

INSPECTION REPORT

COLNE LORD STREET PRIMARY SCHOOL

Colne

LEA area: Lancashire

Unique reference number: 119171

Headteacher: Mr S W Jackson

Lead inspector: Mrs Joan Ashmore

Dates of inspection: 14th – 16th June 2004

Inspection number: 255866

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	410
School address:	Lord Street Colne Lancashire
Postcode:	BB8 9AR
Telephone number:	01282 865597
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr D Clegg

Date of previous 16th – 20th March 1998 inspection:

CHARACTERISTICS OF THE SCHOOL

Colne Lord Street Primary School is bigger than most other primary schools nationally with 410 boys and girls aged four to eleven. It is situated close to the centre of Colne. Most pupils come from the immediate area. Overall, the school's socio-economic context is well below average and its take-up for free school meals is well above average. The attainment of pupils on entry to the school is overall well below average with poor attainment in language skills. The proportion of pupils with special educational needs is similar to that found in most schools. The proportion with a statement of special educational needs is above the national figures. The nature of these pupils' needs includes moderate and specific learning difficulties, social, emotional and behavioural difficulties, speech and communication difficulties and hearing impairment. Almost all pupils are of white, British, ethnic background; a very small number come from mixed backgrounds including Caribbean, Asian and Asian British Pakistani. There are four pupils for whom English is not their mother tongue. There have been several, unavoidable disruptions to staffing during the year particularly affecting one of the Year 2 classes and one of the Year 6 classes. This was because both teachers had to be out of their classes to fulfil management duties during the period when the headteacher was absent, whilst recovering from surgery. The school has received several awards, including the Artsmark Award, Basic Skills Quality Mark, School's Achievement Award, Investors in People and the Healthy Schools' Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25459	Joan Ashmore	Lead inspector	English Music Special educational needs
8922	Brenda McIntosh	Lay inspector	
17887	Christine Ingham	Team inspector	Foundation Stage Religious education History Geography
2266	John Allen	Team inspector	Mathematics Physical education Art and design Design and technology
32653	Heather Goodchild	Team inspector	Science Information and communication technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school and gives its pupils a good all-round education. Pupils achieve very well during their time in school. Teaching is good overall. Pupils behave very well and have very good attitudes to school and their learning. The school is well led and managed and gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve very well, develop in confidence and maturity and enjoy learning; the school celebrates their talents and nurtures their personal development very well
- Standards at the end of Year 6 are above average in mathematics, design and technology, physical education and well above average in music and art and design
- Children get off to a good start in reception and quickly become independent learners because teaching is consistently very good
- Standards at the end of Year 2 are below average in reading, writing and mathematics and could be improved through more practice in other subjects
- Standards in Y2 are above average in art and design and music
- The headteacher and governing body lead and manage the school well and they are assisted ably by other senior members of staff
- Provision for music and the wide range of activities both during and after school promote very good achievement as well as contributing significantly to pupils' personal development
- There are some opportunities for pupils to apply their skills in information and communication technology (ICT) in other subjects but this could be further developed

Improvement since the last inspection in March 1998 is good. Standards have risen in English and mathematics and most other subjects across the curriculum by the end of Year 6. The monitoring of teaching and the curriculum is more effective and, as a result, the quality of teaching is much better with no unsatisfactory lessons seen. Assessment procedures are good and used well to plan future learning to meet pupils' individual needs. The role of the governors has developed well and they are more actively involved in the leadership and management of the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	D	E	D	B
Mathematics	E	D	D	A
Science	E	D	D	B

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is very good, overall, including pupils with special educational needs and gifted and talented pupils. Boys and girls do equally well as do pupils from minority ethnic groups. By the end of the reception year, children do not reach the nationally expected levels in

communication, language and literacy and mathematical development. Nevertheless, children's achievement is good because most start their education with attainment very much lower than is usual for their age especially in communication, language and literacy which is poor. Children come from a wide range of pre-school settings and a significant minority do not have the advantage of nursery provision. Standards in the current Year 2 are below average in reading, writing and mathematics. This represents good achievement overall but raising standards in these subjects is still an important issue for the school. In Years 3 to 6 pupils achieve very well. The standard of pupils' work currently in Year 6 is better than the standards in the previous years' results in 2003. Current standards are above average in mathematics and average in English and science. More pupils are reaching the higher levels in each of these subjects. By the end of Year 6, pupils reach well above average standards in music and art and design and above average standards in design and technology and physical education.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Their attitudes and behaviour are very good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of teaching and learning is good overall with a high proportion of very good teaching throughout the school. Teachers have high expectations; consequently pupils' behaviour in classrooms is very good and they work industriously, both in groups and individually with a high level of enjoyment. In Year 4 to 6, lessons are very well organised and planned. The grouping of pupils of similar levels of attainment for literacy and numeracy helps improve their rate of progress and the standards attained. This grouping facilitates teaching and learning, making it very good overall, and contributes to pupils' very good achievement. Teaching assistants make a strong contribution to teaching and learning. In the reception classes teaching is consistently very good. Teachers plan a wide range of interesting activities to develop children's skills very well and to encourage them to learn independently. Good provision is made for those pupils with special educational needs and those pupils who speak English as an additional language.

The school provides a good curriculum, including a wide range of clubs and activities both during and after school, which promotes very good achievement and personal development. Arrangements for ensuring pupils' care, welfare, health and safety are good. The school provides pupils with good support, advice and guidance and involves them well in its work and development.

Links with parents, the community and other schools are good and strengthen the quality of education the school provides.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher provides good purposeful leadership and is well supported by senior members of staff. Management systems are good overall, with very good, efficient management of the school's finances. The governance of the school is good and ensures that statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the education the school provides for their children. They find the school has a welcoming, friendly atmosphere. Pupils enjoy coming to school to learn new things. They find their teachers helpful and like the way they make learning interesting and fun. Pupils are proud of their school and achievements and sum the school up as 'perfect and like it just the way it is'.

IMPROVEMENTS NEEDED

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

- Raise standards by the end of Year 2 in pupils' reading and writing skills, by practising them in all subjects of the curriculum.
- Provide more opportunities for pupils to use their skills in information and communication technology across the curriculum to enhance their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is very good overall. For Years 1 and 2 it is good while in Years 3 to 6 pupils put on a real spurt and their achievement is very good. Overall children make good progress in the reception classes. By the end of Year 6, standards in mathematics are above average and average in English and science.

Main strengths and weaknesses

- Children in the reception classes achieve well overall because of the very good teaching.
- Pupils do well in art and music and reach above average standards by the end of Year 2.
- Standards in Year 6 are well above average in art and design and music and above average in mathematics, design and technology and physical education.
- By the end of Year 2 standards in reading and writing across the curriculum could be improved.
- Good proportions of pupils are exceeding expected levels in mathematics and science.
- In some lessons in Years 1 and 2 the lower attaining pupils achieve only satisfactorily because the level of challenge is unrealistic.

Commentary

1. Children enter the reception classes with levels of attainment that are well below average overall but poor in their language and communication skills. Their achievement is very good in their knowledge and understanding of the world, physical development, and personal, social and emotional development and, in these areas of learning; they reach the standards expected of children of this age. Their achievement in communication, language and literacy skills and mathematics is good but they will not meet the standards expected of them. The children make very good overall progress in their learning because of the high standard of teaching which helps them to become independent and confident learners.
2. Over time, the national test results at the end of Year 2 have been well below average in reading and mathematics and below average in writing compared to all schools. Pupils in the current Year 2 are on course to reach average standards in speaking and listening and science but below average standards in reading, writing and mathematics. Pupils make good progress overall from their well below average starting point on entry into Year 1 and achieve well. During the last year, in Year 2, there have been unavoidable disruptions to teaching and this has affected the continuity of pupils' learning.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.6 (14.4)	15.7 (15.8)
Writing	14.2 (12.7)	14.6 (14.4)
Mathematics	15.2 (15.2)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

