

# INSPECTION REPORT

**OSWALDTWISTLE ST PAUL'S CE VA PRIMARY  
SCHOOL**

Accrington, Lancashire

LEA area: Lancashire

Unique reference number: 119451

Acting Headteacher: Mr Ian Wilson

Lead inspector: Mr Anthony Calderbank

Dates of inspection: 5–7 July 2004

Inspection number: 257100

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:	Voluntary Aided
Age range of pupils:	4–11
Gender of pupils:	Mixed
Number on roll:	166
School address:	Union Road Oswaldtwistle Accrington Lancashire
Postcode:	BB5 3DD
Telephone number:	01254 231 026
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Appropriate authority:	The governing body
Name of chair of governors:	Canon M D Ratcliffe

Date of previous inspection: 4 May 1999

## CHARACTERISTICS OF THE SCHOOL

St Paul's C of E Voluntary Aided Primary School is situated in the town of Oswaldtwistle, near Accrington, in Lancashire. The school is smaller than most other primary schools with 166 boys and girls aged 4 to 11 years. The proportion of pupils eligible for free school meals is above the national average at about 30 per cent. The percentage of pupils with special educational needs is well above what is usually found. The pupils receive support for specific and moderate learning difficulties, emotional, behavioural and social difficulties, hearing impairment and speech and learning difficulties. Four pupils have Statements of Special Educational Needs which is above the national average. Fourteen per cent of pupils come from a range of minority ethnic groups, with the largest group coming from a Pakistani background. There are five pupils who are at an early stage of learning English and a further thirteen are traveller children. The mobility of pupils in and out of the school other than at the normal time of admission is below average. The school draws its pupils from areas of considerable social disadvantage. The attainment of most pupils on entry to the school is well below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7979	Anthony Calderbank	Lead inspector	Mathematics Science Art and Design Design and technology English as an additional language
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25509	Judith Clarke	Team inspector	Information and communication technology Geography History Foundation Stage
2465	Geoff Yates	Team inspector	English Music Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Paul's Primary School has many good features and provides its pupils with a satisfactory standard of education.** The quality of teaching and learning is good. Though standards are below average in English, mathematics and science by the end of Year 6 pupils achieve well. There is a good level of care and parents hold the school in high regard. The very good ethos and supportive working environment encourages very good attitudes and behaviour. The school is soundly led and managed and provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The quality of teaching is good, and as a result the vast majority of pupils achieve well in English, mathematics, science and very well in information and communication technology (ICT).
- Not enough opportunities are provided for pupils to use their writing skills in other subjects.
- Pupils with special educational needs and those who speak English as an additional language are well provided for and learn successfully.
- There are insufficient opportunities for pupils to use their number skills to solve mathematical problems in Years 1 and 2 and to set up their own scientific investigations in Years 3 to 6.
- Pupils have very good attitudes to their work, they behave very well and relationships are very good.
- There is no consistent approach to the marking of pupils' work or the setting of homework.
- Pupils' spiritual, moral, social and cultural development is good, overall.
- Co-ordinators have not been given the time or opportunity to monitor and evaluate the quality of teaching and learning in their subjects.
- A small minority of pupils do not attend school on a regular basis and, as a result, they do not achieve as well as they should. However, the school has good procedures in place to try to improve this aspect.

The school has made satisfactory progress overall since it was last inspected in 1999. Good improvements have been made in the provision for ICT and standards are similar to those found in most schools. Assessment procedures and the use made of the information are satisfactory, overall, and good in English, mathematics and the Foundation Stage. School development and financial planning are now satisfactory.

### STANDARDS ACHIEVED

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

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E\* - in the bottom 5% in the country.*

*Similar schools are those whose pupils attained similarly at the end of Year 2*

Inspection findings show that **pupils achieve well** in most subjects. Children start in the reception class with well below average attainment. They make good progress in the Foundation

Stage but their attainment at the start of Year 1 is below that found normally, especially in literacy and numeracy. By the end of Year 2 standards in reading, writing and mathematics are below average. Though the number of pupils attaining the expected level (level 4) in English, mathematics and science by the end of Year 6 has improved significantly this year, standards in English and science remain below average. Pupils achieve very well in ICT and in physical education their games skills are above average. Pupils with special educational needs and those who speak English as an additional language achieve well and benefit from the additional support they receive. However, many of the travellers' children do not achieve as well as they should because of the amount of time they spend away from school.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good, overall.** Their attitudes and behaviour are very good. Though most pupils like going to school, attendance is well below the national average despite the school's efforts to improve this aspect.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good, overall. The quality of teaching and learning are good** and a strength of the school. Throughout the school the teaching of reading and number skills is thorough. Though writing is taught soundly the use of some worksheets in subjects such as science, history and geography does not allow pupils to develop and practice their writing skills effectively. In Years 1 and 2, number skills are taught well but teachers do not give the pupils sufficient opportunities to solve mathematical problems and to set up their own scientific investigations in Years 3 to 6. Pupils are given good verbal feedback during lessons but teachers' written comments when marking pupils' work do not give sufficient targets for improvement. Assessment procedures and the use made of the information are satisfactory overall and good in English, mathematics and the Foundation Stage. Teaching assistants make a good contribution to pupils' learning through the effective support they give to groups and individuals. However, there is no consistent approach to the setting of homework throughout the school.

The school provides a satisfactory curriculum, which meets national requirements. The enrichment provided by visits and extra-curricular activities adds much to the quality of education the school provides. Provision for pupils with special educational needs is good and their individual education plans include clear guidance on how to meet the pupils' needs. Partnership with parents is satisfactory, overall and effective links have been established with the local community and other schools. The school provides a good level of care and guidance for its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Overall, leadership and management are satisfactory.** The acting headteacher provides sound leadership and management. Though curriculum co-ordinators are beginning to take on additional responsibilities in their subjects, they need to be more involved in monitoring and evaluating standards and the quality of teaching and learning. The governance of the school is satisfactory. Governors fulfil their legal responsibilities and have a sound understanding of the school's strengths and weaknesses. Financial management is satisfactory and budget decisions are linked appropriately to the school's priorities.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have every confidence in the school and are pleased with the quality of education their children receive. Children like being at the school and feel that they receive the help and support they need.

## **IMPROVEMENTS NEEDED**

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

- Provide more opportunities for pupils to develop their writing skills in other subjects.
- Provide more opportunities for pupils in Years 1 and 2 to use their number skills to solve mathematical problems and for pupils in Years 3 to 6 to set up their own investigations in science.
- Involve curriculum leaders more in the monitoring and evaluation of standards in their subjects.
- Ensure a consistent approach throughout the school to the marking of pupils' work and the setting of homework.
- Continue to try to improve attendance levels.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils' achievement is good, overall. Standards of attainment are below average by the end of Years 2 and 6. Pupils with special educational needs and those who speak English as an additional language achieve well. However, the achievement of some travellers' children is not as good as it should be because their attendance is poor. During the inspection, no significant difference between the performance of boys and girls was noted.

#### **Main strengths and weaknesses**

- Children in the Foundation Stage get off to a good start.
- Achievement in all subjects is good from Years 1 to 6 and very good in ICT and the games aspect of physical education.
- Pupils do not use their writing skills effectively in other subjects.
- Achievement for pupils with special educational needs and those who speak English as an additional language is good.
- Some travellers' children do not achieve as well as they should.
- Pupils in Years 1 and 2 do not use their number skills to solve mathematical problems and to set up their own scientific investigations in Years 3 to 6.

