

INSPECTION REPORT

PADIHAM ST LEONARD'S VA CE PRIMARY SCHOOL

Padiham

LEA area: Burnley

Unique reference number: 119425

Headteacher: Julie Bradley

Lead inspector: Roger Sadler

Dates of inspection: 2nd – 5th February 2004

Inspection number: 260663

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	164
School address:	Moor Lane Padiham Burnley Lancashire
Postcode:	BB12 8HT
Telephone number:	01282 771470
Fax number:	01282 777626
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Fred Birch
Date of previous inspection:	28 September 1998

CHARACTERISTICS OF THE SCHOOL

St Leonard's is a smaller than average Church of England aided primary school in Padiham, near Burnley in the Blackburn Diocese. The area is one of considerable economic disadvantage. Almost all pupils are of white ethnic origin and no pupils are learning English as an additional language. The 150 full time pupils are taught in six mixed age classes except for Year 3 and 5 which are a single age classes. There is a Nursery with 32 children who attend either a morning or afternoon session. Most children enter Nursery with below average standards. Half of the pupils are eligible for free school meals which is well above average. Almost a quarter are identified as having special educational needs which is above national average. The majority of these pupils have moderate learning and behavioural and emotional difficulties and are supported from within the school. Four per cent of pupils have a statement of special educational needs which is above average. The school received an achievement award in 2003.

A few more pupils than normal join or leave the school at times other than Nursery or Year 6. All the teaching staff except one, including the headteacher, have been appointed to the school in the last three years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
13752	Roger Sadler	Lead inspector	Science, Information and communication technology, Geography, History
11358	Vicki Lamb	Lay inspector	
22659	Deborah Hibberd	Team inspector	Mathematics, Art and design, Design and technology, Music, Physical education
32596	Gillian Phillips	Team inspector	English, Foundation Stage, Special educational needs

The inspection contractor was:

Parkman Ltd in association with *PkR*
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	10
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **highly effective school** with excellent features. The headteacher provides outstanding leadership and the school is making rapid improvement. Attitudes to learning and relationships are very good. Standards are satisfactory. Provision in physical education (PE) and information and communication technology (ICT) is outstanding. The above average proportion of pupils with special educational needs achieve very well. In view of the very good quality of education the school provides **very good value for money**.

The school's main strengths and weaknesses are:

- Outstanding leadership and management by the headteacher and deputy have led to very good improvements in the quality of education and standards achieved.
- Teaching is very good overall and often excellent in the older classes.
- This is a happy school with very good relationships and pupils want to do their very best.
- Provision in ICT and PE are excellent.
- Attendance is unsatisfactory because too many pupils take holidays in term time.
- The school has recognised that provision in the Nursery and outdoor play in the Foundation Stage requires further improvement.

There has been **very good** improvement since the school was last inspected. St Leonard's is in the top 50 schools nationally for improved standards from 2001-2003. At the time of the last inspection, standards were average. Test scores indicate that these declined so that in 2000, standards were in the bottom five per cent of schools nationally. From 2001 test results have improved well. Standards achieved by eleven-year-olds in 2003 were higher than in similar schools and standards seen in inspection are around the national average. There has been excellent improvement in the way the school is run and in the quality of teaching and learning. All the areas for improvement highlighted in the last inspection report have been dealt with.

STANDARDS ACHIEVED

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

Key: A-well above average; B-above average; C-average; D-below average; E-well below average, E -lowest 5% Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **very good** overall. The school's eleven-year-olds last year did well in mathematics and science in comparison with similar schools. Inspection found that the Year 6 pupils are attaining average standards. Children enter Nursery with below average attainment overall. Their attainments in language and communication, on entry are well below average. They make a sound start in Nursery. In the Reception class, although children make good progress and achieve well, many are still not on target to achieve the goals children are expected to reach by the end of Reception. In Years 1 and 2, they continue to achieve well and attain standards in line with pupils in similar schools but their attainments are still below national averages. From seven to eleven achievement is very good and they catch up very well. Standards are a little higher in mathematics and science than in English. Eleven-year-olds' standards in ICT and PE are well above the expected levels for their age. Pupils with special educational needs achieve well up to the age of seven and very well in the oldest four classes.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **very good**. As a result, they are enthusiastic and motivated and enjoy each other's success. Pupils, especially the older pupils, behave very well.

QUALITY OF EDUCATION

The quality of education is **very good**. Overall teaching is **very good** and leads to **very good** learning and achievement. Teaching is good up to the age of seven and is very good and often outstanding in the oldest four classes, especially in ICT and in PE. Outstanding ICT resources are used expertly to make the curriculum more interesting and significantly support teaching and learning. The school uses some excellent ways to help pupils get ready to learn through short aerobic or Yoga sessions at the beginning of the morning and afternoon. All lessons are thoroughly prepared and very interesting. All pupils' learning needs are assessed thoroughly and the school ensures that individual needs are met and pupils are expected to do their best. Teaching assistants work closely with teachers to provide very good support for pupils with special educational needs who make very good progress.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **excellent**. The headteacher inspires staff and pupils to do their very best. She has established a very positive ethos and very effective teamwork and has ensured that other leaders are very well supported and very effective at finding out the details of where improvement is needed. All leaders work to keep making things even better. The governors work very effectively to ensure all this good work goes on and make sure that all their legal duties are properly carried out.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents hold the school in very high regard and point to the many improvements the headteacher and staff have made over the last few years. Pupils feel the same and are very proud of their school and their teachers.