3. In Years 3 to 6, pupils make very good progress because they build consistently on their previous learning. Standards have risen since the last inspection and in 2003 were well above average in mathematics, and above average in English and science, compared to similar schools but in comparison with all schools they were below average in each subject. In the present Year 6, standards are better and are above average in mathematics and average in English and science when compared to all schools. Pupils are on course to meet the school's challenging targets. This is a reflection of the high quality of teaching and learning. In science, in the current Year 2 and Year 6 a higher proportion of pupils are working above the nationally expected standard. In mathematics standards in Year 6 are continuing the upward trend over the last three years. The grouping of pupils by ability in Years 5 and 6 has had a positive effective in raising standards and there is an increase in the number of pupils reaching above average standards.
4. Boys and girls achieve equally well as do pupils from minority ethnic groups. Pupils with special educational needs and pupils with exceptional gifts or talents also achieve well. For example, in music pupils achieve very well because they are provided with specialist help in and out of lessons to ensure their talents are nurtured well. In Years 4, 5, and 6 the achievement of pupils with special educational needs is very good due to them being regularly taught in small groups.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.6 (25.1)	26.8 (27.0)
Mathematics	26.4 (26.0)	26.8 (26.7)
Science	27.7 (27.9)	28.6 (28.3)

There were 50 pupils in the year group. Figures in brackets are for the previous year

5. Standards are well above average in art and music by the end of Year 6 and above average by the end of Year 2. There is a strong emphasis on developing a broad, exciting curriculum. In music, the very good teaching builds on learning earlier in the school; by the end of Year 6, pupils achieve very good standards and have a good knowledge and understanding of the subject. Standards of performance by the school band are very high and pupils sing well. Gifted and talented pupils achieve their potential.
6. Since the last inspection there has been good progress in improving the standards in ICT and religious education. In both subjects, pupils achieve well and by the end of Year 6, standards are now average. Children in the reception class achieve very well ICT and standards are currently above those expected.

Pupils' attitudes, values and other personal qualities (ethos)

Pupils' attitudes and behaviour are very good and the school makes very good provision for their personal development. The school's overall provision for developing pupils' spiritual, moral, social and cultural development is also very good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- High expectations of behaviour are set and achieved; relationships are very good throughout the school.
- Pupils enjoy school and are very keen to participate in all the school offers.
- All pupils are helped to feel special and important by being given responsibilities; the older pupils care for the younger pupils very well.
- Pupils' very good moral, social and cultural development is central to the ethos of the school.

Commentary

7. Pupils enjoy coming to school, are keen to learn and find lessons interesting and challenging. They feel that teachers make learning fun and they enjoy the variety of experiences that the school offers. This very positive attitude to work is encouraged from the moment the children come into the reception classes. The children are happy, confident and keen to learn. They are interested in all their daily activities, know the routines and help one another. Equally, pupils with special educational needs have very positive attitudes to learning and take a full and active part in lessons. Pupils appreciate the individual rewards and 'house' awards system for good work and behaviour and know that their efforts are valued. The high participation in the wide range of extra-curricular activities illustrates pupils' enthusiasm for school. The school is working hard to encourage regular attendance and punctuality, and this has improved since the last inspection. This improved attendance and the pupils' very good attitudes make a significant contribution to pupils' achievement.

Attendance in the latest complete reporting year 2002/03 (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.2
National data	5.4	National data	0.5

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

8. Pupils' behaviour is very good in lessons and around school. Staff have high expectations of conduct and behaviour and pupils respond very well. There is a high level of mutual trust and respect between adults and pupils and among pupils themselves. The school rules are few but all-embracing and are agreed and upheld by the pupils. The school does not tolerate bullying and pupils say that members of staff are quick to respond and deal with problems if they arise. At playtimes pupils are well supervised, playing happily and well together. Pupils use the play and games equipment sensibly and with enjoyment. There have been no exclusions in recent years and this sanction is used only when all other avenues in the process have been exhausted. This is a success considering the number of pupils and an indication of the school's commitment to inclusion.
9. The very high profile given to pupils' social and moral awareness has helped to establish very strong, warm relationships throughout school. Pupils' confidence and self-esteem are fostered by the system of monitors and helpers across the school. They enjoy the levels of responsibility that they are given and carry out their duties sensibly. For example, some pupils are trusted to come into school at the start of the day to assist teachers in

setting out resources. Pupils in Year 1 and 2 are proud to be made 'special helpers' for a day. Pupils in Year 6 take on more influential positions such as acting as library monitors or looking after the younger children at lunchtimes. They are good role models and are easily distinguished wearing their different coloured sweatshirts. Pupils are encouraged to take risks with their work and feel secure in the knowledge that making mistakes is part of learning. They have a very good understanding of what is right and what is wrong. Pupils get on very well together and collaborate very well in play and work. They are very friendly, polite and welcoming, greeting visitors with a smile and a 'hello'. They hold doors open for each other and are quick to say sorry when the need arises.

10. The school promotes racial awareness very well and celebrates the differences in the rich multicultural society that the pupils live in. Pupils have a good understanding of their own cultural traditions and the diversity and richness of other cultures. Pupils are taught to appreciate and respect others' beliefs, ideas and culture and they show a good level of fairness and tolerance. This is enhanced by work in subjects, such as geography, history, religious education, art and music. The school has links with a school in Romania which have deepened the pupils' understanding of cultural issues and traditions of another country very different from their own.
11. Pupils' spiritual awareness is developed well through the curriculum and assemblies. Major festivals of a number of world religions are acknowledged and celebrated. Many different church groups come into school to enrich the pupils' understanding of different faiths. The very good displays of art create a stimulating environment and make a valuable contribution to the overall ethos of the school. Music, dance, art and design and design and technology enrich pupils' cultural, creative and emotional development, and their singing and music playing are spectacular.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The quality of teaching and pupils' learning is good. The curriculum is good and meets the needs of the pupils well and is enriched very well by out-of-school activities. Standards of care, welfare health and safety are good and pupils are well supported and guided by their teachers. The partnership with parents is good. Links with the community and other school are also good.

Teaching and learning

The quality of teaching and learning is good overall, with a significant amount of very good teaching across the school. The quality of teaching is a key factor in raising the achievement of all pupils, especially in Years 3 to 6. Children in the Foundation Stage get off to a flying start and they continue to learn well as they progress through the school. Assessment of pupils' work is good.

Main strengths and weaknesses

- Children get off to a good start in reception due to the very good teaching.
- Pupils learn well because they are motivated to learn by the good teaching they receive.
- The organisation of older pupils into groups of similar ability for literacy and numeracy is having a positive effect on teaching and learning.
- Pupils with special educational needs are well catered for across the school and provision for them is good.

- Teachers make good use of the interactive whiteboards as a useful teaching tool but this sometimes reduces the frequency of opportunities for pupils to talk about their work or to explain what they know.
- Occasionally the teaching is pitched at too high a level for lower attaining pupils in Years 1 and 2 and they find work too difficult for them. Despite this, assessment of pupils' work is good overall and, although assessment practice is not yet consistent, good progress has been made since the last inspection.

Commentary

12. The following table shows the range of teaching seen during the inspection. The quality of teaching is good overall. It is very good in the Foundation Stage and there are examples of very good teaching throughout the rest of the school. In the Foundation Stage, staff work as a highly motivated team to develop effective strategies to ensure learning is of a high quality. Activities have an element of fun to capture children's interest. Expectations are very high and this results in the very good behaviour and good achievement. Many worthwhile learning opportunities are realised through effective questioning to encourage thought and exploration. A real strength in the teaching is the very good management and organisation of the children. Overall, teaching and learning are good in Years 1 and 2 and in Years 3 to 6. Teachers have very high expectations of the standards of behaviour from pupils. There has been good improvement since the last inspection, where the teaching of religious education and writing was unsatisfactory and two thirds of the teaching was only satisfactory. Now, over eight out of every ten lessons are good or very good. Examples of very good teaching are seen across the school. Teaching is always very good in the Foundation Stage and in music. There are frequent examples of very good teaching in English and mathematics across the school. Other subjects also have examples of very good teaching.

Summary of teaching observed during the inspection of 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	23 (43%)	24 (44%)	7 (13%)	0	0	0

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

13. Pupils learn well because they are motivated to learn by the good teaching they receive. They work well with other pupils and reliably organise their own learning when this is asked of them. Pupils are well supported by teaching assistants, who play an effective role in supporting teaching and in helping pupils to learn. Pupils' individual talents are well catered for through a wide range of very effective enrichment activities, including music, art and sport, where teachers are highly effective and knowledgeable about the subject. In lessons, pupils have access to good resources and teachers use these well to help pupils to want to find out more about what they are studying. For instance, the library and computer suite are well used to help pupils to learn about how to research for information and to improve their reading and computer skills. In lessons, teachers select resources carefully and these are used well to motivate pupils and stimulate them to want to learn. This was seen in a very good science lesson where Year 6 pupils used different solutions to test for acid and alkali. In another very good lesson, Year 2 pupils used a superb range of historical objects from the seaside, including a Punch and Judy show and old buckets and spades, to help them understand how things in the past at the seaside were different from today. Pupils even made ice-cream soda using lemon to show them how making drinks has changed. The well-planned practical activities generated excitement and joy in learning.
14. The organisation of older pupils into groups of similar levels of ability for literacy and numeracy is having a positive effect on teaching and learning. There are clear benefits of teaching pupils in smaller groups as is the case for English and mathematics in Years 5 and 6. Teachers are

able to focus their planning to meet the needs of all the pupils. For instance, all groups of pupils receive a high level of challenge that they are able to respond to and teachers expect a lot from them. The questions teachers ask are very searching and allow for deep thinking that helps develop pupils' level of understanding. Pupils respond very well to this and as a result their achievement is very high.