#### **Commentary**

1. Pupils' achieve well, overall, because the quality of teaching and learning is good throughout the school and better use is now being made of assessment information in English, mathematics and the Foundation Stage to identify strengths and weaknesses in the curriculum. For example, the need to improve pupils' skills in solving mathematical problems was identified as a weakness. Appropriate action has been taken, and pupils' achievements have improved significantly in Years 3 to 6 in this aspect, but more still needs to be done in Years 1 and 2. Very effective practice in ensuring that all pupils are equally included in learning activities ensures that pupils with special educational needs, and those

pupils who learn English as an additional language achieve well and make good progress. However, the progress of a significant number of travellers' children is not as good as it should be because their attendance is poor.

2. Children in the Foundation Stage receive a good start to their education because of good teaching and a curriculum that is planned around their learning needs. They make good progress from a well-below-average starting point. Though children achieve well, most will not meet the standards set out in the Early Learning Goals for the six areas of learning by the end of their year in reception. It was not possible to make a firm judgement about standards or achievement in children's knowledge and understanding of the world and their physical and creative development.
3. Care should be taken when interpreting the information in the tables below for standards in national tests at the end of Years 2 and 6 because most year groups contain a well-above-average number of pupils with special educational needs.

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

Standards in:	School results	National results
Reading	15.2 (14.9)	15.7 (15.8)
Writing	13.6 (13.6)	14.6 (14.4)
Mathematics	14.7 (15.7)	16.3 (16.5)

*There were 26 pupils in the year group. Figures in brackets are for the previous year.*

- In the 2003 National Curriculum tests and assessments, taken at the end of Year 2, pupils' attainment was below the national average in reading and writing. Standards in mathematics were well below average. When compared with similar schools, attainment was average in reading and writing but still well below average in mathematics. The trend in the school's results over the previous five years has been above the national trend. Teacher assessments in science indicated that standards were average.
- Inspection evidence shows that pupils' achievement, which is based on their capabilities, is good in Years 1 and 2 in English, mathematics and science and very good in ICT. Standards have risen steadily in reading, writing and mathematics since the year 2000. However, test results last year in mathematics declined slightly but still represented good achievement for that particular age group when their prior attainment was taken into consideration.
- During the past year, the school has made considerable progress in terms of developing its assessment systems in English and mathematics and ensuring that the information is used well to identify strengths and weaknesses in provision. In addition, the delivery of the national numeracy strategy, which the school was late in implementing, is now beginning to have a positive impact on pupils' achievements.
- Inspection findings indicate that pupils' attainments against national standards in speaking and listening, reading, writing and mathematics, are below those found in most schools by the end of Year 2. Though standards in mathematics have risen significantly this year, pupils' ability to use their satisfactory number skills to solve mathematical problems is underdeveloped. Standards in science are slightly better than teacher assessment would indicate and are average, overall.

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

Standards in:	School results	National results
English	23.2 (24.3)	26.8 (27.0)
Mathematics	26.1 (24.5)	26.8 (26.7)
Science	27.4 (27.5)	28.6 (28.3)

*There were 21 pupils in the year group. Figures in brackets are for the previous year.*

- In the 2003 national tests, pupils in Year 6 achieved well below average standards in English and science. The school's results in English were in the bottom five per cent in the country. Standards in mathematics were below those found in most schools. When their results are compared with those achieved by the same pupils at the end of Year 2, they show that the progress made by the pupils was well below average in English, above

average in mathematics and average in science. The school did not achieve the targets set for pupils' attainment in English and mathematics. The trend in the school's results over the previous five years has been below the national trend.

9. Inspection evidence shows that standards are below average in English, mathematics and science by the end of Year 6. Standards have risen significantly in English from last year and the percentage of pupils working at the expected standard for their age (level 4) is broadly average as it is in science and mathematics. However, the proportion working at the higher level (level 5) is below that found in most schools in all three subjects. Pupils are achieving well, especially when you take into account the well-above-average number of pupils on the special needs register. Though pupils have a good knowledge of the topics covered in science, they do not set up their own scientific investigations even though they have a sound understanding of what is required to make a test fair.
10. Good progress has been made in ICT since the previous inspection and pupils are now achieving very well and attaining average standards by the end of Years 2 and 6. ICT is used satisfactorily in other subjects, such as mathematics and design and technology, to enable the pupils' to develop and improve their skills.
11. Literacy and numeracy are used soundly, overall, across the curriculum. However, throughout the school, pupils do not use their writing skills effectively in other subjects, such as history and geography.
12. It was possible to see only limited amounts of work in other subjects but achievement in most lessons was good. The achievement of Year 6 pupils in games skills is very good and standards in this aspect of physical education is better than found in most schools. Religious education was the subject of a separate diocesan inspection.
13. Pupils with special educational needs achieve well. They are making good progress towards the targets set for them in their individual educational plans. This is because teachers know their pupils well and are involved on a regular basis with the special needs teacher and co-ordinator in the setting and monitoring of objectives for the pupils. Individual plans for pupils with special needs include short-term targets that are specific, measurable and contribute to the attainment of long-term goals. Pupils benefit also by being taught in classes that have a small number of pupils, because the teacher has more time to help them. The good progress of pupils also owes much to the efforts of the teaching staff, who ensure that the work done in class matches their prior attainment. All classroom assistants provide very good support.
14. The school has just introduced a policy for gifted and talented pupils. Although the school has not yet identified any, teachers plan appropriately for all pupils in lessons and provide suitably challenging work to ensure that the most able achieve well.

### **Pupils' attitudes, values and other personal qualities**

Overall, pupils attitudes and behaviour are very good. Relationships are very good. Pupils' personal development, including their spiritual, moral, social and cultural development is good, overall. Attendance is poor.

### **Main strengths and weaknesses**

- Pupils enjoy being at school and their attitudes to learning are very good.
- Pupils' behave very well because staff are skilled at encouraging them to do so.

- Despite the school's best efforts attendance is well below the national average.
- Relationships are very good. Pupils come to school happily, in the knowledge that they will be free from bullying and harassment.
- Pupils could be provided with more opportunities to take on responsibilities.

### **Commentary**

15. Pupils' attitudes to learning have improved since the previous inspection and are now very good. Their enthusiasm is apparent in the interest they show in lessons. Pupils are well motivated, happy to be involved in class activities, and respond well to the good quality teaching. Pupils have a pride in their achievements. As a result, they learn at a good rate.
- Discussions held with pupils from Year 6 and the pupils' responses to their questionnaire, clearly show that they like attending St. Paul's school. When talking about their work, one pupil said, "It's really great. There are lots of interesting things to do." Parents agree that their children enjoy school.
16. Children in the reception class achieve well in their personal, social and emotional development. The teacher and the nursery nurse have created a secure learning environment so that the children feel confident and happy to be in school. The children work enthusiastically, share resources and take turns. However, weaknesses in the outdoor provision reduces their scope for exploring at their own pace.
17. The behaviour of pupils throughout the school is very good. Most can be relied upon to behave responsibly even when there is not an adult present. The school's philosophy builds very much on reinforcing and supporting positive behaviour. Pupils respond well to the school rules and have a very good understanding of right and wrong. They are polite and very friendly individuals who enjoy the chance for conversations with visitors. Pupils are proud of their school and confirm that there is very little bullying or oppressive behaviour. They are confident that "a friendly teacher - one you can trust" would listen to them and help them if they had a problem. There is racial harmony within the school and each individual is respected for the differences they bring. Travellers' children and those with special educational needs are very effectively included in all activities and work well within their classes. There was only one exclusion (fixed period) during the school year prior to the inspection.
18. The very good relationships with teachers and teaching assistants that exist within the school make a strong contribution to pupils' personal development. The school is a happy, friendly place in which to learn. There are good levels of respect and consideration for others and pupils have a genuine liking and affection for their teachers.
19. Pupils' spiritual and cultural development are satisfactory, overall. In science, pupils experience the wonders of nature. For example, reception children talked excitedly about how tadpoles emerged from frogspawn, but too few opportunities are provided for pupils to learn in depth about the diverse cultures present in modern society.
20. Pupils make significant progress in developing their social skills as they contribute satisfactorily to the life of the school and community. They rise to the challenge admirably when asked to undertake responsibilities. For example, pupils act as monitors and House Captains. They help at playtimes and lunch times by acting as 'friendly eyes' and

organising a range of games and activities for everyone to take part in. Pupils in Year 6 also read stories to pupils from Year 1 during playtimes and act as librarians. Their involvement in playtimes is one reason why behaviour around the school is so good. However, pupils could be provided with more opportunities to take on responsibilities around the school.

