority are likely to remain well below the expectation in communication, language and literacy. At the beginning of their reception year, the children's levels of attainment are checked using a nationally approved system of assessment. The school repeats this assessment at the end to ascertain their progress. The results show that the school adds considerable value to the children's education and that they achieve well. By the time they enter Year 1, because of the good teaching and support they receive, the majority of children communicate in English at a basic level, read some familiar words in simple texts and make reasonable attempts at writing. They count accurately to 10 and order numbers in the correct sequence, recognising the numerals. In the other areas of learning, the indications are that the majority will meet the early learning goals for personal, social and emotional

development, knowledge and understanding of the world, physical development and creative development.

5. Although speaking and listening remain well below what is expected nationally at the end of Year 2 and Year 6, the pupils in all year groups do build appropriately on their earlier learning as they talk happily to each other and to adults, discussing their work and engaging in social activities. However, they lack confidence when speaking in front of a group in more formal situations. Opportunities to foster these skills are often missed because the pupils are not required to report back regularly, for example, during whole class sessions at the end of the literacy hour. There are few occasions on which they are required to use their emerging English skills in debate and discussion. An exception was seen in a Year 3 history lesson. Here, the teacher patiently encouraged the pupils to present their 'expert group' research findings to the rest of the class. Although the pupils' speaking skills were rather stilted, the rest of the class listened well to each group and gradually the speakers gained confidence to share and explain the information they had found. The pupils extend their reading skills well as they move through the school. Younger pupils lack confidence when reading even though they are effectively taught various ways to help read new words. The majority of pupils in Year 2 sound out three letter words and recognise and correct their mistakes. The higher attainers use picture clues confidently, break larger words into smaller ones, and sound them out confidently. Middle and lower attaining pupils are less confident and often mis-read letters in the middle of a word or try to rely on the initial sound instead of looking at the whole word. By Year 6, the pupils understand literary terms such as 'author', 'blurb' and 'illustrator', but a lack of knowledge of English names hinders their progress and their ability to infer meaning from their reading. The pupils' confident use of the school library, the computer and the 'accelerated reading' home activities further extends their reading skills. They enjoy reading and readily name their favourite authors from amongst an appropriate range. When writing, pupils in Year 2 do not always apply their knowledge of punctuation well enough to construct simple sentences with, for example, capital letters and full stops. However, they do begin to express themselves more freely in pieces of writing that increase in length. Higher attaining pupils successfully introduce adjectives to improve their writing. By Year 6, the pupils write appropriately for a range of purposes including, for example, persuasive letters to the School Council. However, their work still shows a lack of secure knowledge of punctuation. The heavy reliance on worksheets in several classes, some presented in poor handwriting, limits the opportunities the pupils have to learn how to answer in sentences because they require only brief answers. The pupils use their literacy skills well in other subjects, researching and writing at length in, for example, history and religious education.
6. The pupils achieve well in mathematics throughout the school. By Year 2, the majority have a clear understanding of the number system. They accurately add and subtract numbers up to 20 and correctly fill in numbers on a 100 number square, both vertically and horizontally. They have a sound understanding of place value and accurately place numbers according to tens and units. The higher attaining pupils also tackle three digit numbers, whilst lower attainers require, and receive, considerable help to manage two digits. The pupils successfully apply their number work in practical activities, such as calculating prices on a shopping list. They acquire appropriate mathematical language and make pictograms and bar graphs to show favourite sweets and ice cream flavours. They recognise simple shapes such as triangles, circle and pyramids. Between Years 3 and 6, the pupils become much more confident with number. By Year 6 they know how to round figures up and down to give approximate answers and have an appropriate understanding of probability. The majority operate confidently with fractions, decimals and percentages and recognise and name an appropriate range of two and three-dimensional shapes. They record information in bar and line graphs and demonstrate accurately how to interpret a pie chart. They solve word problems appropriately but only a minority have rapid recall of their multiplication tables. The pupils use their numeracy skills satisfactorily in other subjects, for example, to draw time lines in history, measure accurately in design and technology, compile graphs in science and produce symmetrical pictures in art and design.
7. In science, by the time they are in Year 2, the pupils have appropriate knowledge of where different parts of the body are and name them correctly. This represents satisfactory achievement from Year 1, where they are insecure with regard to the actual names. Pupils in

Year 2 also accurately group foods into different categories, for example, fruit, vegetables and cereals. The majority have a clear understanding of which foods are good to eat but few are able to explain why. By Year 6, the pupils have an appropriate understanding of why fair testing is important and a sound knowledge of the predict/test/evaluate process. The pupils' learning is extended appropriately between Years 3 and 6. They develop a sound understanding of the factors involving plant growth and accurately classify groups of animals. They have a sound understanding of the properties of a suitably wide range of materials, know the names of the planets and their positions in the solar system, and correctly describe the earth as 'spherical'.

8. The school sets appropriately challenging targets for English, mathematics and science and works hard to reach them. It exceeded its targets in 2000 and indications are that it has also done so in 2001. This is because the targets are set well ahead of the tests and because the school successfully analyses all its test and assessment data and makes good use of the information gained to target support more effectively to address weaknesses. For example, weaknesses are given priority in planning, booster classes are set up to address them, and more recently, an 'accelerated reading' programme has been introduced. A system of targets for individual pupils is currently being piloted in Years 1 to 3 with the intention of refining it later in the year, extending it to all classes and involving parents and pupils more effectively in assessment and in the drive to raise standards further. The school works very hard to ensure that all pupils are included in all activities and have the same opportunities to succeed, whatever their background or level of prior attainment. The school thoroughly analyses its results by gender and by ethnic group and takes appropriate action to monitor trends and address any issues as they are found. No significant differences have so far been found and none were noted during the inspection.
9. Because of the effective support they receive from the teachers and support staff, the pupils with special educational needs make good progress towards the clear and measurable targets set in their individual education plans (IEPs). The targets are kept under regular review and modifications made to take account of their rate of learning. For example, the pupils with statements had already been re-assessed at this early stage to ascertain how well they had retained their learning during the summer break. One pupil was moved on and the work for the other pupil was suitably adapted to enable some re-visiting of earlier learning to enable further progress to take place.
10. The attainment of the pupils in Year 2 and Year 6 is above the national expectation in art and design and in design and technology. In art and design, the pupils achieve very well and by Year 6, they demonstrate good observational skills and good use of the process of investigating and making art. They also have an appropriate knowledge of a suitably wide range of artists from different styles, traditions and cultures. They do not, however, undertake a great deal of three-dimensional work in this subject. In design and technology, the pupils achieve well. By Year 6, they show a good understanding of the design/make/evaluate process. They apply this in almost all of their work, which also shows good practical skills such as cutting and joining in different ways, with a good range of appropriate materials. Attainment meets the national expectation at both ages in all other subjects, and the expectations of the locally agreed syllabus for religious education. Achievement is good in history and satisfactory in geography, information and communication technology (ICT), music, physical education and religious education. The pupils use their research skills well in geography and history to find information about different places and times. In history, the pupils come from a very low knowledge base to reach an appropriate knowledge and understanding of life in Britain in the past. Pupils use their ICT skills appropriately across a range of subjects, particularly to undertake research in subjects such as science, history and geography. However, ICT is not yet used as effectively as it could be in English, for example, for word processing, drafting and re-drafting, nor in mathematics to support learning in that subject.

Pupils' attitudes, values and personal development

11. At the time of the inspection, approximately half of the nursery children and almost all of the reception children were in school. When they come to the nursery, the majority of children

lack the language and social skills that enable them successfully to communicate with adults and with each other. However, they respond well to the effective support they and their parents receive from the teaching and non-teaching staff both before and after they start. Almost all children settle quickly into the well-established routines of the nursery and subsequently the reception class. By the time they leave the reception class, they listen carefully to the staff and to each other, work and play together and take turns with the toys and equipment available to them.

12. The vast majority of pupils, including those with special educational needs and those for whom English is an additional language, demonstrate good attitudes towards school. They enjoy school, are keen to learn and are enthusiastic about what they are doing. Many speak with developing confidence about their achievements. Although some pupils remain reticent, others confidently contribute their own ideas and observations in lessons, working collaboratively, sharing equipment and knowledge. For example, during a Year 4/5 history lesson pupils shared reference books and helped each other to use the Internet to research facts about the life and wives of Henry VIII; and in a Year 3 numeracy lesson where pupils were using number fans, most were quick to share their ideas and the method they had used to calculate the correct answers. Most pupils involve themselves fully in a wide range of activities during lessons, and increasing numbers are attending the after-school clubs set up for them. The majority of pupils throughout the school listen carefully to their teachers and concentrate well on their work. When given the opportunity, most pupils work well independently and also co-operate well when working in small groups and with partners. All pupils are secure and confident with the daily routines.
13. Pupils behave well in lessons, in the playground and whilst moving around the school. Parents speak highly of the school's approach to managing behaviour and praise the positive way in which their children respond to the school's effective systems of rewards and sanctions. The pupils know and understand the school rules and their own classroom rules well. They have a clear sense of the difference between right and wrong and a good understanding of the impact of their actions on others. The pupils are polite and helpful to visitors. The school is a very calm and orderly place where the vast majority of pupils, regardless of culture or ability, show good levels of care and support for each other. All are well integrated into all aspects of school life.
14. The pupils are responding well to the school's developing programme for personal and social education. They form very good relationships with each other and with adults and show good levels of respect for other people and for property. They are secure in the knowledge that the adults respect them and will listen carefully to what they have to say. Incidents of bullying, sexism or racism are rare, but pupils and parents are confident that the school will deal quickly and appropriately with such issues should they occur. During the last school year there were two fixed term exclusions involving one pupil. Pupils of different cultures and backgrounds work and play well together, respecting and valuing each other's differing beliefs and ways of life. Most pupils enjoy the opportunity to take on special responsibilities. In all classes pupils act as classroom monitors and help to clear away resources and deliver registers to the office. Older pupils willingly help with preparations for assemblies, act as librarians and care for younger pupils. A 'buddy' system has recently started in the Year 3 class and pupils are responding well to the responsibility for supporting a special partner. The recently formed School Council, with representatives from each class, is developing well, and pupils are enthusiastic about their role in decision-making to improve the life of the school. Pupils in Year 6 are voted by their peers to act as House Captains and Sports Captains and they do so willingly and with confidence. They respond well to the school's positive ethos, for example, by ensuring that nobody is left to feel lonely in the playground, but is encouraged instead to join in games and activities with others. Through the school's good links with the community, pupils enjoy regular opportunities to visit places of educational and cultural interest. This extends their experience and knowledge of a multicultural society and has a positive effect on their social development. The very good relationships and good behaviour and attitudes displayed are similar to those reported at the last inspection and continue to make a strong contribution to pupils' learning and improved attainment.

15. Attendance is below the national average and is unsatisfactory although it has improved over the last three years. Unauthorised absence is below the national average but authorised absence is well above it. Although the school works very hard to promote good attendance, a significant number of pupils are taken on extended holidays abroad during term time. This adversely affects their learning by causing breaks in their acquisition of the English language, and in the continuous development of knowledge, skills and understanding in other subjects. The majority of pupils arrive punctually for school. Registration and lessons start on time and pupils benefit from an efficient and well ordered start to the day. This has a very positive effect on their attitude towards school and on their academic and personal achievements.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall. It is satisfactory or better in 98 per cent of lessons, with examples of good teaching in all age groups and almost all subjects. Teaching is good or better in 60 per cent of lessons. The quality of teaching has further improved since the previous inspection. In one art and design lesson, teaching was excellent because of the teacher's considerably high expertise that led to the very effective teaching of pastel techniques related to the work of a famous artist. In one science lesson, teaching was judged unsatisfactory because of an undue emphasis on manipulative rather than scientific skills and the slow pace of the lesson.
17. The teaching of children in the Foundation Stage is good overall and consistently so in the reception class, where the staff are more secure in their knowledge and understanding of the national guidance for the Foundation Stage. In both the nursery and reception classes, the staff use the guidance to plan a suitable range of activities covering all six areas of learning. One of the strengths in the reception class is the way in which the teachers adapt activities to suit their developing knowledge of the children. Good examples of this were seen in an outdoor physical education lesson where the teachers realised the children were unable to follow a wiggly line precisely, and encouraged them instead to follow a definite shape with straight lines as a starting point. A further example was seen in a literacy story-telling session where the teacher took great care to ensure that the children understood all of the words being used. When one child realised he could pronounce the name of the month, the teacher readily seized the opportunity to reinforce the month/day/date procedure with the whole class. While a suitable range of activities is planned in the nursery, these do not always provide sufficient challenge for the children who have been there for over two terms, especially in the areas of literacy and numeracy.
18. Throughout the school, and in most lessons, the teachers use their good subject knowledge to plan interesting and challenging activities that motivate the pupils, require them to concentrate hard and, particularly as they get older, to think and find out information for themselves. A particularly good example of this occurred in a Year 3 history lesson, where each group became an 'expert' group, gathering specific information about the Tudor monarchy and presenting their findings to the other groups in their class. This very effectively promoted the pupils' ability to undertake research as well as extending their speaking and listening skills and building their confidence to speak in front of an audience. Opportunities are often missed to promote these skills in English lessons, however, and overall, the teaching of English is only satisfactory. Lessons are well planned and good use is made of the National Literacy Strategy but too often the whole class sessions at the end of the literacy hour are not being used effectively to help the pupils evaluate their work and learn from each other. In some classes, an over-reliance on worksheets, some poorly presented, means that the pupils' learning is restricted by their not being required to write in sentences and at greater length on a range of topics.
19. The teaching of mathematics is good. The teachers use the National Numeracy Strategy effectively to promote the pupils' understanding and use of number, particularly in the mental mathematics sessions at the start of lessons. They plan a suitably wide range of progressively more challenging mathematical activities that take account of the different learning needs of their pupils. At this early stage in the year, most work was to do with number. However, analysis of pupils' work from last year shows that the teachers provide a good range of opportunities for the pupils to apply their mathematical thinking and learning in everyday

problem solving situations, and they do this well. The teachers' planning also takes appropriate account of the use of ICT skills in most subjects, although these are not yet sufficiently well used to extend learning in English and mathematics.