15. Pupils with special educational needs are well catered for across the school and provision for them is good. They are often taught in smaller groups with teaching assistants or sometimes by another teacher. This was seen in a lesson where a group of Year 5 pupils were helped effectively to read unfamiliar words. The teacher assessed the pupils' understanding as she worked with them and used the information to explain further how to work out other unfamiliar words so that they achieved success during the lesson. Pupils with special educational needs make good progress due to the small teaching groups where they receive extra attention, including good support from teaching assistants, which motivates them to learn.
16. The interactive whiteboards that are in all classrooms provide a useful teaching tool. They are used well by the teachers, for example to outline to pupils what they are going to learn about or how to form their letters correctly in handwriting. At other times, the whiteboards are used effectively to quickly refer back to work done earlier. In a good English lesson, Year 3 pupils had recorded, using a bar chart, their ideas of how two characters would feel at different stages in a story. The chart was an effective visual reminder to pupils of their earlier thoughts and discussions. This stimulated further discussion and helped prepare them well for the writing task that followed. Sometimes, however, the use of the interactive whiteboards as a teaching tool reduces the opportunities for pupils to discuss things or to be actively involved in the lesson as they wait for the teacher to record information.
17. Assessment of pupils' work is good overall. Good information about pupils' achievements is passed on to the next teacher when they move into a new class. This information is used well to group pupils and provide them with extra help where it is needed. The assessment of pupils as they are learning is good overall, although there are some inconsistencies in different classes. Teachers' planning includes how pupils will be assessed at different points in their learning. Different methods are used to find out how well pupils are doing, such as using individual whiteboards to record their answers and then show the teacher. Pupils are sometimes asked to give their view of how well they are doing, for instance, by using thumb signs to indicate how well they understand or by completing sheets to say what they know about a topic they have been studying. Older pupils track their own progress against their own targets for improving the quality of their writing. The use of marking to help pupils to understand how well they are doing and what they need to do next is used well by some teachers but this is an area that is not yet consistent across the school. In some classes, marking does not help pupils to improve and is simply a means of giving pupils encouragement or showing them that their work has been seen by the teacher. Another area where further improvement is needed is in using assessment carefully to ensure that pupils are given work at the right level to match their needs. In their efforts to raise standards, teachers occasionally pitch the level of challenge too high for lower attaining pupils, making demands too high for them, notably in Years 1 and 2. Nevertheless, good progress has been made in improving assessment since the last inspection. Assessment procedures are very good in the reception year and children's progress is tracked efficiently. On entry to the reception classes only a minority of children arrive with any form of assessment information. The staff have rightly identified the need to improve links with nurseries and playgroups to promote a continuity in the children's learning.

THE CURRICULUM

The curriculum is good overall. It is enriched very well by an interesting range of activities that makes a significant contribution to pupils' personal and development and achievements. Accommodation and resources are good.

Main strengths and weaknesses

- The Foundation Stage curriculum is good. Children learn very well through a wide variety of exciting, play-based practical activities that are relevant to their needs.
- The arts, and a rich and varied programme of activities outside of the school day, significantly enrich learning for pupils, and impact very positively on their personal development.
- Interactive whiteboards are expertly used as a highly effective teaching tool. However, a lack of computers in classrooms means there are insufficient opportunities for pupils to apply their ICT skills to other subjects.

Commentary

18. The curriculum meets the national requirements and much has been done since the previous inspection to enrich it. Good subject leadership has been instrumental in promoting practical, enquiry-based approaches to learning, which children enjoy. Literacy and numeracy strategies are very well implemented and as a result pupils achieve very well in English and mathematics by the end of Year 6. The curriculum is well designed to build upon the gains that have been made in literacy and numeracy; for example in ICT pupils are encouraged to use their literacy skills to quickly come to grips with the information on the web page. On occasion because of movement around the school lessons do not start promptly and this reduces teaching time.
19. The curriculum is securely based on the national guidelines. The staff are creative in providing interesting and challenging opportunities which stimulate learning. Practical experience is strongly emphasised in the Foundation Stage curriculum. The staff plan activities very carefully to promote learning of particular skills and use what they know about the children's stage of learning to increase the challenge. The reception staff are highly competent and have much expertise in the curriculum and understanding of how best these young children learn. Staff teamwork is a strength of the planning process. The indoor accommodation is adequate and good use is made of the small hall for practical activities. Displays are very attractive and the staff have organised the classrooms into areas of learning and these are used effectively. Resources are good, maintained to a high standard and used to significantly support learning.
20. The curriculum for Year 1 is well matched to the national guidelines. However, careful thought must be given to meeting the needs of the children who do not reach the standards expected of them by the end of the reception year when they transfer to Year 1 in September. These pupils need to continue to learn through a play-based curriculum.
21. Schemes of work and curriculum guidance are comprehensive and effectively translated into very good short-term planning. The quality and range of curriculum opportunities in Years 1 to 6 mean that pupils are highly motivated learners. There is good equality for all in the school. All groups of pupils, including those with special educational needs or English as an additional language, are very well provided for through a range of stimulating activities. Year 6 pupils are very well prepared for secondary school through the very good teaching of transition projects as well as induction visits.

22. Foundation subjects have been increasingly given a high profile in school with a strong emphasis on practical activities. It is these practical activities that pupils enjoy most, learning different things in many different ways. Learning successfully takes place through scientific enquiry, mathematical investigation, practical design work and drama. These approaches develop and stretch pupils' learning and excites their imagination.
23. Sport and the arts, particularly music, significantly enrich the curriculum. Parents and pupils talk positively about how the school identifies pupils' talents and nurtures them. Teachers recognise the value of sport and the arts in raising pupils' self-esteem and this they do very successfully. Pupils show a real sense of achievement as they share their William Morris-style paintings and their pencil portraits. They know that their peers value the contributions they make to the school's sports teams and they bristle with pride as they talk about the successes of their school band.
24. A strength of the school is the quality and range of extra-curricular activities which are provided free of charge to all pupils. This is a good example of the school's commitment to inclusion by ensuring every child has equal opportunity to take part in the activities on offer. Pupils have the opportunity to participate in the 60-pupil band. They benefit from a wide range of sports clubs and links with local organisations such as the Nelson Rugby Club and Cricket Club. Pupils develop their creative skills through involvement in art, language, music and ICT clubs. Indeed the school's commitment to the arts has been celebrated and formally recognised through the Artsmark. Visits and visitors are also very well used to bring the curriculum alive. The visit from the beekeeper fascinated pupils and helped them make great gains in their learning about food producers. A visit to the local outdoor centre challenges Year 6 pupils both physically and mentally.
25. The school's staffing ensures that the day runs smoothly and that pupils are taught very well. Teachers and support staff have developed the right skills in order to deliver an exciting curriculum. Resources are good overall. The ICT suite is an excellent resource and it is very well deployed to teach ICT skills to pupils throughout the school. However, the lack of computers in classrooms means that there are insufficient opportunities for pupils to apply their ICT skills in other subject areas. The accommodation is good and has been improved as a result of major financial spending. The size and location of the hall constrains the timetable although the senior staff are working to resolve the difficulties.

Care, guidance and support

Arrangements for ensuring pupils' welfare, health and safety are good. The caring atmosphere in school helps pupils to enjoy their learning and contributes to their achievement. The school provides pupils with good support and guidance. The way the school seeks and acts upon pupils' views is also good.

Main strengths and weaknesses

- The school is a welcoming place where pupils are well cared and helped to mature and gain in confidence.
- Teachers and other staff provide good support and guidance for pupils; however, some pupils have insufficient knowledge of how to improve their own work.
- The arrangements to help children settle into the reception classes are good.

- Pupils contribute very well to the development of the school.