IMPROVEMENTS NEEDED

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

- Use the planned new Foundation Stage accommodation as an opportunity to make further improvements in the provision for the very youngest children.
- Improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve very well to reach average standards. Eleven-year-olds' standards in mathematics, science, reading, and speaking and listening are now average but standards in writing remain below average. In the Foundation Stage, although pupils achieve well, many are not on line to reach the goals children are expected to reach by the start of Year 1 except in their personal, social and emotional development and their physical development which are average. In Years 1 and 2, pupils achieve well, but standards in reading, writing and mathematics are below the national average. Pupils with special educational needs achieve well in Years 1 and 2 and achieve very well in Years 3-6.

Main strengths and weaknesses

- Less able, more able and pupils with special educational needs achieve very well.
- Achievement is very good in Years 3 to 6 and good in the Foundation Stage and Years 1 and 2.
- Standards in ICT and PE are well above average.

Commentary

1. The school has worked very effectively to try to raise standards across the board over the last three years. Excellent leadership and management focused on raising standards and very good teaching have had a very positive impact on pupils' achievements, particularly in the oldest four classes.
2. Although pupils up to seven years learn and achieve well, the 2003 test results for seven-year-olds are below average. This is especially so in writing and mathematics, previously the strongest subjects. Consequently the upward trend in improvement was halted. The main reason for this is that the group of pupils taking the 2003 tests had a well below average attainment when they entered the school. School assessment information indicates that they made good progress in their learning in the school, despite their disappointing standards. This same year group is now in Year 3 and the school has appropriately focused resources on helping them catch up.

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

Standards in:	School results	National results
Reading	12.9 (14.1)	15.7 (15.8)
Writing	12.6 (14.4)	14.6 (14.4)
Mathematics	14.7 (17.0)	16.3 (16.5)

There were 18 pupils in the year group. Figures in brackets are for the previous year.

3. Standards achieved by eleven-year-olds in English mathematics and science were average at the last inspection in 1998. Test results indicate that standards fell and by 2000 standards in English, mathematics and science were in line with those achieved by pupils in the lowest five per cent of schools nationally. Since 2001, eleven-year-olds' standards have improved faster than the average national improvement. In English, in 2003 eleven-year-old pupils attained well below national averages but made average progress compared with that made by pupils with similar attainments at the age of seven. In mathematics and science, eleven-year-olds attained below national averages but made good progress compared with pupils with similar attainments at the age of seven.

4. The school has set very ambitious targets for the number of eleven-year-old pupils to achieve average in National Curriculum tests in English and mathematics in 2004 and 2005. Inspection evidence indicates that the school is set to maintain its good trend of improvement and get very close to these targets. Reading results have improved well because pupils have been helped to develop good attitudes to reading, and show an interest in books and reading. Lower attaining pupils have been given very good support by teachers and learning support assistants and higher attaining pupils enjoy reading regularly at home. Results in science and mathematics have also improved well. The impact of the improved emphasis on investigative work is helping raise standards in science and teachers' very good subject knowledge in mathematics enables them to plan and provide interesting and challenging work that help pupils enjoy mathematics and make good progress.
5. The school is appropriately focusing on improving writing standards and this work is bearing fruit as standards rise through the school. The aspects of writing that pupils are asked to improve in literacy lessons are carefully taught and revised in other subjects so that pupils have a clear understanding of how to improve their written work.
6. The school's careful monitoring and detailed analysis of test results and thorough scrutiny of samples of pupils' work has helped subject co-ordinators see exactly where improvements in their subjects are needed. All teachers are made aware of where to focus their teaching to raise standards and this work is helping standards rise.
7. A key reason why pupils with special educational needs and lower attaining pupils achieve so well is the high quality support they receive all day in all subjects from very skilful learning support assistants who work closely with teachers to ensure that these pupils' needs are never ignored. Individual needs are carefully assessed and all teachers take careful account of the needs of all pupils in their teaching. More able pupils also achieve well because their needs are very carefully considered in teachers' planning and met in lessons. Higher attaining pupils are given harder work to do and they enjoy being challenged and stretched.
8. The high standards in PE and ICT are due to outstanding leadership and management of these subjects. The school has placed great emphasis not only on raising standards in these subjects, but also in using these subjects to raise standards across the board. There is exceptionally high quality teaching in these subjects as a result of the support staff receive from experts.

Pupils' attitudes, values and other personal qualities

Pupils' attendance is below national averages. Pupils' behaviour is very good and they have very good attitudes to learning. Personal development is very good and the school promotes pupils' spiritual, moral, social and cultural development very well.

Main strengths and weaknesses

- The systems for promoting good attendance and following up absence are very good but attendance overall is unsatisfactory.
- The school motivates pupils to learn and to believe they can achieve.
- This is a happy school where behaviour and relationships are very good and pupils are free from bullying and harassment.
- Pupils' social, moral, spiritual and cultural awareness are very well developed.