20. In all age groups, the teachers manage the pupils well and have appropriately high expectations of their behaviour and work rate. This results in good behaviour in most lessons and creates an atmosphere for learning in which the pupils are successfully taught to listen to and value the contributions of others. At times, the teachers have to work hard to manage some of the more dominant boys in their classes, and they demonstrate that they have the strategies to do this. For example, in the mixed Year 3/4 class, the teacher uses his voice very calmly to make the pupils responsible for their own behaviour. He constantly reinforces the impact their actions will have on their own learning and that of others, and how the imposition of any sanctions will impinge on the pupils' own time. Throughout the school, the teachers make good use of all available time in most lessons. A frequent strategy used is to set time limits for different activities. The pupils respond well to these by working hard within the given time and trying hard to complete their work. A good range of resources is also used well to promote the learning of all pupils, for example, books, overhead projectors, ICT and audio-visual equipment. In the vast majority of lessons, good use is made of well-briefed support staff and they make a good contribution to the pupils' learning by working with individuals and small groups. Occasionally, however, they are not sufficiently involved in whole class sessions and opportunities are missed in these to provide further explanations or support the management of pupils' behaviour when they become restless.
21. There is a good balance of whole class, group and individual activities, for example, group work in history and collaborative working with a partner or a small group work in literacy and mathematics. These different groupings enable the staff to support effectively the learning of all groups of pupils and ensure that they gain maximum benefit from all lessons. Pupils for whom English is an additional language receive good support from class teachers, support teachers, classroom assistants, nursery nurses and bilingual assistants. All staff promote language development at every opportunity and in all subjects, and teachers take this into account at the planning stage by ensuring that support staff are appropriately involved and precise language is carefully used and explained. Bilingual staff work well alongside the class teacher, translating and explaining words for younger pupils, ensuring that the pupils understand the language and their tasks so that they learn well. All staff work hard to ensure that all such pupils are fully included in all aspects of learning. The teachers are also careful to include the pupils' own different cultural backgrounds by providing worthwhile learning experiences for them in, for example, history where they study the Mogul empire, and music, where they participate in workshops with musicians from the Sanjeet Academy. This raises the pupils' self esteem and shows that the school values the cultures from which they come. Pupils with special educational needs are taught well. The teachers and the special educational needs co-ordinator (SENCO) meet weekly to discuss pupils' progress. They also check that the work planned for the pupils matches the targets set for them in their individual education plans and enables them to participate fully in lessons. A good range of different forms of support from within school and from outside agencies ensures the pupils' good learning as the SENCO and other support staff work alongside the pupils in the classroom or occasionally, for specific learning needs, in small withdrawal groups.
22. A new and appropriate system of assessing and recording children's work in the Foundation Stage was introduced last year and is currently being evaluated to assess its usefulness in terms of informing teachers' planning. Day-to-day assessment is used appropriately and planned work is often adapted during a lesson to address an identified weakness. Throughout the rest of the school, day-to-day assessment is satisfactory and used appropriately to inform planning. The pupils' work is regularly marked and discussed with them but contains few supportive comments or targets for further improvement. The new marking policy is not yet being consistently implemented throughout the school. The children and their parents are introduced to the idea of homework at an early stage in their school life, for example, through the cassette library and the sharing of home/school reading books in the Foundation Stage. The range, quality and quantity of homework are satisfactory throughout the school. Homework appropriately supports and consolidates the pupils' work in class.

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

23. The provision for pupils aged three to five (the Foundation Stage) has improved considerably since the last inspection. The school follows the national guidance for children of this age. Planning covers all six areas of learning and takes appropriate account of the 'Stepping Stones' in learning, defined in the guidance. All staff are careful to promote communication, language and literacy skills in all activities. Good attention is given to the use of precise language and relevant explanations to help those pupils who start school with very little English. Appropriate attention is given to the development of mathematical concepts, skills and language, all of which are now clearly defined in the teachers' planning. The nursery and reception classes follow the same curriculum, providing for continuity of learning between the two classes. However, in the nursery, while appropriate emphasis is placed on helping new children to settle into the routines, insufficient attention is paid to providing sufficiently challenging activities for those who have been in the nursery for much longer, that is, since January 2001.
24. The school continues to provide an appropriate range of valuable and worthwhile learning opportunities for all pupils that meets their individual needs and covers the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. All subjects have sound policies and schemes of work that provide effective guidance for teachers in their planning. The broad and balanced curriculum promotes very effectively the school's good policy and practice of ensuring equality of opportunity for pupils of all cultures, backgrounds and levels of prior attainment. This is one of the school's main aims. Teachers of mixed age classes plan well together and ensure that their pupils cover the same learning and that their learning is continuous. All subjects have long term plans prepared by the co-ordinators so that when preparing half term plans the teachers know what to teach and when. Short-term planning has clear objectives so that teachers can more easily measure pupils' progress in lessons. Booster classes are organised towards the end of the school day at an appropriate time of the year and help pupils improve their performance in the yearly national tests. These are successful. There is a home reading scheme and older pupils are given English and mathematics homework as well as other subjects each week. Most parents agree that the pupils are given sufficient homework.
25. Each subject is allocated an appropriate amount of teaching time with particular emphasis being placed on the core subjects of English and mathematics. Careful and thorough implementation of the National Literacy Strategy has played a big part in the improving standards in reading in particular and in English overall. Likewise the introduction of well-planned numeracy sessions has improved the pupils' ability to manipulate numbers mentally, taught them effective ways to solve numeracy problems and has ensured that they experience a wide range of mathematical topics. This has resulted in improved attainment and achievement in mathematics. History and geography, and art and design and design and technology are taught in half termly blocks. This organisation successfully enables the pupils to study an appropriate range of topics in depth and contributes effectively to their learning in each. The music co-ordinator teaches music to all classes in Years 3 to 6. This ensures that their learning is continuous. However, it limits the time spent on the full range of musical activity and slows the pupils' overall rate of learning because, when classes are not involved in the carousel's musical activities, the weekly music lesson is limited to the singing session that involves all five older classes. In most subjects, the pupils are provided with appropriate opportunities to develop their information and communication technology (ICT) skills.
26. The provision for pupils with special educational needs (SEN) is good. The recommendations of the nationally accepted Code of Practice for SEN are fully met and the pupils are fully integrated into the life of the school. Individual Education Plans (IEPs) are carefully drawn up with clear and measurable targets that enable the pupils to make good progress in learning. Whilst the majority of learning support takes place in class, and therefore ensures that all pupils are included in all learning activities, a small amount of effectively targeted work takes place in sessions where the pupils are withdrawn from lessons to meet specific learning needs. The special educational needs co-ordinator (SENCO) and the class teacher meet weekly to discuss the pupils' progress and to ensure that the support they are receiving

enables them to not only to meet their targets but also to participate appropriately in all subjects.

27. The provision for pupils with English as an additional language (EAL) is good. Carefully planned work successfully differentiates between those pupils who are at an early stage of language acquisition and those pupils who have achieved greater competence yet still need some support. The effectively targeted support, provided by teachers, classroom support assistants and bilingual assistants enables all of these pupils to participate fully in all learning opportunities.
28. The provision for personal, social and health education is satisfactory although there is currently only a draft policy document for this aspect of the curriculum. The school provides appropriate opportunities in science, physical education and other subjects to discuss healthy living. For example, in design and technology pupils investigate healthy eating by designing healthy sandwiches. The 'Life Caravan' visits the school each year to focus on, amongst other things, the dangers associated with smoking, drugs and alcohol abuse. The school policy for sex education is not to teach it directly, but the school nurse and the teachers of the older pupils discuss relevant aspects of growing up with the pupils.
29. There is a good range of well organised extra-curricular activities. Some are relatively recent, the school having made good use of the funding available to improve the range on offer. Although attendance at the clubs is growing, it is sometimes limited because many pupils attend the Mosque after school. To address this, some clubs are held at lunchtimes, again meeting the school's aim to provide equality of opportunity for all. The clubs include the very popular science club, an Internet club, guitar tuition, crafts, first aid, gardening, judo, jewellery making, Mendhi and flower arranging. The pupils also take part in competitive football matches against other schools and in the swimming gala for Asian pupils. Last year the school came second in the swimming gala, an achievement of which it is very proud because its Year 3/4 pupils were competing against other schools' Year 5/6 pupils.
30. The school has good links with the community that contribute well to pupils' learning. An appropriately wide range of visits out of school and visitors into school enriches the curriculum and extends pupils' learning and personal development. Visitors from the community have worked with pupils on topics in history, dance, multicultural music, circus skills, and art and design. Pupils go out on regular visits linked to the curriculum. For example, the nursery visits Docker Park Farm and reception children visit the Sea Life Centre at Blackpool. Other pupils go to Eureka, Clitheroe Castle and Blackpool Zoo, and have visited Jodrell Bank, Manchester Museum and Blackburn Museum and Library. Pupils in Years 5 and 6 also have the opportunity to take part in a residential visit with a small all-white school. During the last year, pupils in Year 6 visited the local football ground as part of the 'Football in the Community' scheme. The school has greatly benefited from its links with a number of local businesses and organisations, and this has resulted in the redevelopment of the internal courtyard area, improvement of the school grounds and the development of play areas for the younger children. In particular, its good links with a local wallpaper manufacturer has successfully raised the pupils' awareness of environmental issues and the need to conserve natural resources. There is close liaison between the main school, the nursery and the mother and toddler group, which meets on the school site. The school has sound relationships with other primary schools and with the significant number of different secondary schools to which the pupils transfer. Students from the main secondary school visit the primary school regularly to undertake work experience.
31. The curriculum is further enriched by the school's good provision for the pupils' personal development and for their spiritual, moral, social and cultural development. This good provision has been maintained since the last inspection.
32. The provision for spiritual development is good. A suitable atmosphere is created for the daily act of collective worship by the playing of music and the quiet orderly manner in which the pupils enter the hall. While assemblies carry strong moral and social themes, they successfully foster spirituality and engender a feeling of community. The pupils take part enthusiastically in fine quality hymn singing and join in the prayers and reflections with

reverence. In one assembly, the pupils were encouraged to persevere when they had difficulties and to recognise that everyone was good at something. A sense of community and self-worth was especially engendered in the awards assembly attended by parents, where the pupils genuinely applauded their peers for their good work and actions. Spiritual development is further enhanced through the weekly religious education lessons, where the pupils learn about major world faiths such as Christianity, Islam, Hinduism and Judaism, and their effect on the lives of those who follow them. Because most of the pupils are from Muslim backgrounds, the school celebrates both Christian and Islamic Festivals. For example, the pupils have a party at Christmas but they also have another party to celebrate the Islamic festival of Eid. Pupils also experience awe and wonder in the world when they investigate life processes in science, discover how various artists, for example, Paul Klee, drew inspiration for their work from different sources, and as they study different works of literature and different styles of music.