Commentary

26. Pupils are safe and secure at school and the good attention paid to their care, welfare and safety allows them to concentrate on learning. Daily routines are well planned and pupils are carefully supervised when at work or at play. Action is taken to minimise hazards and thorough maintenance programmes ensure that the building and equipment are safe. Relationships throughout the school are very good so pupils feel secure and know there is always someone to whom they can turn for help. Parents describe the school as a big 'family unit' and feel their children 'blossom' here because they are happy. They appreciate how teachers know their children very well and cater for their individual needs. Child protection procedures are good and staff are careful to identify and support vulnerable children. The school works very closely with other agencies, such as social and educational welfare services, to ensure that pupils get specific additional help as and when they need it. This helps all pupils to take a full and active part in school life.
27. The school is always ready to listen to pupils and offers very good personal support as their needs arise. Older pupils enjoy looking after the younger ones. The 'friendship stop' in the playground is helpful for those pupils who might be on their own or find playtimes difficult. The nurture group has helped specific children who have learning difficulties or personal problems that may be hindering their education and this contributes to their learning and achievement. Information about pupils' academic achievements is used well to guide future learning. Pupils are sometimes involved in assessing their own learning, particularly at the end of lessons. Older pupils use their writing targets well to check the progress they are making. Work is marked but teachers' comments do not always guide pupils on what to do to improve further. Pupils with special educational needs are supported very well in class or small groups so they take a full and active part in lessons and achieve as well as other pupils.
28. There are good arrangements to help the children settle quickly and happily into the routines of school. The staff establish early links with parents through a series of well-planned meetings, including home visits, and gather information about the children in order to maximise support and guidance. A gradual introduction into the reception classes allows the young children to adapt to school life with the minimum of distress. During the inspection an induction workshop helped parents to learn about the importance of games and activities in numeracy. There was a lively, busy atmosphere as parents and their children clearly gained a great deal of pleasure out of working alongside each other.
29. The school seeks pupils' views formally through surveys and questionnaires and encourages them to think of ways to improve its routines and facilities. Pupils know that their views matter and the school will try to act upon what they say. Year 4 pupils are very pleased to be contributing their designs and ideas to the plans for improving the playground. Staff are training and preparing to set up a school council.

Partnership with parents, other schools and the community

The partnership with parents is good and contributes well to the pupils' learning. Links with the community and other schools are also good and enhance the range of learning opportunities for pupils and contribute very well to their personal development. Educational and support programmes for parents are good and effective

Main strengths and weaknesses

- The school has good relationships with parents. The resulting trust between school and home makes a good contribution to children's learning and achievement.
- Good communication keeps parents well informed about the school and their children's progress.
- Good links with other schools and the local community enhance curricular opportunities for pupils.
- Family learning courses help parents to develop their own skills and gain an understanding of how to help their children at home.

Commentary

30. Since the last inspection the school has maintained its good partnership with parents. The school regularly seeks parents' views and acts upon their suggestions in order to improve its provision. The results of a detailed survey sent out to parents by the school in October 2003 were used instead of sending out the parents' questionnaire prior to the inspection. This showed quite clearly that parents are very happy with all aspects of school and the education provided for their children. Parents at the meeting and those spoken with during the inspection have a high regard for the school and are keen for their children to do well. They especially like the happy, welcoming atmosphere in school and find teachers and support staff are always available to discuss any concerns and help them to understand the work their children are doing. Parents are extremely supportive of fund-raising activities and other events or performances involving their children. Very good parental support for children in the school band contributes significantly to its success.
31. The school communicates well with parents through a range of good quality information about the school, the curriculum and children's progress. Parents agree that they receive lots of useful communication and feel very well informed about what is going on in school. They say the newsletters written by the children are brilliant and contain a lot of useful information. Pupils' progress, targets and achievements are regularly reported to parents through parents' meetings, written reports, annual reports and reviews for pupils with special educational needs. Regular curriculum and topic information provided through newsletters and meetings helps parents assist their children's learning at home. Annual reports provide good detail about pupils' achievements and progress and include useful targets for the next steps of learning. Parents like the way they can add comments on the reports and feel they reflect their children accurately. Links with parents of pupils who have a statement of special educational needs are good. Parents are involved in drawing up the individual education plan and have a role in supporting their child in working on activities at home.
32. The school organises a good range of courses for parents that helps them to develop their own skills and this boosts their confidence. The courses are popular and well attended and encourage positive attitudes towards school, which results in a readiness to become involved in school life. Some parents go on to further education and some train to become teaching assistants. The family learning courses are successful in giving parents the opportunity to gain a better understanding of what their children are learning and as a result they are able to help them at home.

33. The school uses local resources well to widen children's learning. There is a wide programme of visitors to the school and children visit many interesting local places to enrich their curriculum. Local businesses support the school and the children well. For example, local firms help towards the transport costs when taking the school band to London and provide prizes for raffles to assist fund-raising events. The school band enriches community life by performing at a wide range of local clubs and venues.
34. The good links with other schools make a strong contribution to pupils' learning and personal development. There are regular opportunities for sharing of curricular issues and staff expertise which help to improve the quality of teaching and learning. Links with nurseries and pre-school groups are satisfactory but could be developed further to ensure reception teachers receive appropriate information about the children. However, there is good liaison with nurseries and the high schools to ensure that information is shared about children with special educational needs.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. Leadership of the headteacher and senior staff is also good. Management systems are good and effective. The governance of the school is good and the governing body meets its legal requirements in full.

Main strengths and weaknesses

- The good leadership of the headteacher has created effective staff teams and a sense of common purpose and direction that is firmly focused on raising pupils' achievements.
- Arrangements for checking the performance of the school are good and the effective action taken to address areas of weaknesses has played an important role in raising standards and pupils' achievement.
- Governors have a good understanding of the main strengths and areas for development, and play a significant part in shaping the direction of the school.
- Financial planning is very good; the headteacher is very successful at securing external funding to improve the quality of the accommodation.

Commentary

35. The headteacher provides good leadership. He has been successful in creating a warm, caring school but also maintains a clear focus upon raising standards. Successful leadership and management have been the key factors in raising standards and pupils' achievement since the last inspection. The reflection of the school's aims, values and policies in its work is very good. The strong emphasis on ensuring that pupils feel valued and develop positive self-esteem makes a valuable contribution to their improving standards, achievement and personal development.
36. The leadership and management of the school have improved since the last inspection when it was sound overall. There are good opportunities for the headteacher to monitor teaching and learning and the curriculum. Managerial responsibilities have been delegated effectively so that a successful management team has been developed. The senior management team is effective because it brings together all parts of the school and plays a key role in setting the school's future direction. The headteacher is keen to

ensure that members of the team improve their leadership skills through taking a national qualification and this is contributing to whole school improvement. For example, one of the members is currently leading the development of the new school improvement plan . The current plan is at the end of its cycle and although satisfactory contains a number of action plans but the school's top priorities do not stand out as clearly as they might. Nevertheless the school has taken appropriate action to improve teaching, learning and standards. Since the last inspection subject management has been developed well because co-ordinators are empowered to check the quality of teaching and learning and then play an active part in putting into place arrangements for improvement. They work effectively to support colleagues and have a good understanding of the needs of their subject, its development and standards, and this contributes very well to pupils' good achievements. The headteacher and key staff set very good role models for other members of staff and pupils through their teaching and the leadership of their subjects or aspects.

37. The Foundation Stage is well led by the assistant headteacher. Improvement since the previous inspection is good and includes the very good quality teaching, learning and overall achievement. The day-to-day management of staff and pupils and making sure the school runs smoothly are good and efficient. As a result the school is a calm and pleasant place in which to learn and work.
38. Leadership and management of special educational needs are good. There is a temporary absence of a special needs co-ordinator. However, the headteacher, assisted by key members of staff, has taken the responsibility of leading in this area in the short term. He has a good overview of provision for special educational needs and has ensured that the budget for special educational needs is used well to provide extra adult help to those pupils who need it to ensure they receive the best educational opportunity. The effective management system maintains good records of pupils' progress, tracking carefully how well they are meeting targets in their individual education plans. In addition, details of the attainment and progress of all pupils in school are efficiently maintained by the administrative staff.
39. School self-evaluation is good and has helped to improve the quality of education. Since the last inspection the school has improved its use of performance data to highlight appropriate areas for development. The analysis of statutory and non-statutory tests gives useful information for setting targets and tracking pupils' progress. The assessment co-ordinator has done much work this year on improving the systems for checking the achievements of pupils. Assessment systems are good and are greatly improved since the last inspection and have helped raise standards and achievement. Teachers have access to training opportunities that build upon outcomes from monitoring and performance management. Arrangements for the induction of newly qualified teachers are good and help them develop their skills.
40. The governors have developed their role well since the last inspection. They are more aware of the standards and quality of education being provided. Governors now make a good contribution to the leadership and management of the school. The skills of governors are used well to support the work of their committees. Governors have a good range of strategies for checking on the work of the school; for example, visits to school, including observing lessons and talking to children, help them gain a good understanding of the main strengths and areas for development. Before the start of each full governing meeting, co-ordinators are invited to give a full presentation about the current position of their

subject. As a result governors have access to a lot of useful information to help them make decisions about the school's future direction. As well as being supportive, governors are willing to challenge the proposals of the senior managers through open and honest debate. Through their commitment and involvement they have a good input into the development of the school.