Commentary

9. The school works hard to support pupils and their families to maintain regular and punctual attendance. Staff have established good procedures to monitor individual attendance and are careful in establishing valid reasons for absence, analysing the reasons given to enable them to target improvements. Parents and pupils are given clear guidance on what is expected. However, the following table shows attendance is below the national average. This is mostly

because some families arrange holidays during term time. The governing body are aware that further attention needs to be given to addressing this. Punctuality is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.4
National data	5.4

Unauthorised absence	
School data	0
National data	0.4

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

10. Pupils consistently show great loyalty and affection for the school and the staff. In the Foundation Stage pupils' personal and social development are given careful attention and they soon settle well into school. As they grow older, they continue to be happy at school and enjoy lessons and extra curricular sessions and are helped very well to concentrate. They readily accept responsibility and relate very well to each other and to adults in the school. Pupils learn in an environment that encourages them to believe that success is possible but that learning involves making mistakes. This helps pupils achieve very well. Pupils with special educational needs show very good attitudes to school because they are helped see the progress they are making. Their needs are skilfully met without ever removing them from class. No pupil has been excluded from school in the last school year.

11. Pupils' spiritual, moral, social, cultural and overall personal development are very good because each of these are carefully nurtured. By the end of the Foundation Stage, Reception children are on line to achieve the Early Learning Goals in their personal, social and emotional development. The school ensures pupils' spiritual development not only in assemblies and collective worship but also in lessons in many subjects. The oldest class, for example, in history reflected on what life could have been like for Jews in Europe in the 1930s and 1940s. The school promotes very high moral standards and pupils respond very well to these. They are given clear guidance through 'Golden Rules' that helps them understand how to relate to one another and these rules work very well. Pupils learn about other religions and cultures in RE, history and geography.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is very good and the curriculum is broad and very interesting. The school cares for, guides and supports pupils very well and has very good partnerships with parents.

Teaching and Learning

Pupils learn and achieve very well because the quality of teaching is very good. Assessment is used very well to support pupils' learning. Teaching is mostly very good and often outstanding in the oldest four classes. In Reception and Years 1 and 2, teaching is mostly good and sometimes very good. In Nursery, teaching is mostly satisfactory.

Main strengths and weaknesses

- Teachers' very secure subject knowledge enables them to challenge all pupils appropriately so that they learn and achieve very well.
- Teachers use varied and interesting methods that include very effective use of exercise to sustain a fast pace and support high degrees of concentration and effort in pupils.
- Learning support assistants support pupils with special educational needs very well.
- ICT is used very well by all staff to support their teaching and pupils' learning.
- Since the last inspection teaching has improved from satisfactory to very good. There is no longer any teaching that is less than satisfactory.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (18%)	15 (44%)	12 (32%)	2 (6%)	0 (0%)	0 (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.

12. The improvements in the quality of teaching and learning since the school was last inspected are due to the outstanding leadership provided by the headteacher and deputy. A comprehensive staff development programme has ensured that all staff learn from one another and external experts and enjoy continually improving their teaching. All staff share a clear understanding of how pupils learn and have come to an agreement on how to create the best conditions for learning. Staff also have secure knowledge of the content of each subject they teach so that they can plan work that is at just the right level for all pupils. Their well-developed subject knowledge also enables them to assess pupils' work carefully, and provide clear feedback to pupils on exactly where to focus their efforts to improve. This takes place continually in lessons when the class is stopped to show examples of good work or to clear up misunderstandings. Assessment is used very well at the end of lessons when the teacher looks closely at pupils' work and encourages them to look at their own work so that they can see exactly where improvement is needed and how to bring about these improvements. Marking is thorough and constructive, showing pupils how to make particular improvement.
13. The school has worked very effectively to improve the conditions for learning. The following features are observed in all classes from Reception to Year 6 and help pupils learn and achieve very well:
- attractive, stimulating, well organised classrooms that focus well on helping pupils develop their capability in literacy, numeracy and ICT but provide stimulation and guidance in all areas of the curriculum;
 - the use of expert coaches to support the teaching of PE and a subject specialist to promote the use of ICT in lessons;
 - outstanding use of ICT. All classrooms have interactive whiteboards and data projectors that are frequently used to make lessons clear, lively and interesting;
 - promotion of healthy eating, frequent exercise and continually available fresh water. There are exercise sessions at the beginning of each half day and regular short exercise 'brain breaks' to refresh concentration during lessons;
 - excellent partnership between teachers and learning support assistants who help pupils with special educational needs during lessons. This ensures that these pupils achieve and learn very well;
 - awareness of how individual pupils learn and modifying lessons accordingly;
 - thorough and careful assessment of pupils' work so that very specific targets for improvement can be set and the progress tracked;
 - very good relationships;
 - a learning environment that provides incentive and inspiration to all pupils to learn, but allows pupils to make mistakes without censure.

The curriculum

The school has a very broad, rich, innovative curriculum that helps that all pupils, including those with special educational needs, to enjoy school, to learn and to achieve. Extra curricular provision is very good. The quality of accommodation meets the needs of the curriculum well. Resources are very good overall.

Main strengths and weaknesses

- The excellent resources for ICT provide excellent support for teaching and learning.
- The strong emphasis on physical education, personal, social and health education promotes excellent conditions for learning and enables pupils to achieve very well.
- The school has recognised the Nursery building requires improvement and that there is a lack of outdoor provision for Nursery and Reception children and new building is underway.