#### **Attendance in the last complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	7.3	School data	1.3
National data	5.4	National data	0.4

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

21. The attendance rate in the most recent reporting year was well below the national average. Levels of unauthorised absence were well above the national average. Analysis of the patterns of absence indicates that the poor attendance figures result largely from a combination of the presence of a significant transient traveller population in school, together with a number of pupils taking extended holidays to visit relations overseas. Inspection evidence shows that if these factors are excluded the attendance of most pupils is broadly in line with the national average. Punctuality is satisfactory, with the majority of pupils arriving at school on time.
22. The school has put in place good measures to promote attendance and punctuality. These include a recently introduced system of rewards for pupils, close liaison with the County and Traveller Educational Welfare Officers, thorough monitoring of attendance figures and the following up of all unexplained absences.

## **Exclusions**

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	115	0	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	3	0	0
Asian or Asian British – Indian	1	1	0
Asian or Asian British – Pakistani	18	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education, overall. Teaching is effective and leads to good quality of learning. Curricular provision is satisfactory and the care and support given to pupils are good. Effective links have been established with the community.

## TEACHING AND LEARNING

The overall quality of teaching and learning is good. Assessment procedures are satisfactory overall.

### *Summary of teaching observed during the inspection in 33 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12 (36.4%)	19 (57.6%)	2 (6%)	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.*

### **Main strengths and weaknesses**

- Teachers have a good knowledge of the subjects they teach but do not provide pupils with enough opportunities to develop their writing skills in other subjects.
- The marking of work does not always make it clear to pupils how to improve and there is no whole-school approach to the setting of homework.
- In Years 1 and 2 teachers do not provide pupils with enough opportunities to use their problem-solving skills in mathematics or to set up their own scientific investigations in Years 3 to 6.
- Teachers manage pupils' behaviour very well.
- Classroom assistants are effective in supporting pupils' learning.
- The supportive relationships between pupils and staff give pupils confidence and increases their self-esteem.

## Commentary

23. The quality of teaching has improved since the previous inspection and, as a result, over 90 per cent of the lessons seen during the inspection were of a good quality. There were examples of very good teaching in all parts of the school and no unsatisfactory teaching was seen.
24. Lessons are prepared to a good standard and are interesting. Consequently, learning is good and sometimes very good and most pupils are keen to extend their knowledge and understanding.
25. The staff in the reception class work well together as a team. The teacher is effective in planning closely for all the children in the class. Best use is made of the outside space available to them and the staff go to great lengths to ensure that the children have opportunities to use the playground for outdoor play, despite the lack of a designated area.
26. Pupils make good progress during their time at school from a well-below-average start. The means of assessing pupils' achievements are sound, overall, and provide good information that helps the school to recognise where common improvements are needed in standards in English, mathematics and in the Foundation Stage. However, in other subjects there is no whole-school approach to the use made of assessment information.
27. Teaching of pupils who have special educational needs is good. Very good relationships and an inclusive ethos have a favourable impact, making pupils interested in the work planned for them. Pupils benefit from the good assessment of their difficulties. Teaching assistants guide pupils well to enable them to reach the challenging targets contained in their individual educational plans. The progress of all pupils with special educational needs is closely monitored and reviewed regularly. There is good liaison between teachers, the special educational needs teacher and the co-ordinator. The quality of teaching and learning for the few pupils in the early stages of learning English as an additional language, travellers' children, and for pupils from minority ethnic groups, is also effective.
28. Teachers have good subject knowledge in English and mathematics. Reading skills are taught thoroughly. Though writing skills are taught soundly, opportunities are missed for pupils to use and develop their writing skills in other subjects. At the time of the previous inspection, the National Numeracy Strategy was not in use in the school because staff were still awaiting training. It has since been introduced successfully and has had a beneficial effect upon pupils' numeracy skills. However, in mathematics lessons for younger pupils, not enough emphasis is placed on developing pupils' capacity to solve mental problems.
29. Teachers' marking is unsatisfactory. Some marking does not help pupils to identify their individual strengths and weaknesses, and move their learning forward. At its best, it is good, with clear direction as to what the pupil needs to do to improve, and follow up comments provided when this is achieved. As at the time of the previous inspection, there is still no whole-school approach to the setting of homework and the amount varies from teacher to teacher.
30. Pupils are able to work well together because good behaviour management ensures a good climate for learning. Teachers encourage, and pupils benefit from, working collaboratively in ICT lessons.

31. Staffing levels are good, overall, and in many lessons this enables pupils to have regular contact with an adult. Teaching assistants offer very good support when pupils are working on set tasks through further explanation and teaching, enabling good individual learning to take place.

## The curriculum

The curriculum, overall, provides a satisfactory range of worthwhile curricular experiences which cater for the interests of all the pupils and the requirements of the National Curriculum. There are good opportunities for enrichment of the curriculum and a good range of extra-curricular activities. Accommodation and resources are satisfactory, overall.

## Main strengths and weaknesses

- There are clear schemes of work to guide teachers.
- There are insufficient opportunities for pupils to develop their writing skills in other subjects.
- Pupils in Years 1 and 2 need more practice in solving mathematical problems.
- Provision for pupils with special educational needs is good, and all pupils are fully included in the life and work of the school.
- Pupils in Years 3 to 6 do not set up their own scientific investigations.
- Visits, visitors and extra-curricular activities enrich the opportunities available for the pupils.
- Staff work hard to use the school building to the best advantage.

## Commentary

32. The school provides a relevant and broad curriculum that meets the needs of pupils in all areas of the National Curriculum and for children in the Foundation Stage. Statutory requirements are met in all subjects.
33. The curriculum places an appropriate emphasis on the core subjects of English, mathematics, science and ICT, and as a result, the pupils' achieve well in these subjects. The school has made improvements to the curriculum by setting Years 5 and 6 for part of the year in English and mathematics. This has worked well in ensuring that all pupils are suitable challenged. As a result, test results have improved this year. However, there is little evidence to demonstrate that the overall curriculum has been reviewed and improved. For example, the use of worksheets in science, history and geography does not allow pupils to develop their writing skills effectively. Whilst the mathematics curriculum provides well for the development of pupils' basic number skills in Years 1 and 2, there are not enough opportunities for the pupils to solve problems.
34. Co-ordinators have worked hard to ensure that schemes of work are in place for all subjects. This is a satisfactory improvement since the last inspection when the schemes for design and technology and ICT were found to have weaknesses. As a result, standards in these subjects have improved significantly and are now similar to those found in most schools. However, the co-ordinators have not been able to check, review and refine their subjects as they have had no opportunities to see how teachers approach the requirements of each area of the curriculum. Teachers plan their lessons well and ensure that work is carefully matched to pupils' needs and builds securely on their previous learning. However, in science, there is little evidence of pupils in Years 3 to 6 taking responsibility for their own learning by planning and setting up their own investigations.
35. The school makes good provision for all pupils with special educational needs. All pupils are highly and equally valued. This illustrates the strong commitment of all staff to supporting the progress of pupils identified as having special needs. Teachers and classroom assistants work closely together to provide appropriately for pupils and to monitor their progress carefully.
36. All pupils are fully included in all aspects of the life and work of the school. This aspect of the work of the school is very good. All staff take great care to support those pupils' whose first language is not English and the children who have a background of travelling. The teachers ensure that they are not disadvantaged in their learning and tailor their work and curriculum to

their specific needs. The teachers make sure that the work they plan for the pupils is carefully matched to their abilities and that they have additional support. However, poor attendance does mean that some pupils have significant gaps in their learning and, consequently, their achievements are restricted.