Financial information for the year April [2002] to March [2003]

Income and expenditure (£)		Balances (£)	
Total income	1,005,249	Balance from previous year	93,627
Total expenditure	966,741	Balance carried forward to the next	132,135
Expenditure per pupil	2,346.46		

41. Financial planning is very good. The school budget is very well monitored to support the school's priorities for improvement and is monitored regularly to ensure that spending levels are within the agreed targets. Through prudent management of finances and bidding for additional grants the headteacher and governing body have been able to secure external funding to improve the condition and facilities of the building. As a result they have created a good quality learning environment to the benefit of all pupils. The balances carried forward have been accrued to match outside funding and have been used to make the improvements to the building. The principles of best value are used well, ensuring all available resources are use effectively.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Many of the children have had some pre-school experience in playgroups or nurseries before they start school in September of the year in which they become five but there are a significant minority who do not. The majority of children enter the reception classes with poor attainment in language. Many children have speech and communication problems. In mathematics and personal and social development, attainment is well below that expected for their age on entry to school. Very good teaching, together with a well-planned, coherent programme of practical experiences, is boosting the learning of the children in the reception year. Close and careful observations of the children enable accurate assessments to be made and help to guide the future planning of activities. This significantly contributes to the good achievement of the children. The Foundation Stage is well led and managed. There has been good improvement since the last inspection particularly in teaching, developing the outside area and resources.

It is not possible to make an overall judgement on provision in **creative development** because no teaching was seen. However, through observation of work on display, photographic evidence and a review of children's profiles, indications are that attainment is likely to be in line with the levels expected. Resources are good and this includes outdoor resources. As a part of the outdoor 'Seaside Day', the children sang in tune and sang enthusiastically some well-known songs and danced happily to music.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well and attain the expected standards for their age because teaching is consistently very good.
- Staff organise lessons and manage the children very well.
- The high quality support staff contribute to children's successful learning.
- Behaviour is very good and the children learn enthusiastically.

Commentary

42. The children achieve very well and reach the expected standards by the end of the reception year. This is a significant achievement from the very low starting point on entry and reflects the very good teaching. The children are happy, confident and keen to learn. They are interested in all their daily activities, know the routines and help one another. The activities provided are varied and interesting. As a result the children concentrate on their tasks for lengthy periods and do not waste time. A strength of the teaching is the way the staff organise the sessions and manage the children. The high quality of staff support is a key feature in the children's successful learning. All staff are patient and provide consistent routines for the children, enabling them to develop social awareness. When children work in groups they willingly share resources and wait for their turn to contribute because they have been directly taught how to do so.

43. Among the many worthwhile activities to develop the children's confidence, independence and positive self-esteem are sessions when they work together, for example, in the huge outdoor sandpit when all contributed to making the large sand castle. They were extremely proud of the outcome. The staff share the same high expectations of children's behaviour and emphasise praise and positive encouragement. The children soon learn that good behaviour is expected and they respond extremely well. Throughout the day the children are engrossed in their varied activities and this contributes to the very good behaviour in the reception classes. There is much joy in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The children achieve well, listen attentively and develop increasing confidence to talk.
- Through very good teaching and learning, members of staff successfully generate an interest in books and stories.

Commentary

44. The children achieve well in each element of this area of learning. The high priority given by the staff to developing the children's language ensures that many improve their communication skills significantly. However, most children remain well below the expected levels by the end of the reception year because of the poor attainment on entry. A group of more able children, approximately a quarter, are presently on course to achieve the expected standards. All staff engage in almost continual conversation with the children. They talk clearly and calmly and encourage the children to participate. The children learn to initiate their own conversations because the well-planned activities promote discussion. A good example involved children discussing the resources provided in the rock pool. The children are very good listeners because they know this is expected and the staff are very skilful in the way they talk to the children and quickly gain their interest.
45. Elements of the National Literacy Strategy are implemented gradually. These sessions are very successful because of the very good organisation and management of the children. Through good story reading, guided group reading and the availability of attractive picture books, the children learn to follow stories with interest and develop a pleasure in early reading. The children have regular opportunities to read and staff provide extensive activities to support early word recognition.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Lively practical activities are well planned and successfully help children to learn.

- Teaching and learning are very good and the development of mathematical language is given a high priority.

Commentary

46. Most children attain below the expected levels but achievement is good in relation to the well below attainment on entry. The children make good progress because teaching is very good and provides many practical activities for children to learn through experience. A good example was seen when children in the seaside role-play area were highly involved in a wide range of mathematical tasks because of the very good adult assistance. Staff focus on helping them to acquire the right mathematical language so they can communicate what they are trying to do. The development of 'positional language' was very successfully promoted in a physical development lesson when children demonstrated their understanding of positional words as they responded to instructions. In daily numeracy sessions the children develop their awareness of number because the children see the mathematical activities as fun. They delight in playing games to practise simple addition and subtraction. The staff help children to learn through play; for example, children used subtraction to calculate the number of trains and carriages.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children achieve very well, and in the ICT aspects standards are in advance of those expected for their age.
- The children are very well taught and learn to explore through investigation and discovery for themselves.

Commentary

47. The children are attaining the expected levels in all aspects of their knowledge and understanding of the world and they achieve very well. In ICT, because of the very good teaching and opportunities to learn through regular access to the ICT suite, the children attain above the expected standards. The staff help the children very well so they become confident and willing to have a go. Children used the mouse and operated the icons with a high level of competence as they constructed pictures. Higher attainers succeeded in enlarging and minimising their selected images. The children begin to investigate scientific processes, such as finding different 'sources of light' or exploring 'forces' by pushing and pulling cars.

48. Learning is very effective when the children are tasked to explore and investigate. Very effective links with outdoor play successfully develop children's awareness of the world around them. This was particularly evident one day when the outside areas were transformed into the seaside. The children delighted in exploring the resources and dramatising days at the seaside as they experimented in the sand and explored rock pools. The children's work is monitored effectively to ensure that they develop skills progressively, and very good guidance is given by staff.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well and develop appropriate co-ordination and control.
- The children are enthusiastic and enjoy all aspects of physical activity.

Commentary

49. In all aspects of physical development most children attain the standards expected by the end of the reception year. The children learn quickly and achieve very well in the skills of co-ordination, control and movement because of the structured, very good teaching and the well-planned indoor and outdoor activities. The children work hard during physical development lessons because of the encouragement by staff. The staff help children to improve their learning by demonstrating good techniques. The children show an understanding of control and balance as they perform slow and fast movements when travelling by jumping, hopping and skipping. In a very good lesson in the hall the children worked very well together as a team. The teacher's instructions were clear and simple and the children wanted to do well. The children's progress in learning is also significantly improved by the direct teaching of skills. For example, when a boy was having great difficulty co-ordinating his leg movements to skip, the teacher helped him to improve by demonstrating and explaining the sequence of movements.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- There has been good progress since the last inspection and standards have risen.
- By the end of Year 6, standards in English have improved from a very low base when children enter the school in reception to being average by the time they leave the school.
- Pupils make very good progress during their first three years in school in improving speaking and listening skills; this provides a valuable foundation for learning in Years 3 to 6.
- Although pupils make good progress in Years 1 and 2, they need to practise their reading and writing skills more often when they are learning in other subjects.
- The school library is a valuable resource, which stimulates pupils to want to read.