Commentary

14. Pupils and teachers use the excellent resources for ICT very confidently and competently. Pupils use a wide variety of ICT programs and resources very effectively in lessons. For example, pupils in Year 5 use the Internet to research information to help them develop their knowledge and understanding of life in Ancient Greece. All teachers confidently use the interactive whiteboards in each classroom to present work in an imaginative and interesting way that captures the pupils' attention (for example). The excellent website enables pupils to access support with their work after school.
15. Teachers have a very good understanding of the differing ways in which pupils learn and place a strong emphasis on creating the right conditions for learning. Mornings start with a short aerobics session and afternoons start with a short yoga session. Short, regular '*brain-breaks*', constantly-available drinking water and healthy snacks at playtimes help pupils concentrate very well. All pupils enjoy two hours of physical education each week and are supported by experts, such as professional footballers and gymnastic coaches. The school provides a wide variety of lunchtime and after school clubs, many of them to develop skills needed for games. These activities boost pupils' skills considerably and make a significant contribution to the very good standards in physical education. There are very good resources for all subjects and all staff take great care to create a bright and attractive environment in which pupils' work is celebrated. Staff are continually looking for ways to make the curriculum more exciting, for example, by teaching French to the older pupils. Whenever they introduce any changes they very carefully monitor the effect of these changes on raising standards.
16. Since the last inspection, there has been significant improvement in the quality of provision for pupils with special educational needs. This is now very good overall. Consequently pupils with special educational needs achieve well in the Foundation Stage, Years 1 and 2 and achieve very well in Years 3 to 6. Teachers identify pupils who have special educational needs as early as possible and assess their needs thoroughly. Teachers set clear and realistic targets and, together with the very well trained support staff, regularly check on these pupils' progress. Teachers plan and tailor the curriculum very well, to make sure the work they give the pupils is relevant and helps them to achieve their targets. The special educational needs coordinator, teachers and support assistants work together very well, ensuring pupils with special educational needs get the help they need within the classroom so they can successfully take part in all the lessons. The enthusiastic and hard working support staff are very well trained and this enables them to give these pupils the help they need to achieve very well.
17. Much work has already been completed to make the classrooms for the Foundation Stage children bright and attractive and the school has ensured that the existing accommodation is adequate. However, the new building work is set to create a new Foundation Stage unit and will enable all the children to have continuous access to a larger and better resourced outdoor area.
18. Learning opportunities for PE are outstanding. The curriculum is broad and interesting and supported by a wide range of expert practitioners and coaches. PE has a very prominent part in the school's overall curriculum and has a very good impact on pupils' feelings of positive self esteem and well-being and helps them achieve very well not only in PE but in other subjects.

Care, guidance and support

The school provides a safe and caring environment through well-considered procedures that support and promote the well-being of all pupils. Procedures for child protection and health and safety are very good. Pupils' progress and personal developments are closely monitored and very good guidance is given to support individual needs. Pupils are very well involved in school life and new developments.

Main strengths and weaknesses

- Monitoring and assessment is very well used to help pupils, including those with special educational needs, develop and make progress.
- Pupils, when in need of help or advice, readily relate to adults in school.
- Pupils' welfare, health and safety are very well promoted.

Commentary

19. The school is highly conscious of its duty of care towards pupils. The conscientious staff supervise pupils carefully. Parents are very satisfied that their children are carefully looked after and feel comfortable approaching the school with a problem.
20. The school has very thorough and comprehensive systems for assessing pupils' progress and personal development and these are used very well to identify and plan improvements. Pupils' personal development is particularly well supported by the assessment procedures. Pupils are actively involved in assessing their own work and supported by staff to identify what they need to do next. Pupils assess each other's work, alongside staff, to clear criteria and this helps them to reinforce their own learning, share ideas for improvement and learn to work constructively as part of a team. The school has developed a formal programme for personal, social and health education and regular '*Circle Time*' sessions provide a good forum for pupils to express their views and feelings. This guides them in how to make responsible choices and how to take an active part in school developments and developments in the wider world. Special events highlight and reward pupils' significant achievements and opportunities to help around school and in class support their sense of self-worth. The school very actively seeks pupils' views and takes them seriously. The School Council, for instance, gives all pupils the opportunity to make improvements to school life and guides representatives in valuable lessons on democracy and how to take personal and group responsibilities.
21. The headteacher has ensured that the school places a strong emphasis on creating good conditions for learning. Healthy food is available before school and during breaks and lunchtime. Very good procedures are in place for child protection in line with locally agreed procedures and health and safety are very well promoted through formal procedures and personal, social and health education. Accidents and illness are handled with care and consideration and clear procedures are established. The school has made effective arrangements for pupils' safe use of the Internet and electronic mail. Only a few children start school at a time so that all start smoothly and calmly. Older pupils have many opportunities to get to know their new school and staff and meet others from different primary schools before they move to secondary education. There are effective arrangements to ensure that all assessment and pupil tracking procedures include full information on pupils who join the school after Nursery or Reception so that their academic and personal developments are monitored as carefully as that of other pupils. The school is very successful in settling pupils with special educational needs into the school sensitively and carefully so that they soon begin to enjoy school and make good progress.

Partnership with parents, other schools and the community

The school's links with parents are very good. Very good links are established within the local community and the school links very well with other schools and colleges.

Main strengths and weaknesses

- The school helps parents support their children's learning and parents appreciate this.
- Parents are unanimously supportive of the work of the school and recognise extensive recent improvements.
- The school is very good at forging constructive links with local and wider communities.

Commentary

22. The school is committed to working closely with parents and provides a very wide range of opportunities for parents and staff to work together. Almost all parents now attend consultation sessions with teachers and those who do not are able to receive feedback at another time. Open days for parents and the community to visit and see the school in action are very well supported. Staff often give practical support to parents who are experiencing difficulties and this provides a good basis for the very effective home/school partnership that now exists. Parents feel comfortable approaching school with problems and are very appreciative of the help that they receive and the way that the school places the best interests of their children at the heart of its work. The school benefits from the help of a few parents in classes and many more during trips and special events. Fundraising and social events are very well supported by families and the wider community. Parents are provided with a wide range of high quality information about school life and ideas on how to help their children.