33. The provision for moral development is good. This is successfully promoted through all areas of the curriculum but especially in religious education through carefully chosen themes and stories such as that of the Good Samaritan. In several classes the pupils were being given opportunities to discuss the necessity of having rules in society. With the help and co-operation of their teachers, they subsequently devised rules for the smooth running of their classes and realised that this was being done for the benefit of everyone. In assembly, moral themes are reflected upon, for example, helping others, behaving in an acceptable way, understanding the difference between right and wrong and realising the impact of one's actions on others. The school has an effective policy to combat bullying, racism and any other form of harassment. Discussions with the pupils indicate that this type of behaviour is rare although pupils know what to do if an unpleasant incident occurs. Pupils are aware of the less fortunate people in the world and willingly support charitable collections such as the NSPCC and the Indian Earthquake Appeal. Very sensitive discussions also took place during the week of the inspection, of the moral issues surrounding the terrorist attack on New York, with staff very keenly aware of the effect it might have on the largely Muslim community of the school.
34. The provision for social development is very good. All teachers promote and expect good manners. They have very warm relationships with their pupils and act as good role models. The school works hard and successfully ensures that lunchtimes are worthwhile social occasions. There is no rough play in the playground and no one is left isolated. Citizenship is effectively fostered through discussions on recycling and on caring for the environment. Pupils are taught well how to look after the school. There is no graffiti or litter on the playground and books and expensive equipment such as computers are treated with care. The pupils are allocated small but important tasks to do in school in order to raise their self esteem and give them a feeling of responsibility. These tasks require an increasing amount of responsibility as the pupils grow older. For example, in the dining room the older pupils sit with the younger ones to help them with their meal and to act as role models so that they behave properly. They help to tidy the dining room and put the chairs away after assembly. During personal, social and health education sessions, the pupils are successfully encouraged to present their views on a range of topics in order to improve their confidence. Pupils also have a taste of democracy by being required to elect house captains, sports captains and class representatives to the School Council. To reward good behaviour, special effort and attendance, there is an 'Awards Assembly' each week. House points are given for good work and effort and pupils are justifiably proud when their house earns the most points and their house ribbons are attached to the House Cup for a week. The recent introduction of a residential visit in conjunction with another school provides a good opportunity for the pupils to meet other pupils and staff socially, to live independently for a short while away from their parents, and to experience a range of worthwhile outdoor pursuits related to physical education and geography.
35. The provision for cultural development is good. As well as studying different faiths, cultures and beliefs in religious education, good opportunities are provided for the pupils to learn about art and music from both western and non-western cultures. For example, they study African and Aboriginal art, and have the opportunity to work with a jazz bass player and with musicians from the Sanjeet Music Academy. In addition, some pupils took part in a

performance in Blackburn Cathedral. Other visitors to the school further extend the pupils' cultural experience, for example, a circus group that came to demonstrate and teach circus skills, and apprentices from the local football team to teach football skills. Pupils are also taken on cultural visits to art galleries, theatres and museums. The secretary of the Lancashire Council of Mosques attended an assembly to explain the traditions associated with the feast of Ramadan. During Ramadan, the school co-operates well with the parents so that the pupils who wish to take part in the fast may do so. This good quality provision means that the pupils are well aware of the different religions and cultures that enrich British society today and are well prepared for life beyond school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school's provision for pastoral care and welfare is good and has been maintained since the previous inspection. The headteacher, class teachers and the support staff know the pupils well and have a good understanding of their individual personal needs. The overall procedures for supporting and monitoring both academic progress and personal development are satisfactory.
37. Parents speak highly about the educational and personal support and guidance their children receive. Pupils with special educational needs and those with English as an additional language are well supported by specialist staff who are very sensitive to their needs. This enables these pupils to make good progress and to take advantage of all educational opportunities the school has to offer. A very secure and safe environment is provided for pupils by staff who know them and their families very well. The school pays close attention to the individual, physical and emotional needs of all pupils and to their inclusion in all aspects of education. This makes a strong contribution to the very positive ethos of the school and to the pupils' progress and achievements. The satisfactory provision for personal, social and health education promotes pupils' awareness of the need to care for themselves and for others. This extends their personal development well. The Breakfast Club, which is organised by the bilingual assistant, provides good additional support to a number of pupils.
38. Child protection procedures are good, and issues and concerns are well monitored and recorded. The headteacher is the named designated person with overall responsibility and is appropriately supported by the deputy headteacher and a governor. All staff, including lunchtime supervisors, are aware of procedures through clear guidelines. The school works closely with outside support agencies to which all pupils have full access. The NSPCC provides a valuable 'drop-in' service in school each week. Good personal records are kept up-to-date and are used well to support pupils' individual needs.
39. The Health and Safety policy is followed well. Staff are vigilant in ensuring that potential safety hazards are monitored and recorded. Fire appliances and electrical equipment are checked regularly and fire drills take place regularly. The school also takes appropriate steps to ensure Internet safety, as the pupils use this resource in their work. A formal risk assessment is completed each term using the professional expertise within the governing body. The school is very pro-active in dealing with issues as they arise. The caretaker and cleaning team take a pride in the school to ensure it is a very clean, well maintained and safe environment to support teaching and learning. Pupils are alerted to safe practices during lessons and when in the playground. Good procedures are in place for First Aid, with qualified staff on site.
40. There are very good procedures for recording and monitoring attendance. The school regularly reminds pupils and parents of the need for good attendance and punctuality. The class with the highest record each month is celebrated and rewarded. The school faces the constant problem of families taking extended holidays during term time to their country of origin and has very clear procedures for dealing with the absences that this causes. Nevertheless, it means that the rate of authorised absence is well above the national average. Teachers provide learning packs for pupils to complete during their absence from school, but being away from school for extended periods hinders the pupils' rates of progress in all subjects, and their continuous acquisition and use of the English language. There are good procedures for monitoring and promoting good behaviour, which are consistently

implemented throughout the school. The school's positive approach to this raises the pupils' self esteem and encourages them to do their best both academically and personally. There are also good procedures in place for dealing with any form of oppressive behaviour. All pupils, including children in the Foundation Stage, are well supervised in the playground and staff pay good attention to their safety and welfare. Good induction arrangements are in place for children starting in the nursery and reception classes. These include home visits by staff and, where appropriate, other parents, and parents and their children have the opportunity to visit and spend time in the nursery class prior to starting. Pupils are well prepared and supported in their transfer to the secondary schools through exchange visits and joint activities that take place when they are in Year 6. Close working relationships amongst the staff also ensure that the pupils are helped to move smoothly from the Foundation Stage to Year 1 and from Year 2 to Year 3.

41. The school analyses the results of the National Curriculum tests and assessments and from the analysis, it identifies key areas for improvement. A recently introduced computer-based assessment system provides additional detail on each pupil. A good level of day-to-day information is collected and consistently good recording of achievement is leading to improved attainment in English, mathematics and science. In other subjects, the information gained from assessing the pupils' work and achievements is not as well used. However, there are exceptions. For example, a new way of assessing pupils in physical education is being piloted in some classes and is providing useful information for teachers in their planning. Each pupil also has a personal profile folder, and the school is appropriately reviewing these documents to make sure they provide useful information on attainment and achievement to improve the use of assessment further. The school carefully monitors the work and progress of the pupils with special educational needs. Comprehensive records are kept up-to-date and the information is used well when the targets in IEPs are being reviewed. The new system for identifying areas for improvement is helpful in giving the teachers precise targets to help plan appropriate work. Class teachers regularly mark and assess pupils' work, particularly in English, mathematics, and science, but the school's new marking policy is not yet being consistently used in all classes. For example, the marking in pupils' English books contains few comments to show pupils how they might improve. In addition, the over-use of worksheets in science does not enable the pupils to show what they know, understand and can do, nor does it help their teachers to identify strengths and weakness in the pupils' knowledge and understanding. The teachers do, however, maintain appropriate records on individuals and groups of pupils and they use these records to monitor academic progress, set targets for improvement and allocate appropriate support. The school is also making use of a technique called 'mind mapping' to assess the level of knowledge that the pupils have before starting a topic. At the end of the topic, the pupils do another 'mind map' to help the staff to assess how they have progressed. This is popular with the pupils and is leading to more accurately targeted planning of work by the staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school's partnership with parents is good and has been further developed since the last inspection. Parents are very satisfied with the education their children receive, and see this as a very good school. They report that the school works closely with parents; that their children like school, are expected to work hard and make good progress; that the teaching is good; that the school is well led and managed and helps their children to become more mature. There is a very positive open door policy where parents are made very welcome in the school and both the headteacher and staff are readily available to meet with them to discuss any problems. Parents feel that the school is very approachable, and that it listens to their views and responds well to them. The school works hard and is clearly committed to encouraging parents to be involved in the life of the school and to be constructive in their children's learning. Some parents were less positive about behaviour, homework and the range of extra-curricular activities offered. However, the inspection team found that behaviour is good; that the range, quantity and quality of homework are satisfactory; that there is a good range of extra-curricular activities in place, and that, although some are relatively recent, the membership of them is growing.
43. The co-ordinator for parental involvement has special responsibility for the extension of the school's links with parents. The school has allocated accommodation for a Parents' Room.

This is being well used for a range of activities for mothers including literacy and numeracy courses organised by Blackburn College and leading to a certificate. The successful Family Numeracy Project has had a very positive effect on pupils' progress and on building parental confidence in learning. A growing number of parents take the opportunity provided by the school to borrow books, cassettes, videos and games from the toy library to assist children's learning at home. A small number of parents now provide regular valuable help in classrooms, and others assist when pupils are taken out on visits. Parents provide good support for special assemblies, social events and concerts organised by the school. The contribution to learning made by parents at home, although sometimes limited, has a positive effect on pupils' learning and on the work of the school.

44. The quality of information for parents is satisfactory, and most parents feel that they are kept well informed. The regular weekly newsletters are friendly and helpful and provide good information about activities and school organisation and how parents can help. In addition, parents receive a half-termly newsletter providing information about the topics their children will be learning and suggesting ways in which they can help. A variety of helpful and informative booklets are available to assist parents, and all have received a copy of the school's behaviour policy. After consultations between parents and teachers, all parents have willingly signed a home/school contract. All pupils have home/school reading record books but the use of these as a means of communication is limited. Regular consultation evenings are held when parents meet teachers to discuss progress, and these are usually well attended.
45. The parents of pupils with special educational needs are involved at the earliest stage of concern. They are kept well informed about how their children are progressing, and are invited to attend all review meetings. The majority of pupils come from homes where English is an additional language and their parents are well supported. Bilingual staff employed at the school cover all the different languages spoken by pupils and parents, and opportunities are presented to the parents to attend explanatory talks before their children are admitted to the school. Parents are also encouraged to use their home language as well as English at home when their child starts school, because the school recognises that young children need to continue learning the structure of their own language to help with the acquisition of English. Following extensive consultation, parents have opted for school documentation not to be translated into community languages, but where necessary the school provides individual assistance with interpretation and understanding.
46. The prospectus and governors' annual report to parents provide a good amount of information about organisation and the curriculum. The pupils' annual reports to parents are satisfactory and contain helpful information about what has been taught and pupils' general attitude towards their work. However, they contain insufficient information about how well the pupils have done and what they need to do to improve further.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Good quality leadership and management have been maintained since the last inspection. The headteacher gives a very clear and effective direction to the school's work. She is effectively supported by the staff's shared commitment to improvement in all areas of school life. Subject co-ordinators provide satisfactory leadership in their subjects, guiding and supporting their colleagues with an appropriate range of written and verbal guidance. Co-ordination roles were changed for most staff last year and the new co-ordinators have taken appropriate steps to identify areas for development in their subjects.
48. Procedures for monitoring and evaluation are good. The school has adopted the Local Education Authority's 'School Self Review' document and uses this well to examine all areas of its work. It has benefited from joint evaluations of teaching by the Local Education Authority's School Improvement Officer and the headteacher. These have been used successfully to agree areas for further development. The headteacher regularly checks the quality of teaching and learning in the classroom and provides verbal and written feedback to the staff. The literacy and numeracy co-ordinators regularly check the quality of teaching and learning in their subjects and also provide feedback to their colleagues. Other co-ordinators

check teaching and learning through scrutinising teachers' planning and a sample of the pupils' work, and through the occasional monitoring of teaching and learning in class. This work is suitably enhanced through the sound appraisal and performance management procedures that are now in place to meet statutory requirements. The experienced co-ordinators for English as an additional language (EAL) and for special educational needs (SEN) give good leadership and provide a clear educational direction in their areas of responsibility.

49. The EAL co-ordinator undertakes some analysis and comparison of the test results of different groups of EAL pupils, including the difference between the performance of boys and girls. She monitors the progress of EAL pupils against their agreed targets, taking appropriate steps to raise standards or provide extra help. Current priorities for action closely relate to the school development plan: circle time, accelerated learning and the School Council, all aiming to increase pupils' self esteem and promote their learning. Other priorities include early literacy strategies for Year 1 pupils, and personal targets for individual pupils. She is very experienced and has enhanced her own personal knowledge of the needs of EAL pupils by undertaking a good range of professional development courses. She makes good use of her skills to advise and help pupils and staff. The school governors are well informed about the needs of EAL pupils and about the appropriate use of all grants and funds to benefit pupils' learning. They have made additional funds available from the school budget to boost the number of support staff.
50. The SEN co-ordinator (SENCO) meets weekly with the staff to ensure that planning includes appropriate activities related to the targets set in the pupils' IEPs. She regularly checks the rate of progress of the pupils on the SEN register and effectively monitors the work of the support staff, both internal and external to the school. She attends all relevant in-service training relating to SEN and has ensured that the school is well placed to implement fully the new Code of Practice. She uses her considerable expertise to provide relevant in-service training for all staff and ensures that they are fully informed about developments in SEN. The register and all documentation are kept up-to-date. A measure of the successful leadership in this area is that the pupils are moved up or down the different stages of SEN depending on their need. The SENCO has a good relationship with external agencies and is fully committed to providing the best possible education for the SEN pupils. Statutory requirements are met in relation to SEN, and the school's work is further checked through the effective involvement of the governor with responsibility for SEN. The money allocated for SEN is used effectively and efficiently to support the pupils' learning. As with EAL, governors have made additional funds available from the school budget to provide extra support staff.
51. The governing body is well informed about the school's work. Governors are highly committed to the school. They work very effectively with the headteacher and staff and are known to the pupils. They carry out their corporate role very well through an effective system of relevant committees. They are fully and effectively involved in shaping the direction of the school through their constant dialogue with the headteacher and their effective involvement in school improvement planning. The plan itself provides clear purpose and direction for the school and the governors check the school's progress towards its stated priorities at the relevant meetings. The priorities in it reflect the school's clear aims and mission statement and in particular its aim to provide equality of opportunity for all by ensuring that all pupils are fully included in all aspects of its life and work. Through classroom visits, and discussions with parents and pupils, the governors have a very good knowledge of the challenges the school faces and have worked hard to bring about the good improvement seen since the previous inspection. The governing body contributes substantially to school effectiveness, bringing high levels of expertise to the management of the school and providing strong links with the wider community.
52. Financial control and management are very good. The governors have a good understanding of the principles of best value and of the need to ensure that spending is effectively targeted on raising standards and improving pupils' achievement, and that it results in sustained school improvement. Finance follows the priorities set down in the school improvement plan and spending is regularly checked at relevant governing body meetings. The deputy headteacher carries specific responsibility for finance and contributes well to this area of the

school's work through an effective partnership with the headteacher and the governors. Whilst governors ensure that all money is used for the purposes for which it was allocated, they are prudent in their spending. The budget is currently carrying a substantial surplus because they had saved money to address the accommodation issues from the last inspection, but then received external funding to do so. They are currently earmarking the surplus to make further improvements to the security of the school. Day-to-day financial administration is carried out effectively. The office staff provide good support for the headteacher and staff, ensuring that daily routines are unobtrusive and allow the school to run smoothly.