Commentary

50. Since the last inspection, good progress has been made. Standards have risen steadily and pupils make good progress. Pupils in Years 4 to 6 are taught in groups of similar ability and this helps teachers to plan to ensure all pupils learn well and receive the right level of support when this is required. The provision for pupils with special educational needs is good and they achieve well across the school.
51. By Year 6 pupils express opinions confidently, and organise and present their work neatly, showing pride in what they achieve. They understand the conventions of different types of writing, such as writing letters, reports, notes, stories or poems. They organise and present their work well, they write accurately for a wider range of purposes and their reading and writing are in line with the national average by the end of Year 6. In a Year 5 literacy lesson, for example, pupils were able to make creative choices of words for similes and metaphors. One boy wrote of 'a jammy dodger of a game'. In this lesson, pupils very confidently spoke of reasons for enjoying one poem more than another. They used correct terminology, such as rhyming couplet and stanza when talking about features of the poems they were reading.
52. The benefits gained from an early emphasis on speaking and listening can be seen as pupils move from Year 3 through to Year 6. Teachers successfully build upon the confidence pupils have gained earlier in the school by continuing to encourage pupils to talk about their experiences and share ideas. When they write, pupils draw on these experiences and those from books and poems they have read. They have very positive attitudes to their learning and show pride in their work. This very good achievement is due to the consistently good and often very good teaching and good assessment, resulting in very good progress during their time in the school. In addition, the organisation of older pupils into teaching groups where they are taught alongside pupils of similar ability is giving all pupils the opportunity to work with the right amount of challenge. By the time they

leave school, most pupils will reach the expected level. There are an increasing number of pupils who are likely to go beyond the expected level.

53. Standards in English are well below what would be expected at the beginning of Year 1. By the time pupils are at the end of Year 2 they have made very good progress in speaking and listening and good progress in the development of early reading skills. Although pupils have sound basic reading skills by the end of Year 2, they often have difficulty understanding what they have read due to weak comprehension skills. In writing pupils begin to form letters correctly and to develop early writing skills. However, the opportunities they have for writing freely are too few, limiting their achievement. Pupils in the current Year 2 are on course to reach expected standards in speaking and listening due to the strong emphasis on developing these skills in Years 1 and 2. However, standards by the end of Year 2 in reading and writing are below average. This is due to unavoidable disruptions to teaching this year and a difference in the range of needs of the pupils, with an increased number of pupils having special educational needs.
54. The new library, with its wide range of interesting and stimulating books and games, has gained the interest of all readers. For example, 16 pupils in Year 3 chose to spend an enjoyable lunch break in the library. Amongst them, a group of boys studied a magazine about cars and searched through a vast array of stimulating paperbacks to select books to read at home. All pupils observed using the library, and this was a large number of pupils, showed not only an enjoyment of books but also a respect for this valuable resource. The library is very well used and pupils look forward to visiting it. A librarian and her Year 6 library assistants very efficiently manage the library.
55. Leadership and management of the subject are good. The subject leader monitors standards well and has identified what the school needs to do to improve standards further. Assessment information is analysed and this information is used well to help to identify those pupils that may need additional support. A range of information is also used well to group the pupils for literacy lessons in Years 4 to 6.

Language and literacy across the curriculum

56. Pupils use the skills they have learned in their literacy lessons well in Years 3 to 6. Speaking and listening are strong features of many lessons, with opportunities given for pupils to talk to each other to share their ideas or make an agreed decision. Pupils are encouraged to research for information, and planned class time to use the library, together with a carefully planned programme to teach pupils the research skills they need, helps pupils to find information about subjects they are studying. This was evident in work seen in history and geography books and folders. For instance, good examples of writing based on details of a census were seen in Year 6. However, whilst speaking and listening skills are used well in other lessons in Years 1 and 2 and pupils enjoy using the library, there are overall limited opportunities for younger pupils in Years 1 and 2 to practise and improve their reading and writing skills and to explain in writing their observations, for instance in science investigations. Year 1 and 2 classes are often expected to record what they have learned using the same worksheet, limiting the opportunity for pupils to practise and improve their writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well by end of Year 2 and very well by end of Year 6.
- The very good teaching and learning in Years 5 and 6 contribute to their very good achievement.
- Teachers have a good knowledge of the subject and together with effective questioning help pupils achieve well.
- Assessment is effectively used to target all pupils and raise their levels of attainment.

Commentary

57. Standards are below average by the end of Year 2 despite pupils making good progress from a low baseline. They are affected by pupils' low reading comprehension skills which impact negatively on problem solving and its recording. However, by the end of Year 6 standards are above average continuing the upward trend over the last three years. Boys and girls do equally well and the majority of pupils attain nationally expected standards. The grouping of pupils by ability in Years 5 and 6 has had a significant effect on standards and has enabled the more able pupils to achieve the higher Level 5 and elements of Level 6. This is because teachers are able to match work very well to meet the needs of pupils of the differing abilities so that towards the end of Year 6, pupils' achievement and their progress are very good. This is reflected in the standards attained.
58. The school uses the National Numeracy Strategy well. The quality of teaching and of pupils' learning is good overall. Teaching and learning in Years 5 and 6 are very good because of the way pupils are grouped by ability. Pupils record their mathematical work well and the quality of presentation is good throughout the school. Teachers make good use of the interactive whiteboards to present the learning to the pupils who find lessons stimulating and interesting. Learning intentions are made clear to pupils and teachers have high expectations of their behaviour. As a result pupils settle to their learning quickly and progress within lessons is good. Teachers use questioning effectively to assess pupils' progress and move the learning on. Lessons and learning both move at a good pace and teachers and teaching assistants ensure that pupils fully understand a topic before moving on to the next. Very effective monitoring within lessons by teachers and teaching assistants enables them to identify those pupils who need further support and ensures that all pupils' needs are met. Teaching assistants are used well to support both the teacher and the pupils within lessons. Teachers' knowledge and understanding of the subject are good and they use the mathematical language appropriately so that pupils become used to using the correct terms at an early stage
59. Pupils make good progress as they move through Years 1 and 2 and their achievement is good. This progress is maintained through Years 3 and 4 but pupils put on a spurt in Years 5 and 6 with the result that their achievement is very good. Pupils are well motivated and find lessons interesting and stimulating through being realistically challenged. In a very good lesson, Year 4 pupils were challenged very well, independently collecting data, recording this on a frequency table and making a bar chart. Again in a very good lesson in

Year 6, pupils were highly challenged by their task of calculating the volume of three-dimensional shapes. Pupils are encouraged to evaluate their own work as well as having appropriate feedback on how to improve their work after it has been marked. Day-to-day assessment of the pupils' mathematical learning informs teachers of their progress and the information is used well to plan future learning to meet pupils' individual needs.

60. The subject is well led and managed. A range of assessment information is analysed to identify areas for development for individuals and groups of pupils who benefit from extra help to move on their learning. The lending library of mathematical games and activities for pupils in Years 1 and 2 is a good use of resources. This allows parents to help develop their children's mathematical skills at home. Overall planning is very good across the school. The regular monitoring and checking of teaching and learning by the senior managers and the co-ordinator ensure that the quality of provision is maintained and pupils make good progress. This represents good improvement since the last inspection. ICT is now used more effectively in mathematics, assessment information is used to target individual needs and the overall quality of teaching has improved. The grouping of pupils by ability in Years 5 and 6 has been particularly successful in raising standards.

Mathematics across the curriculum

61. There are good links between mathematics and other subjects. Basic numeracy skills are used well in other subjects and activities. Problem solving is used as a tool to help pupils to think logically and systematically and by the end of Year 6 pupils use their mathematical skills well to solve problems in other subjects such as geography and science. For instance, in geography pupils produce a scale drawing accurately and read maps using positional skills. In science pupils use different types of graphs to record their work. Teachers are increasingly using ICT well to strengthen pupils' mathematical skills. Younger pupils, however, find it more difficult to use some mathematical skills in other subjects, particularly solving mathematical problems, because they have difficulties with comprehension.

SCIENCE

The provision for science is **good**.

Main strengths and weaknesses

- Pupils achieve well in all classes as a result of good teaching.
- Teaching gives a strong and effective emphasis to investigative science.
- Enthusiastic teaching, good subject knowledge and a range of teaching methods inspire pupils and result in high levels of motivation.
- Marking does not help pupils to know what to do in order to improve their work.
- The subject is well led and managed.

Commentary

62. In previous years the results of national tests indicated that standards by the end of Year 6 were below the national average. However, the standards of pupils' work seen in the current Year 6 are now in line with the national average. Pupils achieve very well during

their time in school and this is reflected in the higher than expected number of pupils who are working above the national average in Year 2 and Year 6. Indeed the school has made good progress since the last inspection when far fewer pupils were achieving these higher levels. This is a direct result of good teaching and learning and effective leadership by the science co-ordinator.