23. Partnerships are well established with several organisations that have a positive impact on pupils' experiences and skills and contribute to educational developments in the wider community. For instance, a link with Burnley football club has enabled staff to learn how to teach football skills throughout the school and gives pupils the benefit of professional football coaching. Pupils take part in joint projects and events with pupils in other schools and community organisations that add to their experiences and broaden their horizons. The school is very well used as a resource by other organisations. For instance, as well as providing training in education for volunteer parents and assistants employed by the school, staff support students training to become teachers and childcare providers in conjunction with training colleges. This not only gives teachers the valuable experience of providing guidance to trainees but also ensures that pupils often benefit from additional adults who bring new interests and experiences into classrooms.

LEADERSHIP AND MANAGEMENT

The school enjoys excellent leadership and management and all staff work as a cohesive team. The leadership of the headteacher is outstanding. The leadership of other senior staff is very good. Management throughout the school is excellent. The governance of the school is very good.

Main strengths and weaknesses

- The headteacher and deputy inspire a shared vision and high expectations in all aspects of the school's life and work. They have led some excellent work to create the very best conditions for learning for all pupils. This has been a key factor in improving standards and achievement throughout the school.
- The arrangements for improving teaching and learning are leading to high levels of achievement.
- Excellent delegation and a consistent team approach to meeting all pupils' needs.
- The school has a very clear view of its strengths and weaknesses and a strong commitment to improvement.

Commentary

24. The governing body is very effective. Governors are committed to their work. An efficient system of sub-committees is in place. Governors with particular responsibilities for literacy,

numeracy, ICT and special educational needs are kept very well informed by the coordinators and this helps them support and challenge staff in school. Governors' very clear knowledge and understanding of the school enables them to be effectively involved in the production of the School Development Plan which covers longer term strategic planning and the School Improvement Plan. These plans focus very clearly on improving attainment and contain very well judged actions to enable all pupils to continually learn and achieve.

25. The outstanding leadership and management of the headteacher have led to much improved standards over the last three years. The headteacher and deputy have an accurate view of what needs to be done to improve the achievement of all pupils and have set about achieving this as quickly as possible. All staff are now effectively involved in monitoring and evaluating the quality of teaching and learning and have a shared view of where improvements are needed. Subject coordinators have effective plans for improving their subjects and senior managers ensure that coordinators are given clear guidance and support in carrying out their roles. Coordinators for English, mathematics and science are well versed in analysing performance data in their subjects and carefully analyse test scores to provide a very clear view of exactly where standards need to be improved. The headteacher has ensured that coordinators keep all staff well informed about their subjects so that improvements can be made.
26. A key feature of the leadership of the headteacher is the drive to ensure that all pupils, whatever their background or abilities, succeed as well as they can. This is also supported by her firm commitment to promote excellent teaching throughout the school. Her leadership motivates and inspires staff very well and staff share her aspirations to continue to raise standards. Parents recognise the ways that the school has improved over the last three years and are given much better support and guidance on how to help their children at home. The headteacher has led staff to teach all pupils that they are able to succeed at school and pupils now consistently show very positive attitudes to school and to learning.
27. Staff performance management procedures, including arrangements for learning support assistants, are very effective and support the improvement activities of the school as well as helping with teachers' personal professional development. These have a positive impact on staff morale and the quality of teaching and learning in school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	£499,141
Total expenditure	£461,434
Expenditure per pupil	£2,549

Balances (£)	
Balance from previous year	£85,447
Balance carried forward to the next	£123,154

28. The school has effective systems for financial control. The staff and governors work hard to ensure that money is spent wisely for the benefit of all pupils. The school has a very large balance to take account of major roofing expenditure and a large new building project imminently due to start. By the time these are paid for, balances will return to a level more typical of primary schools of this size.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

29. Provision in the Foundation Stage (Nursery and Reception classes) is **good** and has improved well since the last inspection. When they enter Nursery, most children are working at levels below those expected for their age and their language and literacy skills are mainly well below average. By the end of Reception, although children have made good progress, the majority are not on track to reach the expected levels for their age, except in personal, social and emotional development and in physical development where they achieve average standards.
30. Teaching in the Foundation Stage is good overall. The most effective teaching is in Reception. The teacher knows how children learn best and clearly identifies in her planning what children need to learn. She plans lots of interesting activities so children are eager to learn, work hard and achieve well. All adults regularly watch the children and check what they can do and they know what children need to work on next. Throughout the Foundation Stage a very good tracking system is used to check children's progress. There is very good teamwork between the teachers and the support assistants. They plan and work closely together and all children benefit from individual attention in small groups. Children with special educational needs are well supported in the Foundation Stage. In Nursery, teaching is sound. Sometimes staff miss opportunities to encourage exploration and investigation and do not always make the best use of the resources. Although there is a small secure outdoor area for Nursery children, the Reception class does not have sufficient access to it and this means that children miss out on opportunities for outdoor play.
31. The coordinator leads and manages the Foundation Stage very well and has successfully addressed all the issues from the last inspection. She has effective plans of how to raise standards further. The school has recognised the limited accommodation and outdoor provision in the Foundation Stage and new building works will shortly be underway to improve this. A new Foundation Stage Unit will include a large outdoor area which children in Nursery and Reception will be able to use continually.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave, share and work together well.
- Teachers make sure children understand the routines so that they become confident in moving around and preparing themselves for activities.
- Adults give children plenty of help and encouragement so children enjoy learning and work hard.