37. The school makes good use of a variety of visitors to the school and visits to places of interest to enrich the pupils' learning. The pupils speak enthusiastically about the residential holiday they experienced and the adventurous activities they took part in. They have good opportunities to visit a variety of interesting places in the immediate and wider locality. The visitors, welcomed by the school, give the pupils an understanding and experience of their very different talents. The pupils take part in many sporting activities and experts from local teams come to the school to coach the pupils and pass on their skills. The school choir is enthusiastic as they practise.
38. The accommodation in the school is satisfactory, overall. The school building has had some improvements since the last inspection. For example, a new classroom and library area have improved the learning environment significantly. The teachers make best use of the space available but storage space is at a premium. In addition, children in the reception class do not have ready access to an outdoor area for play and the classroom upstairs is in need of refurbishment. The school does not have a grassed area for the pupils to use and this has an impact upon some of the activities the pupils have access to, in their physical education lessons. The playground is also in need of development as there are no quiet areas where a child might sit and read a book. Resources are satisfactory, overall. The new set of laptops is having a positive impact upon the teaching of skills in information and communication technology.
39. There is a good number of teachers with appropriate qualifications and training to meet the demands of the curriculum. The satisfactory number of teaching assistants work closely with the teachers and contribute effectively to pupils' achievements. There is a good team spirit among staff, which contributes well to the quality of learning.

### **Care, guidance and support**

Arrangements to ensure pupils' care and welfare are good. The school provides pupils with a good level of personal support, advice and guidance is good. Procedures for seeking and acting upon pupils views are satisfactory.

### **Main strengths and weaknesses**

- Teachers know pupils well and provide good levels of support and guidance.
- Relationships between pupils and pupils and adults are very good.
- Pupils do not receive enough guidance as to how they can improve their work.
- Child protection procedures, and those for ensuring pupils' health and safety, are good.
- There are good induction arrangements for children joining the reception class.

### **Commentary**

40. The school makes good provision for the personal support, welfare and guidance of pupils. Care and concern for pupils are apparent in all aspects of the daily life of the school. Teachers know their pupils well and are able to provide a level of support and guidance that

contributes to pupils' well-being. Positive reinforcement and praise of pupils' academic and personal achievements are good features of the school. Teachers show genuine kindness and concern for their pupils. Monitoring of pupils' personal development takes place largely on an informal basis by class teachers and is good, overall.

41. The academic guidance pupils receive, especially through comments teachers write in their books, does not provide them with enough advice on how their work can be improved. The use of targets for pupils is generally limited and, as a result, a significant number of pupils do not clearly understand what they have to do to improve.
42. There is no school council at present, but there are plans to introduce one from the start of the next school year. This will be a positive development, since there are currently no formal procedures for obtaining the views of pupils. A substantial majority of pupils responded positively to the pre-inspection questionnaire. The vast majority said that they would find it easy to approach an adult if they were worried about something.
43. The induction arrangements for children joining the school in the reception class are good. The children are able to spend five half-days in school in the term prior to entry and they then join the class on a part-time basis for the first week. There is also an induction evening for new parents and an induction booklet.
44. Procedures for child protection and for ensuring pupils' welfare are good. There is a clearly written health and safety policy, which is kept up to date. Fire drills are carried out termly. The acting headteacher is the health and safety co-ordinator and he carries out regular safety inspections with the caretaker. There is also a governor with responsibility for health and safety matters. Several members of the teaching and non-teaching staff have received first aid training.
45. There is a clearly-defined child protection policy and a member of the teaching staff carries out the duties and responsibilities of child protection co-ordinator effectively and has received appropriate training. The relevant procedures are known to and understood by teaching and non-teaching staff.

### **Partnership with parents, other schools and the community**

The school has satisfactory partnerships with parents in developing children's learning at home and at school. There are good links with the local community and well-developed links with other schools in the area.

### **Main strengths and weaknesses**

- Parents are very happy with the school.
- Links with the local community and neighbouring schools are good.
- There is no whole-school approach to the setting of homework.

### **Commentary**

46. Parents are very happy with the school. A substantial majority of parents responded positively to the questions on the pre-inspection questionnaire. However, a few indicated that they would like to be kept better informed as to how their children are getting on and a few had some concerns about bullying or harassment. There is no Parent-Teacher

Association (PTA) at present, but the school plans to re-establish one next year. Satisfactory information for parents is given through regular newsletters, annual reports and parents' meetings twice a year. In addition, parents are welcomed in school at any time to discuss their children's progress informally.

47. There is no whole-school approach to the setting of homework and, as such, opportunities are lost to reinforce and extend work undertaken in school. Parental involvement with their children's work at home mainly takes the form of helping with reading and for older pupils, with mathematics and English. Parents are encouraged to share books with their children at home and to make comments in the reading record. This is a useful form of dialogue between home and school. Some parents are involved in helping in the classroom in a variety of ways, particularly with reading. Parents also accompany classes on educational visits.
48. The school has well-developed links with the community it serves. There are good links with the church and the vicar takes part in morning worship on a weekly basis. Effective use is made of local community members to talk to the pupils. For example, recent visitors to the school have included a Jewish gentleman and an Asian lady to give the pupils an insight into their beliefs and culture. Local and national charities such as Barnardos and Operation Christmas Child are supported well by the pupils. Good links have also been established with a significant number of nearby sports clubs. These links make a valuable contribution to pupils' learning.
49. There are good links with local schools, particularly the main feeder nursery and the high school, to which most of the pupils transfer.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory, overall. The governance of the school is satisfactory also.

### **Main strengths and weaknesses**

- The acting headteacher, with the support of the acting deputy, has achieved much in a short period of time.
- The role of subject co-ordinators is underdeveloped.
- The acting headteacher, senior management team and governors are committed to providing a good quality of education that meets the needs of all the pupils.
- Governors need to become more involved in strategic management.
- The school improvement plan identifies clearly the priorities facing the school.
- There are no whole-school systems in place to ensure consistency in marking and homework provision.
- The ethos for learning is very good.

### **Commentary**

50. The satisfactory leadership and management of the acting headteacher have, in a short period of time since his appointment, been successful in bringing about gradual improvement in leadership and management in the school. As a result of his efforts, leadership and management are no longer unsatisfactory as was the case at the time of the previous inspection. For example, while only an interim plan until the new headteacher

takes up her post, the school improvement plan is more firmly focused than the previous one on raising standards. A new system of tracking pupils' progress has been put in place and has been much welcomed by the staff. Above all, staff morale has been raised further with the view expressed by senior staff that they feel that their opinions are really listened to by the acting headteacher. This manifested itself well with the whole staff becoming involved in the drawing up of the school's self-evaluation report prior to the inspection.