63. Planning for science lessons is extremely thorough and carefully matched to meet the needs of all pupils. The introductions to lessons are good and ensure that children are clear about what is expected of them and what they are going to learn. They are used effectively by teachers to deepen pupils' learning and to informally check their level of understanding. For example, in a Year 2 lesson the teacher skilfully questioned pupils about how materials change when temperatures fall. Pupils responded enthusiastically, successfully drawing upon learning from the previous lesson. The lesson pace is fast and questions are challenging, although more time could be given for pupils to explain their thinking orally.
64. Scientific learning mainly takes place through investigative work allowing pupils to work both collaboratively and independently. It is partly through discussion with their peers that pupils deepen their scientific understanding. The emphasis upon practical science work fosters positive attitudes and pupils take their science work seriously. Year 6 pupils tested systematically and successfully the acidity of different liquids and then applied the knowledge they had gained to test the acidity of soil samples and consider the effect upon plant growth. Effective questioning by the teacher ensures pupils focus on the essential points. Health and safety issues are always fully considered.
65. All pupils are encouraged to use the correct scientific vocabulary and they do this very well in both oral and recorded work. The science co-ordinator speaks with individual pupils to make sure they have a good understanding of appropriate key scientific vocabulary and know how to use it in the right context. Pupils in Year 3 quickly developed an understanding of the principles of food chains and the related scientific vocabulary through the use of a science-based website. By the end of Year 6 pupils record work logically in a variety of ways, including graphs, tables, diagrams and written description.
66. All work is marked but comments do not clearly identify how it can be improved. When recorded work is unfinished there is little opportunity for pupils to return to this work to complete it. Indeed when work is unfinished it is often the conclusion to the practical work that is not completed and this is a missed opportunity for pupils to explain their thinking. There are also too few examples of pupils using writing in Years 1 and 2 to show what they understand in their work.
67. The subject is well led and managed. The co-ordinator has a clear action plan that provides an overview on the priorities for development to be carried out across the year. There are good links with the secondary school and this includes the sharing of resources. Year 6 pupils are well prepared for the transfer to Year 7 science lessons through a bridging unit that links the Year 6 and 7 curricula.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **good**.

Main strengths and weaknesses

- Leadership of ICT is good and inspires colleagues and pupils.
- Teachers, especially the subject leader, have good subject knowledge.
- Good teaching and regular access to the very well resourced ICT suite mean that pupils' achievement is good by the end of Year 6.
- All pupils are very enthusiastic about their ICT work, particularly its application to real-life situations.
- Interactive whiteboards are expertly used as a teaching tool in all classrooms.
- Limited access to computers in the classroom means that opportunities to use ICT to support learning in subjects across the curriculum are restricted.

Commentary

68. As a result of strong and enthusiastic leadership by the co-ordinator, good progress has been made in raising standards since the last inspection and they are now in line with the national average by the end of Year 2 and Year 6.
69. The school now has an extremely well resourced computer suite that is fully utilised during all teaching sessions and available to older pupils at lunchtimes. It is during these lessons that there is good teaching of computer skills. Teachers are confident and knowledgeable and as a result pupils are very enthusiastic about their ICT work and learn effectively.
70. By the end of Year 2 pupils readily access the programs they need and use toolbars and menus efficiently. They sequence simple instructions in order to move a programmable toy and then use these skills to move an image accurately on a screen. Teaching in Year 2 is good and pupils achieve well. Pupils with special educational needs are well supported by teaching assistants who skilfully break tasks down into small steps with lots of opportunity to consolidate learning. It is the lower attaining pupils who at times find it difficult to keep up with the pace of learning or level of challenge in the lesson. For example in a Year 2 lesson there were too many instructions in the sequence and lower attaining pupils were unable to make a reasonable prediction of the robot's final destination.
71. In Years 3 to 6 teaching and learning are good overall. Demonstrations are carefully planned and pupils understand what the expected objectives are and how to achieve them. Occasionally introductions to lessons are too long and hands-on computer time is not maximised. By the end of Year 6 pupils achieve well and talk confidently about the uses of text and graphics programs, of the importance of spreadsheets, and of the fun of *PowerPoint* and music software. This work is enhanced for many pupils through after-schools clubs and responsibility for the creation of the weekly class newsletters. Digital photography is used regularly by pupils of all ages to record events and is used by the older children to assist report writing.
72. Skills taught in the computer suite are not used well enough back in the classroom. Pupils feel frustrated that they do not get the opportunity to complete the exciting projects they start during their ICT lessons.
73. Interactive whiteboards are a welcome addition to classrooms and are very well used as a teaching tool. Software is now available to support all programmes of study for pupils of all ages and staff use a wide range of high quality websites to supplement their teaching resources. Sometimes individual pupils having to move from their seats to the front of the classroom to record their answers on the interactive whiteboard slows the pace of learning, whereas if other teaching resources were used, such as individual whiteboards or number fans, pupils could have been fully involved. All staff have had access to training to extend their

ICT skills and knowledge and this is reflected in their good subject knowledge, confidence and enthusiasm.

74. Tasks are monitored to ensure equal access and work completion. The electronic portfolio of work is a very useful way of monitoring standards across the school.

Information and communication technology across the curriculum

75. Teaching time in the ICT suite is used well to develop ICT skills through other curriculum areas and pupils use their ICT skills in other subjects well when they are in the ICT suite. However, when they are in their classrooms they do not have enough computers to use their skills when learning in other subjects. Pupils' use of ICT in other subjects is satisfactory overall and by the end of Year 6 pupils are using the expected level of ICT skills. Pupils in Year 3 write enthusiastically for a purpose and then email their writing to their intended audience. *PowerPoint* presentations are well used to present geographical research in Year 6.

HUMANITIES

76. Only one geography lesson was seen and that was in Year 5. One history lesson was seen and this was in Year 2. It is therefore not possible to make a secure judgment about overall provision or standards. In both subjects lessons are well planned with lesson objectives shared with the pupils. The subjects are well led by enthusiastic co-ordinators who have clear ideas how to develop the subjects. Monitoring of teaching and learning takes place through the scrutiny of pupils' work, and areas for improvement are incorporated into the school improvement plan.
77. In the Year 2 **history** lesson seen, teaching was very good and pupils were developing an understanding of life a hundred years ago. Pupils were totally engaged in a very good range of practical activities, using artefacts and large-scale photographs from the past to make comparisons. For example, they compared old Punch and Judy puppets, metal buckets and wooden spades and tasted ice-cream and lemonade made from following the original recipes. In some good recorded work in Year 6, pupils made very good use of census data to assist their research. Visits by a 'Viking', a 'Roman' and older members of the community effectively enhance the pupils' learning.
78. In a good Year 5 **geography** lesson, pupils developed map skills as they used atlas and local maps to work out the most economical route to travel from Colne to Skipton. At the end of the lessons, pupils' presentations, using the interactive whiteboard, demonstrated their competence in using maps and explaining the reasons for their chosen routes.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Standards are improving and achievement is good because the curriculum is much improved since the last inspection.
- Teachers' good knowledge of the subject has contributed to the improvement in teaching in Years 3 to 6.