Commentary

32. All staff have high expectations of behaviour and reinforce the importance of cooperating and sharing. For example, in the Nursery, children take turns painting and sharing the aprons. When the children sit down to have their '*teddy bears' picnic*' they wait their turn for their food and most children say, 'Please' and 'Thank you' after gentle reminders from all staff. The very good relationships between adults in the Reception class provide very good examples for children in how to work together.
33. All children in the Nursery are clear about routines. For example, they find their names at the beginning of the session and sit in a circle to count the number of children in the class and find out the day of the week and what the weather is like. In the Reception class, they choose activities independently and line up at the door quietly and sensibly before going into the hall.

34. Adults give children just the right amount of help when, for example, children change their shoes and put on their coats, but also children are encouraged to be independent. As a result, some undertake simple jobs, such as clearing away their work at the end of activities. In the Reception class, children work hard and concentrate well because the teacher gives them lots of exciting and challenging things to do. Her kind and supportive manner encourages all children to grow in confidence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Good teaching of handwriting and letter sounds in Reception means that children achieve well in reading and writing.
- In Nursery, adults sometimes do not do enough to challenge children to extend their speaking.

Commentary

35. Staff in the Nursery often explain and talk clearly. For example, the Nursery assistant talks about 'creaming the mixture', 'the crystals in the sugar' and the shape of the margarine when children are preparing the ingredients for biscuits. However, there are some opportunities missed to encourage language development, especially when children are playing together and the children often do not speak clearly or fully enough. Adults could do more to challenge them to say more when their answers are too brief, instead of providing the extra explanations themselves.
36. In the Reception class, the teacher and learning support assistant provide a lot of interesting activities that encourage children to talk and listen to adults and other children. During whole class sessions, the children listen attentively to the teacher's very clear explanations and answer questions with increasing confidence.
37. Teachers encourage a love of books by choosing interesting books to share with the children. In the Reception class, in particular, there is a good emphasis on the basic skills children need for reading. A systematic approach to the teaching of sounds means that most children know individual sounds by the end of the Foundation Stage and a few can read a wide variety of words independently. There is just the right balance between teaching the skills needed for writing, and encouraging children to experiment with letters so that they become confident writers. Teachers provide good opportunities for children to write independently, for example, when they write their 'news'. Adults successfully encourage them to use the sounds they know when they write.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well and make good progress in developing their mathematical skills because adults take every opportunity to count and talk about numbers.

Commentary

38. Children in Nursery count the number of children in the class and count up to 19 with help from the adults. They can say which are the big, middle-sized and small bears and which are the big and small sandcastles. Some children in Reception can say which number is one more than a

number to ten and could work out a number problem in their head. For example, a child knew that if she had eight sweets and she ate two she would have six left. Children sort shapes into different groups and many children recognise squares, triangles, circles and some recognise cubes and cylinders as well. Adults use mathematical language when, for example, they prepare the ingredients for baking biscuits. The Nursery assistant explained that she had cut the margarine in half and that the block of margarine was a rectangle.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A good range of first hand opportunities successfully extends children's knowledge and understanding of the world.

Commentary

39. Staff successfully stimulate children's curiosity and help them to find out more about the world. For example, in Nursery, children find out how ingredients such as margarine, flour and sugar change as they are mixed together and baked into biscuits. They find that it is easy to pour dry sand, but difficult to make it into sandcastles. In Nursery, children use the computer mouse to drag the numbers in a computer program and put a tape into the tape recorder and turn it on. Children in Reception use a wide variety of construction toys to build vehicles and houses. They sort pictures of old and new vehicles correctly and clearly explain the differences between them. For example, they said '*Old caravans are made of wood*' and modern ones of '*very hard plastic*' and that '*Old cars do not have lights*' but '*new ones have headlights*'.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Children's football skills in the Reception class are well above average because of expert teaching.

Commentary

40. Children receive expert teaching in football skills in Reception and achieve well above average levels. In the lesson inspectors saw, children impressively dribbled the ball with a high degree of control. The coach demonstrated the skills very clearly so all children knew what they had to do. The coach, teacher and support staff worked very well together encouraging the children and clearly explaining how they could improve their skills. As a result, all children concentrated very well and achieved very well. Children in Nursery have a hall session each week but no session was observed during the inspection.

41. There are good opportunities throughout the Foundation Stage for children to develop their skills of cutting and manipulating materials such as play dough and sand. In Nursery they use cutters shaped like a bear to cut out the mixture for biscuits, and most use a knife to spread butter and jam on bread and cut the sandwiches in half. They pour sand with some degree of accuracy into different sized containers using different sized spoons and spades. In Reception, most children hold pencils correctly and cut confidently with some accuracy because they are given lots of opportunities to practise these skills.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Children achieve well in the Foundation Stage.
- Adults provide good opportunities for children to develop their imagination in role-play and art activities.
- Children sing well because they are given good opportunities to sing and listen to sounds.