51. The staff is a very stable one and highly regarded by both parents and pupils. Teachers and support assistants are highly committed to the school. The school puts into practice very well its Christian foundation. It provides equally for all pupils whatever their attainment, race or background. For example, despite the poor attendance of travellers' children, when they are in school much is done to make up for the lost time.
52. Management systems are satisfactory, overall. The school runs smoothly on a day-to-day basis. However, procedures for involving co-ordinators in monitoring and evaluating standards and the quality of teaching and learning in their subjects are unsatisfactory. Though co-ordinators review their areas annually, more needs to be done so that they can get a clearer picture and understanding of the strengths and weaknesses in provision.
53. Since the last inspection, satisfactory action has been made in addressing most of the issues raised. Standards in ICT are no longer below average. The quality of teaching has improved, with over 90 per cent of lessons seen being good or better, whereas in the previous inspection less than 70 per cent of the teaching was good or better. The school development plan was found to be ineffective and not a useful tool for improvement. The current plan has addressed this weakness. The accommodation deficiencies have been alleviated somewhat and the building has been extended. A library has been created and is used well.
54. The governance of the school is satisfactory. Governors share a common vision and support the acting headteacher and staff well as they strive to improve the learning opportunities for the pupils within a Christian environment. New governors with considerable expertise have been appointed. An appropriate committee structure has been established and governors have a sound knowledge of the school's strengths and weaknesses. Governors feel that they are now involved more in the life of the school. As such, they are beginning to be more able in taking on the role of critical friend. The governing body pursues the principles of best value for money satisfactorily.
55. The management of special educational needs is good overall. The arrangements for the identification of pupils who have special educational needs are effective. Pupils are identified early and teachers take careful account of the targets included in the individual educational plans. The contribution made by the classroom assistants is a particular strength of the provision. However, there are times in the school day when pupils do not receive the support they need.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)		Balances (£)	
Total income	452,790	Balance from previous year	64,756

Total expenditure	479,736
Expenditure per pupil	2,907

Balance carried forward to the next	37,810
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56. Satisfactory procedures are in place to ensure that services and resources provide good value for money. The school clerk, with the support of a local education authority, ensures that financial control is efficient. As such, the deficiencies in financial management outlined in the previous report have been addressed soundly. The school's financial reserves are kept under scrutiny. The governors' finance committee is aware that falling pupil numbers will have an adverse impact on the budget next year, which will result in some class restructuring having to be considered.

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

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

The provision for children in the reception class is **good**.

The school has maintained the strong position reported in the last inspection. Teaching and learning are good, overall, with some very good lessons observed. The children start in the reception class in the year they are five. Most of the children have attended the local 'Sure Start' nursery school and nearly all have some pre-school experience. There are at present 23 children in the reception class. There are good induction procedures for the children so that they make a secure start to school. The effective induction arrangements enable a very close partnership right from the earliest stages of the children's life in school.

The staff in the reception class work well together as a team. The teacher is effective in planning closely for all the children in the class. The nursery nurse supports the teacher and the children very well in their work. Both have very clear ideas about creating an effective learning environment. They make the best use of the space available to them and go to great lengths to ensure that the children have opportunities to use the playground for outdoor play.

Judgements have been made about the provision, attainment and achievement of the children in the reception class in their personal and social development, in communication, language and literacy and mathematical development. Work has been sampled in the other areas of learning. The children's attainment when they start in the reception class is well below average. Attainment in their speaking and listening skills is particularly low. By the end of the Foundation Stage, although the children have achieved well, the attainments of the class as a whole are likely to remain below average. However, the spread of ability is very wide. In some year groups the children's attainments on entry to the reception class are lower than that reported for this year's Reception Class.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Good teaching creates a secure, supportive, learning environment, where children learn to be independent in their work.
- A very clear emphasis on the children's personal and social development enables the children to achieve well.

#### **Commentary**

57. Good teaching in this area of learning allows the children to learn and achieve well. However, by the time children start in Year 1 most will fail to achieve the expected standard. The teacher and the nursery nurse have created a secure, busy, learning environment so that the children feel confident and happy to be in school. The children are keen to come to school in the morning and try hard to arrive on time. They set to the activities arranged for them in an enthusiastic and happy way. Children get changed for their physical education

sessions with good levels of independence, rushing to be one of the first to be changed and ready. They fold their clothes neatly so that at the end of the lesson they are ready to get changed back. Lessons are conducted in a happy, caring atmosphere so that the children learn good social skills.

58. The staff enjoy very good relationships with the children. They encourage the children to take an active part in the lessons. The children take turns to put their planting troughs outside and to give out the milk and fruit at snack time. They are polite and say 'please' and 'thank you' to the children who serve them. At the end of lessons, the children tidy away the resources they have been using. When the children played outside with the wheeled toys, many of the children played together, one peddling and one riding on the back. They change over happily so that the other person could have a go at driving. The children are confident and relaxed in their surroundings and, consequently, learning is effective. They help each other with their tasks and share equipment well. The children show a growing confidence and independence.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good teaching and learning ensures that children achieve well.
- The staff work hard to develop the children's speaking and listening skills.
- The children are beginning to develop their reading and writing skills.

### **Commentary**

59. Attainment on entry is low, but good, carefully structured and challenging teaching enables the children to achieve well in their speaking, listening, reading and writing skills. The staff are skilful in engaging the interests of the children and employ a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking and listening. This is given a high priority. For example, all the children were asked to think of some words to describe the ice balloons the teacher had prepared for them. Great excitement led to the children coming up with appropriate 'frozen' words. On another occasion, when the teacher read them a story about sea creatures, the children were challenged to listen carefully and recognise which were the rhyming words. Some of the children find it difficult to listen to others. Even when engaged by an attractive book, concentration is difficult for them. For some, speaking skills are underdeveloped and the children's speech is unclear. The children try hard in all their work because relationships with staff are very good and they want to learn.
60. The children show great interest in their reading books and are beginning to read confidently. They read with interest, talking about the stories and the pictures on the page. The children are encouraged to write and they have shown commendable achievement through the year. They write their names on their work and they are developing good skills. More able children write their own simple sentences, with their spelling phonetically accurate. For example, when writing about angel fish and sharks the children are learning to write to convey their thoughts and ideas. Lower-attaining children try hard to correctly identify the initial sounds of words. Staff work with small groups of children, giving them individual help with their tasks. Because of the good quality teaching the children make good gains in their learning and achievement is good, but most will fail to attain the early learning goals in communication, language and literacy.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The children are taught basic number skills well.
- Good practical teaching allows the children to learn very well.