Commentary

79. Standards by the end of Year 6 are in line with those expected in the locally agreed syllabus and this represents good improvement since the last inspection when they were deemed to be unsatisfactory. No lessons were seen in Years 1 and 2 and only a limited range of work was available to examine. However, by examining this work and the teachers' planning, indications are that by the end of Year 2 standards are in line with those expected and pupils' achievement is good. Pupils achieve well in Years 3 to 6 because teachers making learning interesting by making good use of religious artefacts and ICT. In a very well planned lesson, Year 6 pupils were able to clearly explain the significance of baptism and the differences between believers' and infant baptism by the end of the session. This was the result of lively teaching and learning which captured the pupils' interest and attention. Teaching and learning in Years 3 to 6 have improved significantly since the last inspection from unsatisfactory to good overall. One of the main reasons for this improvement is that the teachers have a good knowledge of the subject. For example, in a very good Year 4 lesson, the teachers' extensive knowledge of Judaism, visual presentation on the interactive whiteboard and use of artefacts such as a Mezuzah ensured pupils increased their level of understanding of the Jewish religion very well. Occasionally the teacher has too much input into the lesson and this limits time for pupil discussion.
80. The school now implements the locally agreed syllabus fully. A new scheme of work is based on its content with modifications to meet the needs of the school. Much has been achieved since the last inspection to ensure the curriculum matches the locally agreed syllabus. Assembly themes contribute well to the subject and are used very effectively to develop pupils' personal development. In a very good assembly, led by the headteacher, pupils developed their understanding of 'trust'. Improvements also include using outside agencies such as 'Building Bridges' to support multi-faith awareness. The co-ordinator is new to the role and the leadership and management of the subject are satisfactory. Resources have improved greatly and make a significant contribution to pupils' learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Art and design and design and technology were sampled, as insufficient lessons were seen to make a judgement.
82. Only one lesson was seen in **art and design** and so no judgements can be made about overall provision, teaching or learning in this subject. However, it is quite clear from pupils' sketchbooks and discussions with pupils and teachers that standards are well above average by the end of Year 6 and above average by the end of Year 2. Pupils are taught a good range of techniques and skills and use their sketchbooks well. Very good examples of mosaic tiles, printing, abstract drawings and pencil and line drawings typify the good work being done throughout the school. The pupils are very knowledgeable about colour mixing and which media to use when illustrating an idea. The subject is very well led and managed and the school's own scheme of work, which was rewritten following the last inspection, provides good guidance on developing skills. Resources are good and the many examples of very good work on display about the school enrich and enhance the learning environment. The school has recently gained an Artsmark award and has made good improvement since the last inspection.
83. No lessons were seen in **design and technology** and so no secure judgements can be made about teaching, learning, standards or provision. Very good leadership and management of the subject have ensured that standards have improved since the last inspection. From looking at pupils' work and discussing this with them, it is clear that pupils make good progress as they move through the school. The standard of work seen was above that expected by the end of Year 6 and in line by the end of Year 2. There is an appropriate emphasis on the design process. Pupils begin to evaluate their work at an early stage and older pupils use their evaluations sensibly to modify their designs, resulting in finished artefacts that are well made and fulfil their intended function. Year 6 pupils had produced some very fine remote-controlled vehicles and had recorded every stage of development from design brief through making and testing to the finished vehicle. This recording work is presented clearly and neatly; drawings are very detailed and appropriately labelled. Evaluations are written well, showing a good understanding and knowledge of the design process and of the skills involved. There has been good improvement since the last inspection.

Music

Provision for music is **excellent**.

Main strengths and weaknesses

- The ethos in the school promotes and values music and the subject makes a significant contribution to pupils' personal development.
- Standards of performance by the school band are very high and many pupils participate.
- Gifted and talented pupils achieve their potential.
- Boys and girls enjoy singing and performing.
- Pupils' progress is very good and the standards they achieve are well above average due to consistently very good teaching.

Commentary

84. Music is an integral part of the daily life of the school and from first starting school children in reception look forward to being able to play in the school band. They hear musical instruments being played regularly in assemblies and during lunchtimes, when pupils practise independently. Pupils are keen to improve their performance and want to do their best for themselves and for their school. They play to others confidently. Music makes a significant contribution to pupils' personal and social development. Boys and girls all enjoy singing and performing and they take pride in their own and others' achievements.
85. Standards are above average by the end of Year 2 and well above average by the end of Year 6 and pupils achieve very well. Pupils in Year 2 have a good sense of rhythm, can sing in tune and suggest instruments to recreate the sounds of a storm. Year 4 pupils sing in three parts and appraise their performance, making good suggestions as to how they can improve. All pupils learn to play the descant recorder in Year 4 and can read rhythms correctly and are beginning to understand notation. In Year 4, pupils are given the opportunity to play a brass, woodwind or percussion instrument and the school pays for individual or small group tuition for instrumental players. The school also has a choir, recorder ensemble, descant recorder group and a guitar group. Taking part in musical activity is open to all pupils, whatever their ability. Building on this very good teaching and learning earlier in the school, pupils by the end of Year 6 achieve very good standards and have a good knowledge and understanding of the subject. For instance, they have a very good musical vocabulary. They compare the dynamics of different orchestral pieces and explain their views articulately. They use the correct musical terminology such as 'dynamic' and 'mezzo-forte'.
86. There is a wide range of musical expertise so that the quality of teaching and learning across the school is very good. Pupils are taught how to sing well and do so enthusiastically. Singing is a valued part of the celebration in school assemblies. In lessons, pupils from an early age are given the opportunity to perform for each other and are encouraged to suggest ways of improving their performance. The leadership by the music co-ordinator is exemplary. She knows what she would like to achieve next and actively secures the excellent provision for pupils across the school, working with very good support from other teachers and teaching assistants. Professional musicians are also invited into school so that pupils can hear how musical instruments of different types are played.
87. Standards of performance by the school band are very high and the needs of gifted and talented pupils are catered for very well. A third of pupils in Years 4, 5 and 6 play in the school band. A Year 6 pupil was heard rehearsing the solo horn part of a Mozart Horn concerto. Her achievement was very high due to the excellent support from the peripatetic teacher during her instrumental tuition lesson. The pupil recognised that her playing was improving during the lesson and this gave her confidence to tackle some challenging passages, with a high degree of success.

Example of outstanding practice

The performance of the school band demonstrated the impact that high quality teaching and learning have on pupils' musical achievement and personal development.

Parents said that the school band was superb and was at the heart of the school's very good reputation in the community because of the contribution it made. A band rehearsal was observed.

Approximately a third of pupils from across the six Year 4, 5, and 6 classes quickly and efficiently organised themselves, their instruments (15 woodwind, 44 brass and a full drum kit) and music stands ready for band rehearsal after school. Two teachers and a teaching assistant helped. There was a moment's silence, the teacher made eye contact with all players to ensure they were ready and, following four swift beats by the teacher the band struck up a superb rendition of 'Oh, when the saints go marching in'. Pupils played in tune and at the right time; they listened and responded intuitively to each other. It is obvious that behind their expert playing were high expectations. Pupils also believed in themselves as performers and musicians and the resulting standard of performance would be the envy of any secondary school band. Following this, the teacher invited the soloists for the trio to come forward. They stood up confidently. The band played a few bars introduction: the teacher stopped them. "We need a really good diminuendo here so that we can phase in the soloists." They tried again, and this time, their introduction very effectively faded as the soloists took over. The impact of the very skilful teaching was the superb musicianship by players. All were justly proud of the performance and they eagerly looked forward to playing in a local competition.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The subject has a good and effective scheme of work that enables teachers to provide the full range of physical activities.
- Pupils achieve well and reach above average standards by the end of Year 6.
- The curriculum is enhanced by the school's many extra-curricular physical education clubs.

Commentary

88. Standards are in line with the national average by the end of Year 2 and are above by the end of Year 6. Since the last inspection the scheme of work has been completely revised and now enables teachers to offer the full range of physical education activities with confidence. The scheme includes core tasks for each year group with suggested lesson plan outlines; this ensures that the programmes of study and key objectives are well covered. Outdoor activities are adequately covered by the school's attendance at a school camp for pupils in Year 6. Overall, the quality of teaching and learning seen across the school is good and pupils achieve well. Lessons are planned well and work is appropriately differentiated for pupils' abilities and all are included in the activities. Warm-up activities are used well at the beginning of lessons and relaxing activities at the end of sessions. Pupils learn about the benefits to their health of regular exercise. In all lessons there is an appropriate concentration on the development of skills, with teachers making good coaching points. There is very good insistence on the health and safety aspects of the subject. Teachers' expectations of the quality of work and behaviour are

made very clear to the pupils, who respond well. Pupils are keen to participate and value and enjoy physical activity. Pupils' knowledge, skills and understanding are developed well. Year 2 pupils used a good range of strategies to develop their ball control skills using racquets. Year 4 pupils learned how to develop their throwing ability in athletics sessions and clearly enjoyed the exercise. Pupils are challenged to reach their potential and the pace of learning in lessons is good. Pupils with special educational needs are supported well during lessons so they can take a full and active part.

89. The subject is well led and managed. The many physical extra-curricular activities enhance the physical education provision and have a positive effect on standards. Pupils enjoy physical education and their attitudes are good. Both boys and girls participate together in most school teams. The school benefits from input from outside expertise; for example, Burnley Football Club come into school to provide coaching sessions. Swimming is considered an important feature of provision and it is fortunate that pupils are able to walk from the school to the baths. Standards have improved by the end of Year 6 since the last inspection. The relocation of the physical education storage facilities has improved the quality of provision in the hall.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. Provision for the pupils' personal, social and health education and citizenship is good. It makes a good contribution to the pupils' very good attitudes and behaviour and the very good relationships throughout the school. Pupils have well-planned opportunities to discuss topics such as healthy eating and the problems related to bullying. Pupils are taught through effective cross-curricular links and assemblies. Topics such as sex and drugs education are taught well in specific subjects of the curriculum. There are good links with the Healthy Schools initiative, science and physical education as pupils learn about the value of keeping fit and healthy.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