53. The school has a good number of full and part-time teaching staff, all of whom are deployed well, making good use of their individual strengths. This enables the pupils to be taught in smaller groups from time to time and addresses well the different needs of the pupils in mixed age classes, for example, in science, and contributes positively to their learning. There is also an adequate number of support staff who are effectively deployed to support in particular those pupils with SEN and EAL. Major refurbishments have resulted in an attractive and well maintained learning environment for the pupils and effective use is made of the good range of resources available in most subjects. The governors and headteacher are effective in ensuring that best value is obtained from all resources available to the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to raise standards further, the governors, headteacher and staff should:

i. Further improve pupils' attainment and achievement in English by:

- providing more opportunities for the pupils to engage in debate and discussion, to present their work in class, and to evaluate their work together in whole class sessions at the end of the literacy hour;
- improving pupils' handwriting and the quality of presentation in their work;
- constantly reinforcing the correct use of punctuation in extended writing;
- improving the quality of the worksheets currently in use and by cutting down on those that require only short answers and limit opportunities for the pupils to write at length; and
- evaluating and extending to the rest of the school the work on individual target setting, currently taking place only in Years 1, 2 and 3.

(Paragraphs: 1, 3, 4, 5, 18, 41, 55, 57, 62, 65-74, 79, 84, 94)

ii. As the school evaluates the assessment procedures it is trying out in most subjects, improve the quality of marking and bring about consistency in the way pupils' achievements are assessed and recorded, building on the work already in place for English, mathematics, science and history.

(Paragraphs: 8, 22, 41, 71, 88, 92, 100, 112, 116)

The above key issues are already identified in the School Improvement Plan.

In addition to the above, the governors should consider including the following more minor issues in their action plan:

- the level of challenge for children who have been in the nursery for some time
(Paragraphs: 17,63)
- The quality of the pupils' annual reports *(Paragraph: 46)*
- Continue the drive to reduce the rate of unauthorised absences due to extended holidays abroad during term time *(Paragraphs: 1,15,40,65)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	34	24	1	0	0
Percentage	2	3	55	39	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	27	262
Number of full-time pupils known to be eligible for free school meals	n/a	102

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	66

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	20
	Girls	16	17	18
	Total	34	36	38
Percentage of pupils at NC level 2 or above	School	85 (69)	90 (64)	95 (67)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	19
	Girls	17	18	18
	Total	35	38	37
Percentage of pupils at NC level 2 or above	School	88 (61)	90 (78)	93 (72)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	28	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	22
	Girls	8	6	6
	Total	28	25	28
Percentage of pupils at NC level 4 or above	School	70 (59)	63 (49)	70 (51)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	19	22
	Girls	7	6	6
	Total	28	25	28
Percentage of pupils at NC level 4 or above	School	70 (56)	63 (51)	72 (49)
	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	33
Indian	90
Pakistani	81
Bangladeshi	7
Chinese	0
White	12
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	2	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)	15.3
Number of pupils per qualified teacher	17.2
Average class size	29.2

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	70

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.5
Total number of education support staff	2
Total aggregate hours worked per week	60
Number of pupils per FTE adult	8.7

FTE means full-time equivalent.

Financial information

Financial year	2001
	£
Total income	720739
Total expenditure	764488
Expenditure per pupil	2654
Balance brought forward from previous year	97126
Balance carried forward to next year	53377

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
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 74.8%

Number of questionnaires sent out	230
Number of questionnaires returned	172

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	25	1	1	1
My child is making good progress in school.	61	33	2	1	3
Behaviour in the school is good.	62	27	6	1	5
My child gets the right amount of work to do at home.	49	27	11	3	10
The teaching is good.	67	30	1	0	2
I am kept well informed about how my child is getting on.	65	26	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	74	20	2	0	4
The school expects my child to work hard and achieve his or her best.	67	27	1	1	3
The school works closely with parents.	60	31	2	0	6
The school is well led and managed.	66	28	1	0	5
The school is helping my child become mature and responsible.	66	28	3	0	3
The school provides an interesting range of activities outside lessons.	53	25	8	2	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. There has been good improvement in the provision for this age group since the last inspection, when it was a key issue. The school has successfully implemented the national guidance for the Foundation Stage. Children are now taught in single age classes. The nursery caters for a maximum of 52 children aged three to four, 26 in the morning session and 26 in the afternoon session. At the time of the inspection, the second week of a new school year, only half of the nursery children had been admitted, following the policy to admit a few at a time so that they can settle in and the staff can get to know them. Seven of the children in the morning session had been attending the nursery since January 2001 as part of the Assisted Places scheme and because of fewer numbers last year. The school's admission number means that there are 40 children aged four to five in the reception class. To manage this number, the school employs two teachers and two support staff thereby reducing the child/adult ratio and enabling the children to be taught in smaller groups. This has a positive impact on their learning. Parents report that they were concerned about the large number in the class at first but are now satisfied with the quality of provision and feel the school manages this well. Reception children attend on a half day basis up until half term, again so that the staff may get to know them well and also to enable initial assessments to be carried out a few at a time. The nursery staff check the children's range of ability when they enter the nursery. The majority demonstrate levels of attainment well below those expected of children aged three, particularly in language and literacy, due to the number who come to the nursery speaking little or no English, and having had little experience of mixing with other children. The results of the baseline assessments carried out at the beginning of the reception year are well below average in language and literacy and mathematics and the children's personal and social skills are under-developed. The assessments are repeated at the end of the reception year and show that the school has added considerable value to the children's education and prepared them well for their work in Year 1 and beyond. Because of the early stage in the year, there was very little work available from the current children, so work from the previous year was used alongside the current planning to make judgements about provision, attainment and achievement.

Personal, social and emotional development

56. When they come to the nursery, the majority of children lack the language and social skills that enable them successfully to communicate with adults and with each other. They respond well to the effective support they and their parents receive from the teaching and non-teaching staff both before and after they start. Almost all children settle quickly into the well-established routines of the nursery and subsequently the reception class. They form good relationships with the adults but the children new to the nursery lack the confidence to communicate readily with each other or with visitors. The children who have been in nursery longer are much more confident and interactive and by the time they are in reception, they listen carefully to the staff and are eager to answer questions and contribute to class discussions. Nevertheless, they still do not readily interact with each other. For example, in an outdoor physical development session, the majority worked and played individually. The staff missed opportunities to encourage co-operative play, for example, by asking the children who understood and could do the activities to show and help those who were finding difficulty. Good teaching in both the nursery and reception classes ensures that by the time they leave the reception class, the children listen carefully to each other, work and play together and take turns with the toys and equipment available to them. The staff work hard to ensure that all children are included in all activities and successfully foster equality of opportunity through the good use of support staff, including bilingual assistants. The children demonstrate developing confidence and independence, for example, fetching their milk, and moving to different activities. They handle resources carefully and show a great deal of respect for each other and for the staff. Achievement is good in this area of learning and the majority are likely to reach the nationally agreed early learning goal for the end of the Foundation Stage.

Communication, language and literacy

57. The majority of children enter the nursery with well below average skills in this area of learning, largely because of the number who do not speak English at home and therefore come to the school speaking little or no English. However, they achieve well and gain the confidence to communicate in English and to begin to read and write. In the nursery, the vast majority of children require very focused support to use language consistently in their learning activities. A significant minority of children currently in the reception class do not recognise their own names on their coat hooks when preparing for outdoor play, and are reluctant to talk about what they are doing. Very little work was available from the children currently in the Foundation Stage but work from the previous year's reception class shows considerable weaknesses in grammar, punctuation, sentence construction and handwriting. Good teaching ensures that very precise language is used and that all new vocabulary is clearly explained. In the nursery, each group is 'targeted' in turn for an activity with the teacher, who then focuses on specific language development related to that activity. In one such group, the children successfully learned to use words such as 'long', 'thin', 'tall', 'small', 'big', 'short', related to rolling out modelling dough. Effective use is made of bilingual staff to support the children's learning. For example, in the nursery, the bilingual assistant followed a non-English speaking child from one activity to the next, explaining the work and introducing him to the words associated with colour and counting. At the same time, she supported other children who spoke little English and ensured they understood what they were doing. However, opportunities were missed in the nursery to engage the children in speaking and listening in the role play area, and to focus the established nursery children on some written work in the writing corner. When reading stories, the reception class teacher is very precise in her own use of language. For example, she explained the meaning of words such as 'hiding' and 'behind' and skilfully introduced the children to 'guessing' what might happen next in the story thereby successfully addressing an area that the children find difficult. The children enjoy listening to stories, and the bilingual assistant contributed very effectively to their learning by explaining the meanings in the children's own language and helping them to say the words in English. Similarly, she helped the children to answer the teacher's questions in English by skilfully interweaving the two languages. The good use of praise and positive encouragement gave one child the confidence to put his hand up to tell the teacher he could at last pronounce the word 'September'. The teacher used this well to reinforce the month, date and type of weather, through the effective use of flash cards. By the time they leave the reception class, the children respond appropriately to, and communicate satisfactorily with familiar adults and with each other. The majority begin to handle books correctly and know that print reads from left to right. They read familiar words and start to record their thoughts and ideas in writing. For most, however, letters are inconsistent in size and not always accurately formed. By the end of the Foundation Stage, the majority are unlikely to have reached the nationally agreed learning goal and a significant minority remain well below that expectation.

Mathematical development

58. Children's achievement is good in this area of learning, having started school with levels of attainment well below those expected for their age. Good teaching ensures that the children have many opportunities to use number and are appropriately introduced to all areas of mathematics, including problem solving activities. The children who have been in nursery for two terms count accurately up to 10 and learn to use an increasingly wide range of mathematical language related to number, such as 'more than' and 'less than'. The majority use correctly terms such as 'full' and 'empty' when playing in the water, and higher attaining children successfully count how many smaller containers are needed to fill a larger one, showing an emerging understanding of capacity. Children in the reception class apply their knowledge of number appropriately in other activities, for example, as they answer questions such as 'how many?' when working on an imaginary construction project. Number skills are further developed in counting activities during outdoor play where, for example, the children demonstrated they were able to move from one number to another in the correct sequence, with help from the adults, because their recognition of numerals is not yet secure. Work from the previous year shows that the majority make reasonable attempts at writing numbers by

the end of reception. The children know and name the shapes painted in the playground, for example, a circle, a triangle and a rectangle. In both classes, the computer is used appropriately to reinforce mathematical concepts such as matching and ordering, for example, as the children play a matching pairs game. With the support of the nursery nurse, they co-operate well in small groups and engage in friendly competition to see how well they remember where the different pictures are and how fast they can complete the activity. Work from the previous year shows that the children are successfully introduced to shape, space and measure activities, for example, in shape pictures and a days-of-the-week frieze. The majority do not, however, draw these accurately, further highlighting the weaknesses in their ability to record in writing what they are learning. Despite their good achievement, the majority of children are unlikely to have reached the early learning goal for mathematics by the time they leave the reception class, although many are close to it.

Knowledge and understanding of the world

59. Good teaching and planning ensure that the children experience an appropriate range of activities in this area of learning. They achieve well, and by the end of the Foundation Stage, the majority are likely to reach the nationally agreed early learning goal. In the nursery, the children use their imagination to decide what they have made from their different sized shapes, rolled from modelling dough, for example, snakes and worms. In both the nursery and reception classes, they build structures using construction blocks and make imaginative road and rail layouts, competently joining the different sections. This work is extended in the reception class to include creating a model zoo with a classroom support assistant and working out how many sections of road are needed and how many cars will be able to park in the car park the children have made. The children's responses are built on through good questioning and an effective focus on developing the correct vocabulary. As they play in the home corner, the children accurately name the different vegetables and cook an imaginary meal. They have appropriate ICT skills, demonstrating sound control of the mouse as they move around the screen during games of matching pairs. Although there was no evidence in pupils' learning at this early stage of the year, teachers' planning and the work of the previous year shows an appropriate coverage of the scientific, historical, geographical and religious education aspects of this area of learning.

Physical development

60. The children in the nursery demonstrate appropriate manipulative skills as they work with modelling dough and complete simple puzzles. In the reception class, the children cut, glue and paste with reasonable accuracy. A minority of boys in the reception class find difficulty finding and fastening their coats and require considerable help from the teacher to do so. In an outdoor physical development session, good teaching and effective demonstrations by the staff inspired the children in the reception class to improve their ability to jump with both feet together, and then from side to side over a painted line. They persevered in these tasks, although a minority found them very challenging. The children also made good progress in following a designated coloured line from its start to its finish, step by step, although a significant minority did not succeed in doing so accurately all the way by the end of the session. Achievement in this area is good and the majority of children are likely to reach the early learning goal at the end of the Foundation Stage because of the good teaching they receive from the time they start in the nursery.