## Commentary

61. As a result of good provision, the children develop their mathematical awareness well. The children enjoy counting. They count securely to 20, and count back enthusiastically from 10. The children work with the teacher, deciding how many cars are left when they take away a given number. They try hard as they work out their problems. All tasks are practically based and this helps the children to learn well. The staff ensure that the children have many appropriate opportunities to develop their mathematical language as they work and play. The children create patterns using pebbles and shells in the dry sand and learn the mathematical language of 'long and short' and 'full and empty' in sand and water play. Challenging questions are carefully targeted to the needs of the individual, so that all the children make good gains in their learning. Though the activities are pitched at the correct level of demand to ensure that children learn well, by the time they enter Year 1 most will fail to reach the expected standard in their mathematical development.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL AND CREATIVE DEVELOPMENT

62. It is not possible to make firm judgements on provision in the above areas because of insufficient evidence. Sampling of the children's work on display and in folders, examination of teacher assessments, planning documents and activities observed during the inspection, show that the curriculum is firmly in place and well suited to the children's needs.
63. The children make good gains in their **knowledge and understanding of the world** because they are presented with a wide range of activities planned to engage their interests and stimulate their curiosity. They have opportunities to observe their ice balloons melt and consider what happens when they place them in hot water or pour salt on to the ice. The children were excited by the ice balloons and marvelled at the coldness of their hands as they touched them. The classroom is a stimulating environment, which reflects the many opportunities the children have available to them. At present, the children are studying lots of different sea and water creatures and are looking forward with great anticipation to a visit to a sea-life centre. The children enjoy working on the computer and show good skills as they create their own pictures and access the program they wish to use.
64. Because the teachers do not over-direct the children, they have time to explore materials and objects for themselves.
65. This feature also characterises the learning in aspects of **creative development**. Adults are ready to help and advise, but children have good chances to try out the effects of colour, shape or texture for themselves. Children engage in a good range of well-planned creative experiences to stimulate their imaginations. They enjoy working in the 'seaside shop' and buying the artefact they have made. The children showed good skills in their painting as they painted pictures of frogs. One of the children confidently asked for some purple paint, which she needed to complete her frog painting. The children have the opportunity to play with untuned musical instruments and sing songs with other pupils in their singing assembly. They extend and develop their vocabulary, ideas and feelings through the opportunities they have to explore, and use their imaginations as they collaborate in their play.
66. The school is working very hard to overcome current barriers to the children's full **physical**

**development.** At present, the children do not have continuous, free access to a well-equipped outside play area. The play area does not have apparatus for climbing, rolling or balancing, and the surface is hard asphalt. However, the school has good plans to improve this as soon as possible.

67. In the meantime, staff make commendable efforts to overcome these difficulties and enrich the outdoor provision as much as possible. The children play in the playground, developing their skills of balancing and co-operative play as they cycle round this area. They play with a range of small equipment, learning to throw and catch with growing awareness of the need for accuracy. The children have access to a variety of appropriate activities, which promotes their physical development. They use small equipment with increasing control. For example, they use tools when moulding and shaping the play dough to make their model boats.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Year 6 national test results in 2004 show a significant improvement.
- The quality of teaching and learning is good and, as a result, pupils achieve well.
- Pupils do not use their writing skills well in geography, history and science.
- The curriculum co-ordinator has not been given time to monitor and evaluate the subject.
- There is an inconsistency in teachers' marking and in homework provision.

#### **Commentary**

68. Standards have risen this year from being in the bottom 5 per cent in the country to currently being just below average. The percentage of pupils attaining the expected standard is higher than that reported from national tests in the previous inspection report. The school has an above average number of pupils with special educational needs, which has an adverse affect on the number of pupils reaching the higher levels in the subject. For example, almost 25 per cent of the current Year 6 age group has special educational needs. The previous report stated that special educational needs pupils made satisfactory progress. This is not now the case, with good progress being made, because of effective support, throughout the school.
69. Pupils start school with well below average standards in speaking and listening, reading and writing. Standards in speaking and listening are a little below average in Years 1 and 2 but average in Years 3 to 6. Pupils are more confident than at the time of the last inspection in speaking out in more formal situations and contribute ideas and opinions readily in lessons. This is because teachers include opportunities for speaking and listening, such as 'hot-seating' in their planning. Most pupils achieve well, including those with special educational needs and those pupils who learn English as an additional language. However, the poor attendance of travellers' children has a detrimental affect on the progress they make.

70. Standards in reading have risen to be broadly average in both Years 2 and 6. A significant proportion of pupils with special educational needs in Year 2 are likely to lower the national test results, even though this group make good progress. However, the majority of pupils in Year 2 are well launched into reading. They achieve well because of good teaching. For example, there is good teaching of the link between letters and sounds so that pupils can tackle unfamiliar words by breaking the words down in separate sounds. Pupils in Year 6 have some difficulty with 'reading between the lines' to infer and deduce from what they read. Pupils are developing preferences for different authors. For example, one pupil extolled the virtues of books written by Jacqueline Wilson. Pupils say they appreciate the daily silent reading sessions.
71. Teachers have worked hard to raise the standard of writing and are having success, although the challenge remains. Pupils achieve well from a very low starting point and reach just below average standards in Years 2 and 6. Work in pupils' books shows the impact of effective measures designed to raise standards. For example, the work done by a classroom assistant in Year 1 as part of the ELS initiative has improved pupils' confidence in using their writing skills. Pupils in Years 5 and 6 have benefited by being taught in groups based on prior attainment and from 'booster' group withdrawal classes.
72. Younger pupils have developed an encouragingly firm grasp of basic sentence structure and punctuation, and confidence in using their phonic knowledge to attempt to spell more difficult words. Average and higher-attaining pupils in Year 2 write more complex sentences and longer, properly organised stories and other imaginative writing. For example, one pupil posed the following riddle to be solved, 'I am a kind of cat. I have a mane. What am I?' Their writing is very close to the expected standard although class averages may be lower in national testing because of a high proportion of pupils with special educational needs.
73. Years 5 and 6 pupils build up their skills at a good rate, particularly in assembling carefully structured paragraphs and properly connected sentences in a range of writing forms. For example, in a piece of writing related to Kensukes' Kingdom a pupil wrote, 'I like the power he had on the island. It makes him important which he was.' The improvement is less marked in writing done in other subjects. Not all teachers are consistent in their marking in expecting the highest standards of spelling, handwriting and punctuation. Although higher-attaining pupils use more ambitious sentence structures, they too often forget to use punctuation to separate or control them.
74. In lessons seen, teaching was good, overall, and this shows an improvement on the previous inspection where it was judged to be satisfactory. Lessons are interesting, so that pupils enjoy their learning and work hard in school. However, there is no consistent approach to homework and, as such, opportunities are lost to reinforce and extend work undertaken in school. In the best lessons pupils are keen to answer, and teachers are good at ensuring that everyone's views are valued. Good attempts are made to incorporate ICT into lessons and pupils respond well and produce work of a satisfactory quality.
75. The subject is soundly led and managed. Good assessment systems are in place and effective use is being made of the information to identify strengths and weaknesses in the subject. The recent introduction of a tracking programme means that pupils' progress can be monitored. However, opportunities have not been provided for the co-ordinator to develop a complete overview of the subject; for example, inconsistencies in marking and in

the provision of homework are not picked up and dealt with because no time has been provided for monitoring and evaluation to take place.

### **Language and literacy across the curriculum**

76. Provision is satisfactory, overall. Pupils enjoy researching for information using the Internet and word process some of their work. Teachers usually insist on the use of correct terminology in subjects such as science and geography in order to extend and develop pupils' vocabulary. However, the over-use of worksheets in geography, history and science reduces the opportunities pupils are given to use and extend their writing skills. Very often, one word answers are provided; writing is untidy and bears no comparison to the satisfactory quality found in creative writing books. Pupils in Year 5 do, however, use their writing skills effectively in other subjects. For example, as part of a history project on the Victorians they have found out about the story of the Little Match Girl. One pupil wrote 'she went to paradise with her grandmother where no sadness or coldness could ever reach her.' In most other classes opportunities are missed for pupils to use the skills they have developed in their English lessons. The school's approach to planning its provision in the humanities needs to take into account the use of writing as a key aspect.

## **MATHEMATICS**

Provision in mathematics is **good, overall**.

### **Main strengths and weaknesses**

- Teaching and learning are good across the school.
- Pupils are achieving well.
- Pupils in Years 1 and 2 are not given enough opportunities to solve mathematical problems.
- Work is not marked in a way that helps pupils to improve.