Commentary

42. Children enjoy playing with others in the role-play areas because the teachers use the space and resources imaginatively. For example, in the Nursery, children dress up as workmen and 'saw' blocks and use a spanner, pliers, drill and hammer to build a house. In Reception, children successfully take on the roles of mechanic and customers in the large and well-organised role-play garage. There are regular opportunities for children to paint in Nursery, though during the inspection, there were no opportunities for children to mix paints. The displays in both Foundation Stage classes and work in children's books show that children are developing their drawing skills well, and some children's figures show details such as hair, fingers and shoes.
43. In the Nursery, children sing well because of the good teaching. They sing '*welcome*' and '*goodbye*' songs at the beginning and end of each session. Most children join in this and sing other simple songs and some dance to the music. In a music lesson that inspectors saw, children achieved well because of the good teaching. Children distinguished between 'high' and 'low' notes and sang together in time to the music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is very good.

Main strengths and weaknesses

- All pupils achieve well in Year 1 and 2 and very well in Years 3-6.
- Although eleven-year-olds show below average standards in writing, their standards in speaking and listening and reading are average.
- Standards are rising because of very good teaching, especially in the oldest classes.
- Teachers and well-trained support staff work together very effectively and give pupils with special educational needs very good support so they achieve very well.
- The subject is very well led and managed.

Commentary

44. Standards at the last inspection were average but test scores indicated that attainment declined significantly so that it was very low in 2000. Over the last three years, the school has successfully implemented strategies to raise standards in English, especially in Years 3 to 6, where, since 2001, improvement has been more rapid than the national trend. The trend in test results at the end of Year 2 is more variable because of the variation in pupils' attainment on entry and the number of pupils with special educational needs. At the end of Year 6, pupils' standards in English were average for similar schools in 2003 and the indications are that they will meet or come very close to meeting their target of being well above average in comparison with similar schools in 2004. The school has correctly identified reading as a priority for improvement in Years 1 and 2, and writing as a priority throughout the school. Strategies, such

as developing writing skills in other subjects, such as history and geography, have already had an impact on raising writing standards.

45. Overall, English teaching is very good throughout the school because teachers have very good subject knowledge and know how pupils learn. They create the best conditions for learning so pupils achieve very well. They continually assess what pupils know and find difficult, and this helps them plan work that is just the right level for pupils but challenging enough to make sure all pupils learn and make very good progress. Teachers present the work in exciting ways so that pupils join in the lessons very enthusiastically and behave very well. For example, in a lesson in Year 6, the teacher dimmed the lights and played very well chosen music to create an atmosphere of suspense and fear when he read part of the 'War of the Worlds'. This enabled pupils to clearly explain their feelings of fear. They said they felt 'a shiver running down their backs' 'petrified' and 'paralysed with fear'. In an excellent lesson in Year 5, the teacher's expert subject knowledge was used to generate tremendous enthusiasm and her probing questions ensured that all pupils were constantly challenged and achieved very well.
46. Teachers and support staff work extremely well together. They make sure that the work they give pupils with special educational needs is at just the right level so that they make good progress and work independently for some of the time. They praise and encourage these pupils and give them additional help when they need it. Support staff are very well trained to help pupils with the many skills they need for reading and writing and this helps pupils achieve very well. For example, in a lesson in Year 5, the support assistant asked very good questions such as '*How did he feel?*' and '*Why were they there?*' to encourage pupils to talk about the text they were reading. Teachers make special arrangements for higher attaining pupils in their planning and teaching to ensure that they are doing work that is hard enough for them. This ensures that they make very good progress.
47. The hard working and very knowledgeable subject leader leads and manages English very well. Since the last inspection, the subject co-ordinator has introduced effective handwriting and spelling programmes and standards have risen in spelling and in the presentation of work. She uses a very good assessment and tracking system extremely well to identify groups and individual pupils who need help in specific areas and successfully implements strategies to support these pupils. Her observations of teaching and learning have enabled her to identify areas that need to be improved. She regularly analyses the strengths and weaknesses in the subject in great detail and establishes effective strategies to raise standards.

Language and literacy across the curriculum

48. Overall, there is very good use of language and literacy skills across the curriculum. Pupils have good opportunities to use their speaking and listening skills in many subjects. For example, Year 4 pupils explained their understanding of insulators and conductors very clearly during a science lesson, and Year 2 pupils explained how they worked out problems in their mathematics lessons. Pupils have regular sessions each week when they talk about their feelings and opinions and listen attentively to other pupils' views. Pupils frequently use their writing and reading skills in other subjects. For example, pupils in Year 5 wrote newspaper reports about a mill accident and a letter to Lord Shaftsbury in their work in history about the Victorians. Pupils in Year 4 wrote investigations in science, and pupils in Year 1 and 2 wrote clear instructions for making a hand puppet.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are improving quickly. In 2000 pupils left St Leonard's with standards more than a year behind the national average. The current oldest pupils achieve average standards.

- Teaching by teachers and learning support assistants is very good overall. It is strongest mainly in the older classes where pupils learn very well.
- Pupils enjoy mathematics and know where to focus their efforts to learn.
- There is very effective subject leadership and provision has improved well since the last inspection.