Creative development

61. At this early stage in the school year, there was insufficient evidence of the work of the children currently in the nursery and reception classes. However, the teachers' planning and the work saved from the previous year show that the children experience an appropriate range of activities covering art and design, music and role play, and that by the end of the Foundation Stage they are likely to meet the early learning goals for this area of learning.
62. The quality of teaching is good. It is consistently good in the reception class and good in one of three sessions observed in the nursery. The teachers' planning covers all six areas of learning and a suitable range of activities is set up to ensure that the children have the

opportunity to experience all of them. In the nursery, however, the children are not always sufficiently directed to, for example, the writing corner, and opportunities to develop language are missed in the role play area because it lacks opportunities for reading and writing. In addition, the children often 'play' in that area without any adult intervention, meaning that opportunities are also missed to develop speaking and listening skills. A helpful booklet ensures that the children's progress is evaluated and recorded against the 'Stepping Stones' identified in the national guidance. This was new to the school last year and is intended to provide a link between nursery and reception and reception and Year 1. The system is currently being evaluated to ensure that it gives enough relevant information to the next teacher and for the next stage of learning. Reception staff are more secure with this than the nursery staff, although in both classes the staff know the children well, record their progress appropriately, understand their strengths and weaknesses and address these satisfactorily in their planning.

63. The partnership with parents is good. Effective induction procedures, including home visits and introductory visits to the school, mean that parents and children get to know the school, the staff and the work the school expects the children to do. A popular toy and cassette library further enhances this work. It continues to provide an effective link with parents after the children have settled in school, and introduces them to homework. In the nursery, the emphasis was clearly on helping the new children to settle in. Consequently the children who had been in nursery for two terms already were not being provided with sufficiently challenging work, or being directed to sufficiently challenging activities, such as making use of the writing corner. The teachers make good use of the support staff, including bilingual assistants, to help the children learn effectively. The support staff are well-briefed and are becoming increasingly involved in planning.
64. The leadership and management of the Foundation Stage are sound. The staff have worked hard to address in turn the weaknesses identified at the previous inspection. The co-ordinator has attended an appropriate range of in-service training and has disseminated this to the staff. She checks teachers' planning and the quality and range of the children's work but has not yet undertaken any monitoring of teaching in the nursery. She does, however, have a sound understanding of the areas for development in the Foundation Stage and has an appropriate action plan in place to address them in turn. These include, for example, regular meetings with all Foundation Stage staff to bring about further improvements to planning to ensure that when topics are re-visited, the planned activities always build on the children's prior learning and demand more of them. The headteacher has carried out some monitoring of teaching and learning in this age group and has provided verbal and written feedback to the staff. The accommodation has been improved since the last inspection. The involvement of the 'Early Excellence' team has resulted in a range of new and attractive furniture. Refurbishments to provide cloakroom areas and a link corridor between the nursery and reception classes, along with improvements to the outdoor play areas, have enhanced the learning environment for the children. Further work is planned to build role play activities into the outdoor area.

ENGLISH

65. Since the last inspection, there has been good improvement in the attainment of Year 6 pupils in English. Although the results of the National Curriculum tests for the year 2000 were below the national average, they were above average when compared with schools that have a similar proportion of pupils entitled to free school meals. However, these comparisons do not take into account other social factors that affect pupils' performance in this school, namely:
- the very high proportion of pupils for whom English is an additional language, who often enter the school with little or no knowledge of English;
 - the disruption in the learning of English for some pupils caused by long absences on extended family holidays abroad.

66. Early indications from the test results for 2001 show a small drop overall. The results are, however, just above the target that the school set for that year, and the number of pupils reaching the higher level has increased slightly. **The majority of pupils currently in Year 6, who have been there for just two weeks, are working below the nationally expected levels for their age.** When compared to the test results of those pupils when they were in Year 2, the school has added considerable value to their education, and they achieve well. The test results for pupils in Year 6 have improved at the same rate as results nationally over the last three years. Boys tend to perform better than girls. The school attributes this to the differences in cultural expectations for boys and girls, and staff work hard to ensure equality of provision. Pupils with special educational needs make good progress towards the clear targets in their individual education plans because they are well supported and their progress is effectively monitored. Those pupils for whom English is an additional language also make good progress in learning English because their learning is well planned, and they are well supported by a good number of bilingual staff so that they understand what they are learning and what they have to do in lessons.
67. There has been a substantial improvement in the standards achieved by Year 2 pupils since the last inspection, even though the results of the reading tests in 2000 were well below the national average and the writing results were below. When compared with schools that have similar proportions of pupils receiving free school meals, reading results were average and writing results were above the average. **The majority of pupils currently in the second week of Year 2 are working below the nationally expected levels for their age in speaking and listening, reading and writing.** Building on the pupils' very limited knowledge and understanding of English, the school adds considerable value to their education, and enables pupils to achieve well. Since 1997, reading and writing results have risen faster than the national trend. Although girls perform slightly better than boys by the time they are in Year 2, there is no significant difference between the attainment of boys and girls.
68. When pupils enter Year 1, many are still at an early stage of language acquisition. They chatter happily to each other and in one-to-one situations with adults, but have difficulty speaking in more formal situations. They also happily discuss their answers with a partner or when working in a group. However, most lack confidence when speaking in front of the class. In Year 2, positive praise by the teacher encouraged some pupils to try to explain the meaning of words with the 'ph' letter blend to the whole class. Year 3 pupils made good progress in speaking and listening skills in a good history lesson, because the teacher patiently encouraged them to present their 'expert groups' research findings to the rest of the class. Pupils' speaking and listening skills are still well below average in Year 2 and Year 6. The English policy stresses the importance of speaking skills, and the scheme of work outlines planned activities for all year groups. In a Year 5 science lesson, the pupils confidently contributed to a whole class discussion on the planets, prompted by the teacher's sound questioning. However, few opportunities were observed for pupils to give their opinions, discuss ideas or present their work to the class.
69. The school aims to teach the pupils to become accurate, fluent and effective readers. All opportunities are utilised, including whole-class and group reading during the literacy hour, regular use of the school library, research using the computer, home readers and 'accelerated reading' activities for the older pupils. Teachers capture their pupils' attention and interest well by reading with great expression, and show them how to read fluently and expressively. Well-chosen texts add to pupils' enjoyment of reading in literacy lessons. Pupils achieve well. They are taught various ways to read new words, but most younger pupils lack confidence when reading. Year 1 pupils can link letter names to sounds, and recognise the first letter sound in a word, but have difficulty identifying the final letter sound. By Year 2, most pupils easily sound out three-letter words such as hat, and can correct mistakes by themselves, for example, when one pupils reads 'pen' as 'ped'. Higher achieving Year 2 pupils show clarity and fluency in their reading, and use their skills confidently, using picture clues, breaking words into smaller parts and sounding them out. Middle and lower achievers are less certain and may misread letters in the middle of a word, reading 'pointed' when the word is 'painted'; or look only at the initial letter instead of looking at the whole word. By the time they are in Year 6, although most pupils have progressed significantly in their ability to read, standards

are still below those expected nationally for their age. The pupils understand and use the literary terms 'author', 'blurb' and 'illustrator', but a lack of knowledge of English names hinders their progress, and lower achieving pupils sound rather stilted when reading aloud. Pupils' lack of knowledge of English also hinders their ability to infer meaning from their reading. For example, one pupil, a confident reader, completely misunderstood which way to pronounce 'lead' throughout the story of a dog. Pupils lack confidence when asked to describe the plot or the characters of a book. They all express an enjoyment of reading, and name several popular authors as favourites, including JK Rowling, Dick King-Smith and Roald Dahl. The school has introduced a useful 'accelerated reading' scheme to encourage Year 6 pupils to read more books and become more independent in their learning. The scheme is managed on the computer. Working at their own pace, pupils are awarded points according to the difficulty of their chosen book, and the computer does not allow them to read the same book twice. There are sound plans to extend the scheme to other year groups once it has been thoroughly evaluated.

70. The school library is a valuable resource that provides a good selection of fiction and non-fiction books. Two pupils have responsibility as library monitors, and maintain high standards of tidiness. Attractive posters, pictures and models enhance this welcoming and peaceful area, and there are booklets of pupils' own poetry. The library is used well and the stock is of good quality. The policy covers aims and provision well. Each class visits the library weekly to select books and to learn library skills. The pupils are taught the simplified Dewey system and confidently follow the colour-banded 'code cracker' to find books. A good selection of CD-ROMs is available for use on the library computers, including children's encyclopaedias. The library co-ordinator promotes reading and research through book weeks, activities and good leadership. The good use made of the library has a positive impact on the pupils' literacy work, on the implementation of the National Literacy Strategy, and successfully encourages the pupils to use their reading skills well in other subjects, for example, history.
71. Writing was identified as a key issue at the last inspection. The school has taken effective action to improve this aspect of English, which has led to rising standards in the test results, particularly for pupils in Year 2. The selection of books available to pupils has been enriched to help their overall language development. Writing assessments are carried out regularly, and the results are used to plan future work. The shared and guided writing elements of the literacy hour have helped pupils by providing them with a secure framework on which to base their own writing. A new marking policy was introduced to give pupils written feedback, but is not consistently applied in all classes, and sometimes teachers' comments do not show pupils how they can improve their written work. The policy also states that pupils' work should be dated, but this is not consistently applied. Writing remains below the levels expected nationally throughout the school. All pupils have regular handwriting practice and older pupils learn to use handwriting pens. By Year 6, standards of handwriting are variable. Whilst some pupils do write neatly, some higher achieving pupils write in an immature print style, with inconsistently sized letters. The presentation of work does not reach the high standards set in the school marking policy, and many pupils' work is untidy, with many words crossed out.
72. Pupils in Years 1 and 2 correctly identify when to use capital letters and full stops, but do not always apply this in their written work. Although most Year 1 pupils still need to copy the teachers' script, by the time pupils are seven, most express themselves more freely in writing. For example, lower achieving pupils can write six or seven sentences about 'Mum' and higher achievers introduce adjectives that improve the quality of their work. Pupils have regular spelling practice and satisfactorily increase their knowledge of phonics and spelling patterns. They can blend the letters 'ph' and suggest 'telephone', 'graph' and even 'xylophone' as examples. The use of many handwritten worksheets requiring only brief answers limits opportunities for pupils to learn how to answer in sentences, and to write at length. Year 3 pupils know when to use a speech bubble for dialogue, and successfully learn the function of a verb in a sentence. Good displays of vocabulary in this class help pupils when they are writing independently. By Year 4, pupils can explain what a suffix is and most Year 5 pupils know how to change a question into a command, or change from first person to third person in their writing. Year 6 pupils are able to write for a range of purposes, and write persuasive letters to the school council. A lack of secure knowledge of punctuation is still seen in pupils' work, however, and there remains a heavy reliance on worksheets. There are examples of

extended writing being used well in other curriculum subjects. In history, pupils write interesting accounts of the life of a Roman soldier in Britain compared with that of a Celtic farmer. The story of Buddha was written at length by Year 5 pupils during studies of world religions.

73. The quality of teaching is satisfactory. Examples of good teaching were observed with pupils in Years 1, 4 and 5 and some very good teaching was seen in Year 3. There was no unsatisfactory teaching. When planning, the teachers make good use of their secure knowledge of the National Literacy Strategy to set clear objectives for lessons. They tell the pupils exactly what they will be learning and build well on the pupils' previous knowledge to make learning structured. Well-chosen texts, used with a range of good resources and activities stimulate pupils' interest and involvement. In the best lessons, teachers make learning fun and this motivates the pupils to try harder. The teachers ensure that the pupils understand new words by encouraging them to explain the meanings. Pupils are usually well managed during lessons, and most show sound attitudes to their work. Sometimes time is not well managed for the whole lesson which means pupils lose concentration and do not learn well, or whole-class sessions at the end of the literacy hour are either missed out altogether or cut short and not used as effectively as they might be to involve pupils in evaluating the lesson's work. Occasionally, work is not correctly matched to the pupils' level of prior attainment and this hinders their progress. Homework and home reading helps consolidate work done in class. Teaching and support staff work well as an effective team to promote pupils' learning and language development at every opportunity. Pupils who are still at an early stage of language acquisition or those with special educational needs (SEN) are targeted for extra support during lessons, and some pupils with SEN are also withdrawn for short sessions to teach/reinforce specific literacy skills. For both groups, provision is good and contributes well to their good progress. Teachers pay good attention to ensuring that all pupils are included in all activities and provide good opportunities for the pupils to work cooperatively in different groups, or with a partner. The texts chosen for literacy lessons make a good contribution to the pupils' spiritual, moral, social and cultural development, as, for example, they read about a hunter in Africa, or the life of a poor Victorian child, or study the classic book, 'Black Beauty'. The teachers also ensure that the pupils' literacy skills are satisfactorily promoted through the use of information and communication technology, for example, as they undertake simple word processing, and in Year 6 when pupils use a self-checking program to turn singular words into their plurals, and use the 'accelerated reading' scheme.
74. The co-ordinator has been in post for just over a year, and gives satisfactory leadership. Continuing to raise standards, particularly in writing, and the improvement of boys' reading are the current priorities. There is a comprehensive policy and a useful scheme of work. The co-ordinator provides support for all staff, monitors teachers' planning to ensure full coverage in all areas, observes lessons and gives feedback. She undertakes some analysis of national test results to assess differences in the performance of groups of pupils. The headteacher regularly checks on teaching and learning in the classroom and provides written and verbal feedback to teachers, with areas for further development. Teachers assess pupils' attainment through their work by class tests and through the regular writing assessments. From this information they plan and set targets, and individual targets are set in Years 1,2 and 3. Resources throughout the school are satisfactory. They are used well and are constantly being updated to improve pupils' learning.