### **Commentary**

77. Standards are below average in Year 2, but are broadly similar to those found in most schools in Year 6. Overall standards are affected adversely by the well-above-average numbers of pupils with special educational needs in the school and a significant number of pupils who, despite the school's best efforts, have poor attendance levels. Inspection evidence indicates that standards are improving throughout the school. This improvement is due to the successful introduction of the National Numeracy Strategy, which has addressed most of the weaknesses identified in the previous inspection report, such as the pupils' below average numeracy skills. It is also supporting teachers' planning and helping to ensure that pupils are building well on their previous learning. In addition, the school is now making better use of assessment information to identify strengths and weaknesses in provision and to check on the progress of different groups of pupils, such as those from ethnic minorities.
78. Most pupils achieve well because teachers' expectations are high. Pupils with special educational needs achieve well as a result of the effective support they receive from teaching assistants. The small number of pupils who are learning to speak English as an additional language also make good progress because teachers make good use of a range of resources, such as a counting stick, to help with the learning of tables. As a result, pupils maintain their concentration, do their best and make good progress.

79. Pupils in Year 2 can use a branching database to find information and have a sound understanding of place value. They have a good knowledge of the properties of different shapes, such as octagons and pentagons, and know that they are called polygons. Pupils can count up or backwards in twos from a given number such as 45 and know what is 10 more or less than 57. However, they are not as confident when it comes to solving story problems. This is a weakness that the school is aware needs addressing. Pupils in Year 6 have a good knowledge of their tables and can convert fractions into decimals and percentages. Though they know the formula for working out the area and perimeter of a quadrilateral, they were not accurate when it came to applying their knowledge in estimating the perimeter of the library. The school has worked hard and successfully at improving the pupils' ability to solve problems in Years 3 to 6. As a result, higher attainers had no difficulty working out what they would have to pay for a washing machine priced at £500 but reduced by 10 per cent in the January sales. They enjoyed explaining how they had gone about finding the answer.
80. The quality of teaching is good. Teachers have good subject knowledge and plan thoroughly. Relationships are very good and teachers control their classes skilfully, which results in very good behaviour, positive attitudes to learning and good levels of concentration from pupils. These features result in good learning. Teachers plan work well and make sure that pupils know what they are expected to learn in any particular lesson. As a result of good teaching, pupils achieve well and show positive attitudes towards the subject. All lessons comprise lively mental warm-up activities for pupils to practise mental arithmetic and other basic skills and useful concluding plenary sessions to establish how well the pupils have achieved in their understanding of the taught mathematical concept. The grouping of pupils in classes based on their prior attainment has proved beneficial this year because it ensures that pupils of all abilities are suitably challenged. However, there is no whole-school approach to the setting of homework and the use of marking to indicate what pupils should do next to improve.
81. The subject co-ordinator is knowledgeable and enthusiastic and has a clear vision for the further development of the subject. He provides satisfactory leadership and management but has not had the opportunity to monitor and evaluate the quality of teaching and learning in the subject. This aspect of the co-ordinators role was mentioned in the previous report as being in need of improvement and still needs to be addressed. Resources are good, overall, and well used.

## Mathematics across the curriculum

82. The use of mathematics to support other areas of the curriculum has improved since the last inspection and is now satisfactory. Appropriate links are made with the science curriculum, with graphs and charts being used soundly to record findings. However, there is no whole-school system in place to identify how and where mathematics can be effectively developed through other subjects.

## SCIENCE

Provision in science is **satisfactory, overall**.

### Main strengths and weaknesses

- Pupils make good progress and achieve well.
- Teaching is good.
- Pupils do not set up their own investigations in Years 3 to 6 and there is an over-reliance on worksheets in some classes.
- Assessment information is not being used effectively and marking does not show pupils how they can improve.

### Commentary

83. Standards at the end of Years 2 and 6 are below average. The percentage of pupils attaining the expected levels for their age is broadly in line with that found in most schools. However, the proportion achieving the higher levels is below average. These findings are similar to those found at the time of the previous inspection. When factors such as pupils' attainment on entry, poor attendance and the well-above-average number of pupils with special educational needs are taken into account, inspection evidence shows that pupils are achieving well.
84. There is no difference in achievement between boys and girls. Pupils with special educational needs, the small number who speak English as an additional language and those from the various ethnic groups in the school achieve equally well.
85. Throughout the school, pupils have a good knowledge of the topics they have covered. Pupils in Year 2 talked confidently about the life cycle of a frog and could identify various parts of a plant, such as the flower, stem and leaf. They knew how to set up an electrical circuit to make a bulb light up and that electricity can be dangerous. Discussions held with pupils from Year 6 show that they enjoy their work, especially when they are given the opportunity to engage in practical activities. For example, they spoke enthusiastically about an experiment they had done to test the speed at which various materials dissolved and could explain why the test was fair. Though the pupils displayed a good understanding of the process of photosynthesis, some lower-attaining pupils had difficulty expressing themselves using scientific terminology. One pupil spoke about 'stuff' when she meant 'chemicals'. A scrutiny of work shows that pupils engage in a satisfactory number of experiments but are not provided with opportunities to set up an investigation for themselves. This weakness was identified at the time of the previous inspection and has not yet been addressed.

86. Teaching is good, overall, as it was at the time of the previous inspection. Teachers plan their lessons well and make clear to the pupils the intended learning outcomes. The work set builds securely on previous science learning. Where teaching was very good, the teacher engaged the interest of the pupils effectively and ensured that they remained focused on their work and developed their powers of observation, enquiry and investigation. For example, in Year 2, pupils used magnifying glasses to look closely at a variety of plants before drawing them. The teacher moved from group to group encouraging individuals to note detail such as the veins in leaves. She used questioning well to focus pupils' attention on the different shapes of petals. As a result, the quality of learning was very good and pupils made significant gains in their knowledge and understanding. Teachers give pupils constructive verbal feedback during lessons but written comments in pupils' books, whilst being positive and supportive, rarely identify what pupils have to do next in order to improve. A scrutiny of previous work shows that there is an over-reliance on the use of worksheets, which do not let allow pupils to develop their writing skills effectively.
87. The leadership and management of the subject are satisfactory. As at the time of the previous inspection, the co-ordinator ensures that there are sufficient resources, checks planning and supports colleagues with advice. However, he has not been given the time to monitor standards and the quality of teaching and learning across the school. Assessment procedures are sound, overall, but better use could be made of the information to identify strengths and weaknesses in provision and to set targets for groups and individuals. Resources are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards are at the levels expected by the end of Years 2 and 6 and pupils achieve very well.
- Teaching and learning in ICT are good.
- The new laptop mobile suite is beginning to have an impact upon the pupils' achievements.
- Assessment information is not used effectively.
- The co-ordinator has not been given time to monitor and evaluate the quality of teaching and learning in the subject.

### **Commentary**

88. By the end of Years 2 and 6 standards of work are at the levels expected of pupils of their age and achievement is very good. There has been significant improvement since the last inspection, when standards were below average at the end of Year 6.
89. By the end of Year 2, the pupils use an art and design program to produce their own seaside pictures. They make use of computers in their mathematics lessons to interrogate databases and create graphs to reflect their findings. They use the search button to find out answers to the questions set by the class teacher. In Year 6, the pupils made good use of the laptop computers to plan a sequence of commands to control their fairground rides. Pupils are now making good progress. For example, in Year 5, they have been sending e-mails to a school in Australia and have been eagerly awaiting replies. They have learnt how to send attachments to their e-mails and have been busy attaching photographs and letters.