MATHEMATICS

75. In the year 2000, the National Curriculum test results for pupils in Year 6 were well below the national average but matched the average for schools that have a similar proportion of pupils receiving free school meals. This does not, however, take account of the number of pupils who come to this school speaking little or no English. In addition, the progress of a significant minority of pupils is hindered by their absence from school for extended holidays abroad that stretch into term time. When compared to the pupils' National Curriculum tests when they were in Year 2, the results show that the school adds considerable value to the pupils' education and they achieve well. The test results exceeded the targets set by the school for that year, and over the last five years, have risen at the same rate as test results nationally.

Early indications from the 2001 tests are that the results are similar to those of the previous year. **The majority of pupils currently in Year 6, now in the second week of their last year in the school, are working at the nationally expected levels for their age.** This improvement is due to the fact that numeracy sessions are well organised, pupils are better able to manipulate numbers mentally and teaching is good. Furthermore, the national test results and other tests given to the pupils are carefully analysed so that the pupils' difficulties can be diagnosed and steps taken to remedy them. Consequently the school is in a position to maintain the improvement. These factors have also improved the test results for pupils in Year 2. In the year 2000, the results of the National Curriculum tests for Year 2 matched the national average and were above the average for similar schools. Early indications from the test results for 2001 are that these results have been maintained. The majority of pupils currently in Year 2 are working at the nationally expected levels for their age. Throughout the school all pupils, including those with special educational needs (SEN) and those for whom English is an additional language (EAL), achieve well.

76. Through the effective methods being taught in Years 1 and 2, the pupils successfully learn to manipulate simple numbers in their heads. Because they have a clear understanding of the number system, they also use this knowledge to operate with more difficult numbers. For example, in Year 2, the majority of pupils were working with place value and had a sound understanding of tens and units. The more able pupils were subsequently able to tackle three digit numbers as hundreds, tens and units, while the lower attaining pupils needed and received support to deal with two digits. The majority of pupils in Year 1 accurately count up to 20 and understand how to count on to find a higher number when busy with number games. Because of the timing of the inspection, work from the previous year was analysed in addition to the pupils' current work. This shows that by the end of Year 2, the pupils have a suitably wide experience of all areas of mathematics. The majority add and subtract correctly the different combinations of numbers up to 20 and confidently complete the numbers on a 100 number square both vertically and horizontally. They deal with money by correctly calculating the prices on a shopping list. They are developing an appropriate mathematical vocabulary and understand terms like "odd," "even," "taller" and "longer than." In their folders they record data, and work from the previous year shows that by the age of seven, the pupils successfully make pictograms showing favourite ice creams and bar graphs indicating which sweets they like best. The pupils recognise shapes such as triangles, circles, and pyramids and attempt simple problems to do with capacity. For a significant minority, however, their lack of understanding and use of English impedes their effective use of mathematical vocabulary and their ability to deal with word problems.
77. By the time they are in Year 6, because of the methods being taught in the numeracy sessions, the pupils operate well with numbers and use the correct vocabulary associated with it. For example, the majority of pupils in the Year 6 class were dealing comfortably with six figure numbers and knew how to round figures up and down to give approximate answers. On the other hand, pupils in Year 3 were working with pairs of numbers up to 20 and a significant minority found difficulty placing tens and units correctly for written calculation purposes. By the age of 11, the pupils are confident with fractions and examination of their work from the previous year shows that they understand how to operate with improper fractions and can calculate fractions of numbers. They are also able to work out correctly equivalent fractions, decimals and percentages. Because of the timing of the inspection, the school's emphasis was on number. However, work from the previous year shows clearly that the pupils experience a suitably wide range of experiences across all areas of mathematics. They successfully recognise two and three-dimensional shapes and accurately calculate the area or perimeter of a rectangle. They record data appropriately in bar graphs and line graphs and, during discussions with them, they showed that they had a sound understanding of how to interpret a pie chart. They also showed that they had appropriate knowledge of probability when they estimated the likelihood of a six appearing when a dice is rolled a certain number of times. They are familiar with acute, obtuse and reflex angles and make calculations in kilograms and litres, and successfully solve word problems by calculating mentally the cost of a car journey. However, the pupils do not use information and communication technology frequently enough to support mathematical work and only a minority of pupils have a quick recall of multiplication table up to 10 x 10.

78. The pupils use their mathematical skills appropriately in other subjects. For example, they use numeracy skills to search for information in the contents and index pages of books. In history they calculate dates and know how time lines operate. They use accurate measurements in design and technology. In science they use graphs to record pulse rates and in art and design they recognise and use symmetry.
79. The quality of teaching is good and has been maintained since the previous inspection. Teachers successfully use their wide knowledge of mathematics and of the National Numeracy Strategy to provide interesting and motivating lessons. However, there is a heavy reliance on worksheets in Years 1 and 2 which impedes the development of discussion and the effective use of mathematical language in explorations and explanations of mathematical concepts. The teachers have a warm relationship with their pupils and create an effective working atmosphere in the classroom where the pupils work hard, co-operate well with both the teacher and with each other, and demonstrate good behaviour. This makes an important contribution to the pupils' achievement and attainment. By using the time allocated for numeracy effectively, the teachers are ensuring good progression in lessons, and are successfully improving the pupils' mental ability with numbers. This has a significant impact on their mathematical learning. Teachers plan their work well, taking care to use what they know of pupils' prior learning to set appropriate work for groups and individuals. Regular and appropriate homework is set that makes an important contribution to pupils' progress. However, although the teachers analyse test results to ascertain weakness, they do not yet set individual targets for the pupils. Nevertheless the school works hard to ensure that all pupils, including those with SEN and those with EAL, are included in all aspects of mathematics and participate fully in all lessons. For pupils with SEN related to mathematical learning, the teachers take good account of the targets set in the pupils' individual education plans. For pupils with EAL, they are careful to explain precisely all new vocabulary, and encourage the pupils to say when they do not fully understand any terms used. Their good planning also ensures that the relevant support staff are used well to help both groups of pupils. Information and communication technology is not used frequently enough in mathematics but this is a clear priority for the whole school.
80. The leadership and management of the subject are good. The knowledgeable co-ordinator checks on how well the numeracy session is being used, and scrutinises teachers' planning and pupils' work to ensure that they follow the agreed scheme of work. She also analyses all the tests given to the pupils to see where difficulties lie and ensures that further planning addresses any weaknesses found. In addition, the headteacher checks on the quality of teaching and learning in the classroom and provides full verbal and written feedback with targets for improving mathematical teaching.

SCIENCE

81. The results of the National Curriculum tests for pupils in Year 6 in 2000 were well below the national average but just below the average for schools that have a similar proportion of free school meals. This does not, however, take account of the number of pupils who come to this school speaking very little or no English. When the results are compared to the pupils' test results when they were in Year 2, it is clear that the school adds considerable value to the pupils' education and that their achievement is satisfactory. **The majority of pupils currently in Year 6 are working at the nationally expected levels for their age.** Because of the timing of the inspection, work from the previous year was scrutinised alongside the pupils' current work and shows that there has been sound improvement since the last inspection. The rising trend in the test results matches the improved trend in science nationally. The improvement is the result of a clear focus on raising standards in science that has been accompanied by in-service training for teachers and the introduction of a new scheme of work.
82. The teachers' assessment of pupils' attainment at the end of Year 2 in the year 2000 was similar to the national average but well above the average for similar schools. **The pupils currently in Year 2 are working at the nationally expected levels for their age.** They know where the different parts of the body are, such as joints, hipbones, and their ribs, but do not always name them accurately, reflecting their lack of security in the use of the English

language. Pupils in Year 2 correctly group different foods such as fruits, vegetables and cereals. Nearly all have a clear understanding of which foods are potentially good to eat, but few can explain why. Analysis of the pupils' past work indicates that their achievement is satisfactory. Other work investigating how to make simple circuits, and which appliances use electricity, show the pupils have appropriate knowledge and understanding in this area of science. They also know that exercise is good for you and about its immediate effects on the heart. They acquire a satisfactory understanding of the properties of different materials and investigate which are flexible, hard or can twist.

83. The pupils in Year 6 have an appropriate understanding of how different materials mix and how to separate them. The majority know why fair testing is important and how it can affect the results obtained. Most pupils confidently predict what might happen during investigations, and record their predictions satisfactorily. In a good Year 3 lesson, for example, the teacher's high expectations of the pupils' investigative work were well met. The good use of scientific language and the effective interaction between the teacher and the pupils, supported by a high quality aide-memoire, kept the pupils working hard and enabled them to explain clearly the outcomes of their investigation and how this compared with their original predictions. In this lesson, good use was made of a computer software program to investigate and change the conditions needed for rapid growth. In a good Year 4 lesson, the pupils demonstrated sound knowledge regarding which animals are invertebrates, and enthusiastic teaching combined with good planning for group work, consolidated this knowledge effectively. Pupils in this year group satisfactorily extend their knowledge of electricity by investigating which materials conduct electricity, for example, a paper clip and a pencil. Pupils in Year 5 demonstrate sound recall of the names of the planets and their positions in relation to the Earth. They know that the Earth is spherical and confidently use the Internet to find a web site giving them more information. Past work indicates that the pupils cover an appropriate range of activities, although the work covering aspects of physical processes was limited.
84. The quality of teaching is satisfactory throughout the school with examples of good teaching with groups of pupils in Years 3 and 4 and a small amount (one lesson) of unsatisfactory teaching with a group of Year 1 pupils. In this lesson, the pupils' thinking about the parts of the body was not sufficiently extended, and the follow-on exercise focused more upon accurate cutting out, rather than on revisiting and consolidating the scientific aspects the pupils were required to learn. In the vast majority of lessons, the teachers manage the pupils well and good relationships lead to effective investigative work, sound learning and good attitudes towards the subject. The planned activities meet the age and interest of the pupils. For example, in a Year 2 lesson, the choice of foods to investigate and group was readily recognisable to the pupils. The teachers' planning covers the different areas of work required, but the significant number of poor quality worksheets restricts the pupils' ability to develop their own methods for recording their work. This is in marked contrast to the high quality aide-memoire used in a Year 3 lesson. The teachers plan well for pupils of all abilities and interests, including those pupils with special educational needs and those for whom English is an additional language. They ensure that what is required of the pupils is clearly explained and that all new vocabulary is understood. The improved planning for a wider range of activities is generally improving the pupils' learning. The activities demand more of the pupils' thinking, and promote their recording skills effectively. The teachers make effective use of classroom assistants, bilingual assistants and additional teachers who, by giving more focused help to smaller groups of pupils, contribute effectively to raising the pupils' attainment and improving their achievement. The teachers ensure that the pupils use both the library and their information and communication technology (ICT) skills appropriately to carry out scientific research, for example, to investigate parts of the body in Year 2 and to find out more about the planets in Year 6. ICT is not yet being used in science to record investigative work, but the effective use of ICT in other subjects is a clear priority for the whole school.
85. Satisfactory leadership and management provide a sound direction to and monitoring of work in science. The National Curriculum test results are analysed carefully to see where improvements can be made. The subject has been a focus for review this year and revisions to the scheme of work using national guidance have helped to improve planning and pupils' learning. It is not yet sufficiently tailored to the needs of the school, however, to extend the

pupils' investigation skills and make activities more relevant and exciting for the pupils. The teachers make satisfactory use of assessment procedures to record the pupils' achievements and to improve the weaker areas in their learning. The available resources are good in terms of their quantity and range and are used well to enable all pupils to have equal opportunities to experiment and take part in all scientific activities.

ART AND DESIGN

86. As only two classes were observed during the inspection, judgements are also based on examination of pupils' work, past and present, and on discussions with pupils and staff. Improvement since the previous inspection is good. Attainment is above the national expectation by the end of Years 2 and 6 and the pupils currently in those two years are working beyond the expectation for their age. Throughout the school all pupils, including those with special educational needs and those for whom English is an additional language, achieve very well.
87. Throughout the school, the pupils competently use a wide variety of media, materials and skills to create pictures and make models. For example, in Year 2 the pupils created very effective random patterns in oil pastels inspired by the work of Paul Klee. They first practised using and mixing the colours on a small piece of paper before creating their finished pattern and the results were work of high quality, thus building up an understanding of the need for good preparatory work. Pupils also use crayons and colour wash to produce other attractive work, and displays of Year 1 work showed good attention to colour in paintings of interesting people. Year 6 pupils demonstrate good observational skills as they successfully use a viewfinder to draw sections of a sunflower. Because of the very effective direct teaching of drawing skills, particularly in the area of observational drawing, the pupils applied their skills well using coloured pencils to produce stunning pictures with painstaking care. The pupils also made observational drawings of the sunflowers using different quality pencils with outstanding results. Pupils enjoy art and design, and experience a wide range of techniques and media. For example, they use textiles to create pictures of fish with woven wool on a bright hessian background, and create colourful collages using crayons, paint and wool. Pupils have appropriate knowledge of the work of a satisfactory number of famous artists. For example, pupils in Year 6 made drawings of Tudor life inspired by the work of Holbein. They demonstrated good use of their sketchbooks to experiment and try out their ideas before completing the finished pictures in charcoal. Pupils use their observational drawing skills very successfully to produce accurate drawings of mountain bikes and striking portraits demonstrating fine shading and tone using pencils of varying softness. Although some little work is carried out using clay the pupils do not have enough experience of three-dimensional work. However, the art curriculum is greatly enriched by visits to art galleries and museums and participation in art workshops at Astley Hall. Here, the pupils were involved in printing and pattern work. Although the inspection was early in the term there were already beautiful displays of art and design work around, which contributed to the learning environment in the school. The pupils also use information and communication technology appropriately to enhance their work in art and design, for example, to create attractive patterns and to reproduce work in the style of Mondrian and Matisse.
88. The quality of teaching is good and has been maintained since the previous inspection. The teachers are enthusiastic about art and design, and are careful to teach specific skills and then encourage the pupils to use these effectively in their work. This has a beneficial effect on learning because it requires considerable creative thought, good levels of concentration and the ability to take work through various stages from initial sketches to completed pieces of art. Under the 'carousel' system, the co-ordinator uses her expertise to teach all the classes in the school for half a term each year. This has had a very beneficial impact on the pupils' attainment and achievement and further meets the school's aim of enabling all pupils to have equality of opportunity in all areas of school life. Teachers form very good relationship with their pupils, who respond with hard work and good behaviour. The practical lessons are well organised. Resources are well prepared from the good range available. They are used effectively and add to the pupils' enjoyment of art and design as they try out different techniques to produce different effects. The teachers have high expectations of the pupils and regularly evaluate their work with them, through effective questioning that further extends

the pupils' creative and technical skills. This analysis of their work improves the pupils' self esteem, increases their confidence and improves their literacy skills by enabling them to express their thoughts within their groups. It also helps them to learn how to use correctly an appropriate range of art and design vocabulary. Pupils' numeracy skills are also enhanced through art and design as they create symmetrical patterns and learn how to use proportion in their pictures. However, although there is a carefully collated portfolio of pupils' work in school the work is not annotated to provide guidance for teachers in their assessments, to enable them to evaluate art and design against the nationally expected levels.

89. Good leadership and management of the subject ensure that the co-ordinator's own enthusiasm for and extensive knowledge of art and design, and how to teach it, is effectively shared with her colleagues. Because she takes all classes for art and design, she constantly checks on how well the pupils are doing and on the quality of teaching in the subject when she herself is not teaching the class. Further guidance is available in the well-written policy comprehensive scheme of work, both of which are used effectively in planning. Pupils are successfully introduced to art and design from other cultures, including their own. For example, they have studied African and Aboriginal art and their subsequent work shows a sound understanding of the use of colour in those two cultures. Art and design makes a very good contribution to the spiritual, moral, social and cultural development of the pupils.

DESIGN AND TECHNOLOGY

90. During the inspection it was only possible to observe one lesson because of the arrangement of the school timetable. Consequently judgements are based on the analysis of pupils' work and discussions with the teachers and pupils. Pupils in Years 2 and 6 are working above the nationally expected levels for their ages and their achievement is good. The good standards reported in the previous inspection have been maintained. This is because the pupils continue to be successfully taught a wide range of appropriate methods related to the design/make/evaluate process. For example, before making a bag to carry a tin of beans, pupils in Year 2 talked about the size the bag would need to be and the strength required of the handles. They then drew a plan and listed the materials they would use. Finally, they selected what sort of paper to make the bag from and practised methods of joining the corners together. When the bag was completed they evaluated its success by placing a tin of beans in it and counting to see whether it would hold the tin for 30 seconds. Pupils' previous work and discussions with them show that there is good coverage of all aspects of design and technology, including, for example, food technology, how mechanisms work including cams, and control technology, where they successfully lit up the eyes in their models of mini beasts. The pupils learn a wide range of processes and techniques in designing and making objects. For example, pupils in Year 6 were making a little box to hold small objects. Firstly they investigated boxes to see how they are constructed and made nets in preparation for their work. They then used a planning sheet to design their own box and listed the materials required. In order to make sure the corners were sharp and neat they practised scoring the cardboard so that it bent more easily and accurately. Finally they cut out the box net with a pair of scissors and used a suitable glue to fix it together. The boxes were then evaluated to assess their suitability for purpose. Pupils' learning is further extended through visits out of school, for example, to a local factory to see how wallpaper is made, prior to designing their own. They were excited when the manager came to school to evaluate their results. Design and technology is used appropriately to support work in other subjects. For example, related to religious education, Year 2 pupils made a dough model of Joseph and used textiles to make his coat of many colours, and Year 4 pupils designed and made torches using simple circuits they had learned about in science. Literacy and numeracy skills are promoted well in this subject. Accurate measurements are required, lists are made of selected materials, and planning and evaluations are recorded in writing using an appropriate range of subject vocabulary. The school is effective in ensuring that all pupils participate in all activities and works hard to ensure that those with special educational needs and those for whom English is an additional language receive the support they need to develop the skills and language necessary for success in this subject. Both groups of pupils make good progress.
91. It is not possible to make an overall judgement on teaching since only one lesson was seen. In it the quality of teaching was good, the work was well-planned and time was well-used.

Consequently the pupils worked hard and concentrated well, and their behaviour was good. The quality and range of work available for analysis show that teachers ensure that from an early age, the pupils learn good design and technology techniques and methods, and that good use is made of the available resources. The good quality support staff available in the school provide valuable help in the classroom and make an effective contribution to the high standards pupils reach in this practical subject. The teachers help the pupils to evaluate their own and each other's work in order to determine how it might be further improved. This effectively supports the pupils' social development as it teaches them to be sensitive and fair towards each other. Overall, the subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

92. Leadership and management of the subject are good. Although he has only been in post for one year, the knowledgeable co-ordinator has already had a positive impact on the further development of the scheme of work. He checks standards in the subject by examining the range and quality of the completed work. Through the carousel system the co-ordinator takes each class for half a term each year and uses his expertise to raise standards and to make further checks on how well the pupils are doing. Although there are no formal assessment procedures in place, suitable strategies are being tried out at the present time. Little use is made of information and communication technology to support the subject but this is already identified in the school's development plan for both subjects.

GEOGRAPHY

93. Due to timetabling and planning arrangements, it was possible to observe only one geography lesson. This was with pupils in Year 6. Because of the timing of the inspection, work from the previous year was analysed to help evaluate their attainment and achievement. The majority of pupils currently in Year 2 and Year 6 are working at the nationally expected levels for their age. This is a similar picture to the last inspection. All pupils, including those for whom English is an additional language and those who have special educational needs, achieve satisfactorily.
94. By Year 2, the pupils have appropriate geographical knowledge of their local area. They know some of its features such as street names and significant buildings on their route to school. The pupils study the features of Blackpool as a contrasting locality, and they correctly identify how tourism affects that area. Most pupils also have a sound understanding of the effects of drought and flooding. The work in Years 1 and 2 covers the required areas, although much of it is completed using worksheets, reducing the opportunities for pupils to use their literacy skills to record and lay out their work independently. This hinders their learning and their ability to think for themselves. Pupils in Years 3 to 6 build effectively on their prior knowledge and understanding and successfully use large and small scale maps to identify features in the locality. The pupils in Years 5 and 6 develop their enquiry skills effectively as they study the effects of a proposed by-pass and discuss the arguments for and against in English activities. The oldest pupils study distant places such as St Lucia, and although at an early stage of their study, they could already identify accurately the main features of the island. For example, they recognise the significant differences in landscape and the similarities in the daily routines of the people.
95. Although it is not possible to make an overall judgement on teaching, the teaching in the one lesson seen was good. The positive relationships between teacher and pupils supported the pupils' learning well. The well-planned group work fostered effective team work and the teacher had high expectations of the pupils' ability to work independently. For example, the teacher gave minimal direction on how the work should be laid out, expecting the pupils to decide for themselves. This led to high levels of motivation and the pupils worked effectively together, successfully finding out the required information. The teachers' planning takes good account of the need to ensure that all pupils are fully included in all learning. This includes planning for the effective use of the support staff to ensure that pupils with special educational needs and those for whom English is an additional language understand and can carry out the tasks required of them.

96. Leadership and management are satisfactory. The coordinator, along with the staff, has reviewed the scheme of work, and takes account of recent changes in national requirements. There are suitable arrangements in place to check on the quality and range of the pupils' work, and on the quality of teaching. The curriculum is extended and enriched by visits away from the school, although these have been reduced because of the recent 'foot and mouth disease' outbreaks. Resources within the school are good in terms of quantity and quality and are used effectively to support pupils' learning.

HISTORY

97. Pupils in Years 2 and 6 are working at the nationally expected levels for their age, as they were at the previous inspection. The standard of written work in history has improved since the previous inspection as a result of writing skills being given a higher priority in literacy lessons. Pupils' achievement is good throughout the school and pupils with special educational needs and those for whom English is an additional language make good progress. These pupils progress from a low starting point in knowledge and understanding of the world when they enter the school because of their different cultural backgrounds. All pupils learn successfully to gather historical evidence from an appropriately wide range of sources, including books, historical objects, the Internet, photographs and visits to places of historical importance. There has been good improvement in all aspects of history since the last inspection.
98. Pupils in Years 1 and 2 gain a sound understanding of chronology when they compare old and new bicycles, and relate this to their own experiences of how things change over time. Year 1 pupils learn why Guy Fawkes is remembered on Bonfire Night as an event in British history. They are successfully taught how photographs can be used as a source of information and observe how the teacher has changed when she shows them photographs of herself as a baby and at various stages in her life. While some remain uncertain about the terms 'younger' and 'older', they are keen to talk about their younger siblings and to compare what they can and cannot do depending on how old they are. This work is effectively extended in Year 2. Here, the pupils learn to observe carefully when studying photographs of a Victorian classroom, and compare it with their own. By the time they are in Year 2, the pupils know that artefacts and photographs are important sources of information about the past. The pupils broaden their knowledge and understanding of the wider world when they learn about the Egyptian civilization. This work is further extended in Years 3 to 6, by which time the pupils have studied an appropriate range of historical themes and projects. Pupils in Year 3, for example, demonstrate appropriate research skills as they find out about the Tudor kings and queens. They work successfully in mixed ability groups to become "experts" on their subject and then have to organise their work and communicate their findings to the rest of the class. In this good lesson, one group made good use of the Internet to research further information. In Year 6, pupils learn about the effects of Viking invaders who settled in England and competently use a drawing program to draw Viking long ships on the computer. Further work follows the Roman invaders. Pupils use their developing literacy skills well when, for example, they write comparisons of the lifestyle of a Roman soldier and a Celtic farmer, and express their opinions about which they would prefer to be. By the time they are in Year 6, the majority of pupils have good chronological awareness and an appropriate understanding of how to extract and interpret information from a variety of sources. Throughout the school, the language difficulties that a significant minority of pupil continue to have do impede their ability to articulate what the information tells them, although the school works hard to overcome this. History makes a good contribution to pupils' spiritual, moral, social and cultural development as they reflect and consider how events in the past affected people's lives, and continue to influence the present.
99. The quality of teaching is good. Teachers present well-prepared activities in lively, interesting ways and make good use of questions to challenge pupils' thoughts and ideas. They plan well, and ensure that lessons build on pupils' previous knowledge and understanding. Good, meaningful activities and research tasks are set with high expectations for pupils to work collaboratively in different settings. The pupils respond well with good behaviour and attitudes and they work with interest and concentration. Occasionally, the pace of lesson slows, however, and pupils lose concentration when they have to listen for too long. Teachers work

hard to ensure that all pupils participate fully in history lessons whatever their backgrounds, and make effective use of all available resources, including the support staff, to extend pupils' knowledge and experience. The teachers promote pupils' literacy skills very effectively by using precise historical language, insisting that the pupils do the same, and presenting a good range of opportunities for the pupils to present their work to the class or to write extended reports and descriptions of historical events and characters. Numeracy skills are also promoted well, through, for example, the use of time lines and by requiring the pupils to calculate the number of years between historical events.