90. The quality of teaching and learning is good, overall. Teachers use the computers in the classrooms well to support learning in a range of curriculum areas but they feel frustrated by the fact that when they teach the pupils a new skill it takes a while for all the pupils to have an opportunity to practise on their own. However, they are looking forward to using the new set of laptops which has very recently arrived in school. At present, the Year 6 teacher is trialling their use and is feeding back information to her colleagues as to the most effective way to use them. Teachers make good use of the SMART board to introduce their lessons and aid pupils' learning. The pupils are engaged by the teachers' presentations using this resource and it is a valuable addition to the work in the classrooms.
91. There is satisfactory leadership and management of ICT. The subject leader has ensured that the subject has developed well since the last inspection. There have been significant improvements in the provision for ICT in the school. There is now appropriate hardware and software in the school to facilitate the scheme of work. As yet the co-ordinator has not had the opportunity to monitor the effect of the improvements he has sought to bring about and this is an area for further development. The co-ordinator is knowledgeable and has a good capacity to develop the subject further. It is clear that the school is well placed to raise standards further. However, insufficient use is being made of assessment information to inform future planning.

### **Information and communication technology across the curriculum**

92. ICT is used satisfactorily in other subjects to enable pupils to develop, refine and use their skills. It is used particularly well in mathematics to enable the pupils to consolidate their mathematical skills. Older pupils use the computers to access information in history and geography and in their learning in design and technology.

### **HUMANITIES**

93. There was not sufficient time during the inspection to look in detail at subjects other than English, mathematics, science and ICT. Inspectors concentrated on looking at provision in these subjects and could only sample others.
94. In humanities, work was sampled in **geography** and **history**. Only one lesson was seen in geography and two in history. As a result, there is insufficient evidence available to make secure judgements about provision, standards and achievement in these subjects. Religious education was the subject of a separate inspection.
95. Evidence from scrutiny of work and discussion with pupils shows that in geography and history the pupils have access to a broad curriculum and study a range of interesting and relevant topics.
96. In **geography**, younger pupils study life on the fictional island home of Struay. They learn about the difference physical and man-made features of the island. They study maps and find out how you would travel from home to Mexico and what kinds of transport would be the best to use. In this way the pupils learn that some places are a long way away and some locations very different from life in Oswaldtwistle. Older pupils in Year 4 are looking at the effects of recycling, reusing and reducing waste in the home. They recognise the damage done to the environment by collecting rubbish and the necessity of changing the way we

approach the issue of throwing away 'waste' materials. In Year 6, the pupils study the course of a river and study how it physically changes as it flows from its source to the sea. The pupils learn the correct geographical terms for the different stages. Their learning is carefully staged and leads to secure geographical understanding. Although the children's achievements clearly build on what has gone before there is an over-reliance on worksheets and little opportunity for pupils to explore their ideas in extended pieces of writing.

97. In **history**, pupils in Year 2 speak knowledgeably about Victorian holidays. They talk about Punch and Judy shows, the pier, and the bathing machines. They recognise that times then were very different from today. The children in Victorian times had wooden buckets and spades and they went on their holidays on steam trains. They have learnt about some famous people, including Florence Nightingale, and of important events such as 'The Great Fire of London'. Their recall is good, and they enjoy this area of the curriculum. Year 3 pupils talk knowledgeably about their history topics. Their work on The Second World War has become a real interest and pupils study the emotive photographs and artefacts, which give them greater insights about this time. Older pupils learn about people who lived in ancient times and how people know about these times by studying artefacts and writings from ancient Egypt and Greece. Work is thorough, but very reliant on worksheets, which do not promote the schools' drive to improve the pupils' extended writing skills effectively.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

98. Insufficient lessons were seen in art and design, design and technology, music and physical education to make overall decisions about provision. In addition to observing lessons or parts of lessons, inspectors spoke to pupils about what they had learnt and looked at pupils' work on display around the school.
99. Throughout the school a satisfactory range of **art and design** work is displayed, which has a significant effect on the learning environment. Discussions held with pupils and a scrutiny of work show that standards by the end of Years 2 and 6 are similar to those found in most schools and that pupils' achievements are satisfactory. Work on display reflects most of the aspects of the teaching of art and design, including colour and the interpretation of the work of famous artists such as Van Gogh. Though pupils are developing a satisfactory range of skills and are provided with the opportunity to work with an appropriate variety of medium their experience of working with textiles and in sculpture is limited. They are making sound progress.
100. Art and design makes a satisfactory contribution to pupils' cultural development. Pupils in Year 5 have studied aspects of Aboriginal art and then painted their own pictures in a similar style. However, in general, pupils' knowledge and understanding of artwork from different cultures is underdeveloped.
101. The management of the subject is satisfactory, but no opportunities have yet been found to influence the work of other teachers by observing colleagues teaching and giving them feedback to help them improve. There is a satisfactory range of resources but limited space for making and displaying three-dimensional work.
102. Teachers' planning in **design and technology** demonstrates that pupils are introduced to the full design process. The school has worked hard to improve standards in the subject, which were found to be below national expectations by the end of Year 6 at the time of the previous inspection. The full range of the National Curriculum Programme of Study is in place and pupils' achievements are similar to those found in most schools by the end of Years 2 and 6.
103. Evidence available during the inspection indicates that pupils have positive attitudes to design and technology lessons and enjoy making things. Some pupils from Year 6 discussed with enthusiasm how they had made playground rides and demonstrated sound ICT skills as they described how they had written a simple program of instructions to control them. The wheeled vehicles produced by pupils in Year 6 are of good quality.
104. The co-ordinator provides support on a day-to-day basis for teachers and ensures that the activities they have planned are suitably resourced, but she has not had the opportunity to monitor and evaluate the quality of teaching and learning. There are no consistently applied procedures for assessing and recording the development of pupils' skills.
105. Teaching was good in the very limited number of music and physical education lessons observed during the inspection. The teachers had high expectations of behaviour, good pupil management skills and used effective teaching methods. Pupils had positive attitudes, enjoyed the lessons and responded well, making good progress and achieving well in both subjects.

106. In one **music** lesson, pupils in Year 6 sang tunefully and incorporated clarinets and percussion instruments well into a song being prepared for the end-of-term leavers' service. A recently established choir provides good opportunities for pupils to develop their singing skills further. Pupils in Year 4 are able to identify whether a higher or the lower note comes first when asked to listen to a music extract. Singing in assembly is lively and makes a good contribution to the quality of worship.

107. In **physical education** lessons, standards of attainment in games' skills are higher than those found in most schools. For example, in Year 6 both boys and girls demonstrated good throwing and catching skills. In addition to the physical education lessons and swimming, there is a wide range of activities to enrich the curriculum. These include football, cricket, netball and basketball. Pupils have many opportunities to take part in competitions, often with pupils from other schools. They talk with great enthusiasm about their involvement in the local version of the Olympic Games when the school represented Holland. Resources are satisfactory, but the school does not have its own field and the playground lacks a soft play area.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

108. Personal, social and health education and citizenship were sampled, as no full lessons were seen to support an overall teaching and learning judgement. A well-written policy and scheme of work ensure that knowledge and understanding are developed progressively as pupils move through the school. The school views pupils' personal development as highly important and the outcomes of the school's approach can be clearly seen in the very good attitudes, behaviour and relationships. Assemblies play an important part in developing in pupils a sense of their responsibility in belonging to a community. For example, during one assembly, pupils were asked to consider how they could show kindness, not just to pupils in their own class but to others throughout the school. 'Circle time' (periods when pupils sit in a circle and discuss issues that concern them) was used well during the inspection to help pupils in Year 6 understand and explore the anxieties associated with transition to a new school. The very good relationships teachers establish with pupils ensure an atmosphere in which pupils can openly address the sensitive issues that affect their lives.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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