100. The co-ordinator leads and manages the subject well. She has successfully introduced a new scheme of work, ensures it is implemented by all staff, and reviews and monitors the effectiveness of the scheme in practice. She represents the school at local 'cluster group' meetings and has helped to create a resources pack for teachers. Pupils' learning is monitored by the co-ordinator when she samples their work, and keeps written and photographic records. An assessment sheet is maintained for each pupil and the information from it is used to identify and address weaknesses in knowledge, understanding and skills. Local studies are being further developed, for example, through visits to Clitheroe Castle and Higher Mill at Helmshore. The co-ordinator has attended in-service training to assess websites on the Internet for pupils to use for historical research. Information and communication technology is used well to support learning and historical studies.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

101. Due to timetable arrangements, no direct teaching was observed in Years 1 or 2, but activities within other subjects were observed and informal discussions held with pupils before reaching a judgement. Four lessons were observed in Years 3 to 6, three of which were part of the 'carousel' arrangement that enables the pupils to be taught in smaller groups for one afternoon each week. Pupils in Year 2 and Year 6 are working at the nationally expected levels for their age and throughout the school achievement is satisfactory. Standards have been maintained since the previous inspection. Pupils' achievement is satisfactory and pupils with special educational needs and those for whom English is an additional language make good progress.
102. By the time they are in Year 2, the pupils have sufficient knowledge and understanding of how ICT is used in everyday appliances such as washing machines, telephones and toys that use microchips to control them. The pupils know the main features of the computer such as the mouse, keyboard and screen, and can successfully load a CD-ROM. In their work in other subjects, the pupils competently use the computer and relevant software to investigate parts of the body and to rearrange words into alphabetical order. The pupils' work from last year shows that they can also design repeating patterns using an art program effectively. Although no direct teaching was observed, the activities chosen were relevant to the interests of the pupils, for example, the use of a program to build the pupils' literacy skills. In Years 1 and 2, the frequent use of the computer during everyday activities was less evident and opportunities to use the computers are not consistently planned across these year groups.
103. Pupils in Years 3 to 6 build successfully on their earlier learning. In Years 4 and 5, for example, the pupils competently use their word processing skills to e-mail school friends who have moved abroad. They are sufficiently aware of the conventions needed and the benefits of communicating in this way. The majority of pupils successfully use a multimedia CD-ROM program to improve their spelling abilities. Pupils in Years 3 and 4 use small pocket computers and know how to access their basic functions. By the time they are in Year 6, the pupils use a computer-based 'accelerated learning' programme effectively to improve their reading ability. They have appropriate knowledge of basic word processing and a small number of Year 6 pupils know about some of its more advanced features. However, there was little evidence of the pupils using these skills in, for example, topics and stories, including for drafting and re-drafting purposes, and no evidence of features such as desktop publishing having been taught or used.
104. It is not possible to make an overall judgement on teaching in Years 1 and 2, but the quality of teaching is sound in Years 3 to 6. Good planning builds effectively on what the pupils already know, understand and can do, and the teachers use their own satisfactory expertise well. For example, in Years 3 and 4, the class teacher explained clearly how to use a drawing program, extending the pupils' knowledge with good questioning and high expectations of their follow-on work. Throughout the school, the pupils respond well to their activities, particularly in Years 3 to 6, where the organisation into smaller groups gives them extended opportunities to develop and use specific skills. The teachers plan for all pupils to be included appropriately in all activities, and the pupils with special educational needs are supported well. ICT is used well in the withdrawal sessions for these pupils, although in the one observation of such a group, the computer had 'crashed'. Although the application of ICT skills varies from subject to subject, there are examples of ICT being used appropriately in science, art and design, design and technology and history. In addition, the pupils have access, on a rota basis, to recording facilities in music and have recorded their own CD of the school song, with help from specialists in this area. Such activities contribute effectively to the school's clearly stated priority to achieve an appropriate balance between the teaching of skills, knowledge and understanding and the use of ICT across all subjects.
105. The leadership and management of ICT are satisfactory. The co-ordinator has been in post for only a short time, having come to the school as a newly qualified teacher two years ago. He has successfully raised the profile of the subject throughout the school, providing clear guidance for staff and introducing a new scheme of work. Nationally provided in-service training for staff finished recently and is contributing to the raising of standards in this subject.

It has also led to the school participating in a pilot project using a dedicated computer program to assess pupils' attainment and achievement. The level and quality of resources are satisfactory and the oldest pupils benefit from having a number of new computers in their classrooms for ease of access.

MUSIC

106. Pupils in Years 2 and 6 attain the standards expected for their ages, and throughout the school, all pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. Music was a key issue at the previous inspection. The school has taken appropriate action to secure satisfactory improvement since that time. Some pupils do not have access to music outside school and therefore the subject is carefully planned to take account of the pupils' different learning needs so that all may participate fully in all learning activities. This successfully meets the school's aim to promote equality of opportunity for all of its pupils and to include them in all aspects of learning.
107. Pupils in Year 1 begin to develop their listening skills when the teacher makes a game in which they have to identify hidden objects by their sounds. Sounds of different timbres such as a crackly crisp packet or rice in a jar also give pupils opportunities for language development as they try to describe the sounds. The teacher extends this to introduce the combination of sound and silence. The pupils are enraptured as they try to pass round the squeaky teddy bear without making a sound, and enjoy singing the traditional song 'Heads, shoulders, knees and toes' and use the actions well to keep the rhythm accurately during the silences. Pupils recognise and name untuned instruments and can say how they are played - shaken, struck or stroked. By the time they are in Year 2, the pupils successfully create musical patterns for their partners to repeat thereby developing greater aural discrimination. They make good use of wood blocks and tambourines, but the teacher does not spend enough time showing them how to hold and play each instrument correctly, and the sound quality they produce is not always good. Pupils know an appropriate range of songs, and learn new songs quickly. They accurately follow a tune and enjoy singing in a large group, usually rocking in time to the pulse of the music. The majority use their voices expressively when singing, controlling them appropriately. However, when a teacher lacks confidence in singing, this is reflected in the pupils' singing, and they do not use their voices as well. During the inspection, two singing sessions were observed, one with pupils in Years 1 and 2, and one with pupils in Years 3 to 6. In both sessions, the pupils' enjoyment of singing was obvious. Older pupils learn to sing with clear diction. They are taught the importance of breathing correctly when singing, but because they are sitting on the floor, their posture does not allow them to improve as much as they otherwise could. Many older pupils are keen to learn the guitar, and willingly give up their free time during the lunch hour to attend lessons with the music co-ordinator. This enhances their musical knowledge and understanding and adds to their performance skills. Between Years 3 and 6, the pupils acquire a satisfactory musical vocabulary and learn to use correctly terms such as 'dynamics', 'phrasing' and 'rhythm' because this is taught and reinforced well. In the one lesson seen in this age group, the pupils were developing an appropriate understanding of chords and bars as they accompanied a song with a three beat pulse on small percussion instruments. However, the pupils did not fully grasp the concept of notation because instructions were not clearly given when this is introduced.
108. It is not possible to make an overall judgement on teaching because, due to the school's timetabling arrangements, it was possible to see music in only three classes, with pupils in Years 1 and 2, and in the mixed Year 3/4 class. However, all teaching observed during the inspection was satisfactory and the pupils displayed appropriate attitudes and behaviour during their music lessons. In Years 3 to 6, music is part of a 'carousel' of expressive arts lessons in which pupils work with specialist teachers. In these lessons, pupils concentrate on the creative elements of music, and have opportunities to compose. The school has regular access to the neighbouring community centre, which has good facilities including keyboards, a computer and an up-to-date recording studio, and pupils benefit from some input from the specialist staff employed at the centre. This provides good opportunities for the pupils involved to use ICT in music as they learn to improvise and develop their musical ideas when

they compose and record their work. The pupils have written, produced and recorded their own CD of the school song 'We are happy'.

109. Leadership and management of the subject are satisfactory. The co-ordinator has good subject knowledge and effectively supports and advises his colleagues. He teaches music to all classes in the older age group to ensure that their learning is continuous. However, this limits the time spent on music and slows pupils' overall learning because when classes are not involved in the carousel's musical activities, the pupils' weekly music is often limited to the singing session that involves all five older classes. There is a useful scheme of work that enables teachers to plan for their classes, and their subject knowledge has been increased through in-service training arranged by the co-ordinator. Pupils' musical experiences are effectively enhanced and enriched through workshops with, for example, a jazz bass player and musicians from the Sanjeet Music Academy, and they enjoy learning about different musical traditions and cultures. Some pupils took part in a performance in Blackburn Cathedral. Music makes a good contribution to the pupils' spiritual, moral, social and cultural education. Resources for music are good. They have been much improved with the purchase of a good range of additional instruments and keyboards.

PHYSICAL EDUCATION

110. Due to planning and the weather, only indoor lessons were observed. The standards that the pupils attain in Year 2 and Year 6 are as expected nationally for their age and have therefore been maintained since the last inspection. Discussions with pupils and a scrutiny of teachers' planning show that the pupils cover a satisfactory range of activities during the year, for example, football, swimming, and a range of other outdoor games and activities. The quality of teaching is sound and the teachers make good arrangements to include all groups of pupils in all activities, including those with special educational needs and those for whom English is an additional language. All pupils achieve satisfactorily in this subject.
111. By the time they are in Year 2, the pupils throw and catch accurately using beanbags and small balls. The majority of the pupils respond positively to the well-organised activities that gradually demand higher levels of skill and accuracy as the lesson proceeds. Many confidently throw and catch over short distances. Because aspects of safety and the need for appropriate warm-up exercises are taught effectively, the pupils know and understand the reasons for these and respond appropriately in lessons, moving safely and using space appropriately. For example, in a Year 1 dance lesson, the pupils moved around the hall with increasing control, responding appropriately to the speed and dynamics of the music. Higher attaining pupils increasingly refined their movements as the lesson proceeded. The enthusiasm of the class teacher and the way a classroom assistant illustrated the movements on a chart, helped to guide pupils effectively at this early stage of the term. Most pupils are agile and confident and respond well to the teacher's clear instructions, which also help develop appropriate vocabulary related to direction and movement, for example, backwards, forwards, zig-zag, hop, skip, jump and jog. Between Years 3 and 6, the pupils build well on these early skills because the well-planned lessons provide effective challenge for them. For example, in a mixed Year 3/4 class, the pupils successfully solved the problem of reaching a set point in the hall using a limited amount of space and a limited range of movements. The pupils work well together, sharing equipment and helping each other to succeed. For example, in a Year 4/5 lesson, they demonstrated appropriate skills in throwing and catching small balls and in working as a team towards success. They understand the principles of using their own body weight to throw accurately. The pupils gain independence and improve their skills during lessons because their teachers have high expectations of them. They confidently respond to the teacher's requests to demonstrate particular movements to the rest of the class so that all can learn from each other by evaluating how well they are performing.
112. The leadership and management of the subject are good. The adoption of a new scheme of work ensures broad coverage of all the activities needed. Clear guidance as to how to use these activities provides help to staff, and the new assessment procedures being used in some classes are providing a more comprehensive picture of the pupils' abilities across the subject. There has not yet been any monitoring of teaching, but planning is scrutinised regularly. The resources are good with hall and outside grass areas providing appropriate

space for activities. Swimming is incorporated into the work for pupils in Years 3 and 4 and most pupils reach the standard expected nationally for the end of Year 6. The school is proud of its success in the Asian schools' swimming gala where the pupils came second, competing against pupils in Years 5 and 6 from other schools. A good range of extra-curricular activities has recently been introduced and the numbers attending these are growing.

RELIGIOUS EDUCATION

113. The attainment of the pupils in Year 2 and Year 6 meets the standards required for their ages, as laid down in the local agreed syllabus for religious education. Standards have been maintained since the previous inspection. All pupils achieve well, including those with special educational needs and those for whom English is an additional language. Religious education makes a good contribution to the spiritual, moral, social and cultural development of the pupils.
114. By Year 2, the pupils have successfully explored the need for rules and the majority understand that rules work better if they are positive. For example, within the general theme of 'community', pupils in the Year 1/2 class decided with the class teacher what positive rules should apply in their classroom for the benefit of both the teacher and the pupils. In Year 2, this was appropriately extended to include the importance of having friends, how to make friends, and how people should be kind and friendly to each other. The pupils know that most religions, including Christianity and Islam, advocate loving and helping others. Analysis of the pupils' past work shows that they learn about the main features of the major world religions and from an early age, they begin to compare and contrast them through, for example, studying an appropriate range of festivals and religious stories. By the time they are in Year 6, the pupils have appropriate knowledge and understanding of important people and events in different religions and show a good understanding of moral issues. They compare and contrast different world religions in greater depth and have a sound understanding of how religious duties impinge on people's lives no matter which religion they follow. They also know that each religion has its own set of similar rules, for example, the Ten Commandments in Christianity and the Five Pillars of Islam.
115. The quality of teaching is good and has a positive effect on pupils' learning. This is similar to the previous inspection. Teachers use their good knowledge of the subject to provide interesting lessons that successfully motivate the pupils. They ask thoughtful and stimulating questions that require the pupils to listen carefully in order to be able to join in the discussions. Teachers are careful to use precise language and to check that the pupils understand so that all are included in all aspects of every lesson. The school has an appropriate range of artefacts from different religions and these are used well to make learning more interesting and relevant for the pupils. The good relationships between teachers and their pupils foster good behaviour and give the pupils the confidence to contribute to discussions and give of their best. The interest that the pupils show in the subject and their good attitudes towards it have a positive impact on learning. Literacy skills are effectively promoted in religious education as pupils write about religious topics and events. ICT is also used appropriately in this subject, for example, to research facts about different religions and the people associated with them. The pupils were particularly interested when they listened to Martin Luther King's voice delivering his most famous speech, downloaded from the Internet.
116. The leadership and management of the subject are good. The enthusiastic co-ordinator has ensured that a worthwhile policy and a comprehensive scheme of work are in place so that the teachers know what to teach and when. She examines teachers' planning and looks at the pupils' folders to check on the quality of the work produced. There are currently no formal assessment and recording procedures in the subject, although satisfactory assessment takes place on a day-to-day basis. The school is awaiting the new locally agreed syllabus, which includes guidance on assessment.