Commentary

49. The current Year 2 pupils are achieving well and are on track to be close to the national average by the end of this school year. In Year 3, the school is aware that standards are still below average and pupils are being given very good support to help them catch up. At the time of the last inspection, standards were average but declined to 2000 when they were in the bottom five per cent of schools nationally. Inspection findings show that the current Year 6, pupils are achieving well and the majority are working at average levels. Because of improved standards, the school was on the list of the 50 most improved schools in the country from 2001 to 2003.
50. In Year 1, pupils read and write numbers to 20 and order them correctly. They can count on from a given number and back from a given number. In Year 5, pupils thoroughly enjoy playing games to check quick mental recall and knowledge of multiplication tables. In Year 6, higher-attaining pupils are able to multiply three and four digit numbers by two digit numbers. The Year 6 pupils with special educational needs are given effective support by learning support assistants and are able to complete the calculations with help. Overall, pupils have very good attitudes to mathematics and enjoy their lessons.
51. Since the last inspection, the school has worked hard to improve teaching, which was inconsistent. Teaching is now consistently good or better. In Years 3-6, teaching is consistently very good. This helps to account for the rapid rise in standards. Strengths in teaching include:
- very secure mathematical subject knowledge resulting in excellent planning of tightly focused work with very clear learning objectives;
 - this leads to very effective target setting so that pupils are clear about what they have to learn;
 - brisk pace and very good use of time;
 - highly challenging, interesting, very well-matched work for all pupils;
 - very carefully planned assessment and frequently reviews of learning during and at the end of lessons;
 - very effective use of ICT in all classrooms to support teaching and enhance pupils' learning;
 - very effective learning support assistants who work in close partnership with teachers to make a significant contribution to pupils' learning, especially those with special educational needs.
52. Mathematics is very effectively managed and organised by the subject coordinator. She recently carried out a detailed review of performance and has carefully planned future improvements based on what was found out. All teachers set targets very well for pupils and understand and use data very effectively to help them do this.

Mathematics across the curriculum

53. Mathematics is effectively used in other curriculum areas, especially science and ICT. For example, Year 6 pupils can create spreadsheets. More able pupils insert formulae into cells and are confident in using spreadsheets to undertake complex calculations.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The present oldest pupils achieve very well and are on line to meet national standards.
- Standards have risen very well since 2001 because teaching is very good, especially in older classes.
- Learning support assistants and teachers ensure pupils with special educational needs learn and achieve very well.
- The subject is very well led and managed so that teachers are well supported.

Commentary

54. Inspection evidence indicates that standards are below average by the end of Year 2, but are improving. The present oldest year group are set to continue the upward trend in improvement demonstrated by test scores. This is mainly because teaching is very good in the older classes and because the subject is well led and managed. The school's curriculum plans for science have been improved since the last inspection to put better emphasis on investigations and staff training has been provided on investigations. Investigative work is now a central part of the school's science work.
55. Very good teaching and thorough assessment is helping standards rise. In all classes, teachers and teaching assistants are very aware of the progress of each individual pupil. Pupils with special educational needs are very carefully taught and given excellent support during lessons by learning support assistants so that they participate fully and complete work that is just hard enough for them. Pupils with less developed writing skills are given help to record their work in other ways. Pupils' attitudes to science are encouraged very well by bringing 'real scientists' into the school. For example, a scientist from Blackburn College came and worked with classes and this helped pupils see how real scientist use the same kind of methods as they are using at school.
56. The subject is very well led and managed. All teachers are observed teaching and given clear support and guidance on how they can further improve their science teaching by the subject coordinator. Results are carefully analysed and action is taken by the whole staff to deal with any weaknesses that are discovered. The coordinator has a clear plan for the further improvement of the subject and some of the actions in this plan are already completed. Pupils' very well developed computer skills enable them to analyse and record science information and access information from the Internet.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' ICT skills are well above average, achievement is excellent and pupils use these skills in other subjects.
- ICT teaching is expert.
- The ICT coordinator gives an outstanding lead to the subject so that all teachers, learning support assistants and pupils use ICT in their everyday work at school.
- Resources are outstanding and include an excellent web site that is used by most pupils to help them learn.

Commentary

57. The headteacher has ensured that provision has improved dramatically since the last inspection. Pupils' achievement is excellent, teaching is fast, lively and innovative, teachers and learning support assistants are confident and competent in the use of ICT and the coordinator has helped all pupils see the wide ranging possibilities of its use.

58. Pupils' well above average ICT skills are the result of excellent, exciting teaching characterised by a very high level of challenge. Pupils progress from using remote control toys to control direction in the Reception class to using more complicated equipment such as 'Roamer' as they grow older. By Year 6, pupils locate information on the Internet using search engines, email each other and their teachers on the school web-site and confidently use data-base, word processing and spreadsheet programmes. In a Year 6 lesson, more able pupils could insert formulae in a spreadsheet and colour cells green (like traffic lights) if a travel expenses calculation came within an allowed budget, and red if the budget was exceeded. Many pupils complete this work at home or on the school computers after school and email it as an attachment to their teacher for marking. Their knowledge of how to use the programme was excellent. Pupils explained, 'you just click on the data and use the format command for that operation.' They show well above average skills in finding things out, making things happen, and reviewing and improving work as it progresses. Year 2 pupils show above average skills and are very confident in using computers as an everyday tool.
59. The school employs an expert specialist teacher who often leads ICT lessons with the class teacher and learning support assistant working alongside. Sometimes, the class teacher and support assistant take the lead and the coordinator works alongside them. This ensures that all teachers are developing very good skills and confidence in using ICT in their teaching in all subjects. Excellent subject knowledge ensures excellent planning, inspirational ideas and methods and a high level of challenge. These enabled pupils of all levels of ability to learn rapidly and maximise their achievement. In a Year 4 lesson, pupils learned about data-bases by classifying sports and games into categories by answering 'yes/no' questions. Once they had created their own 'Branch' programmes on their lap-top computers, they took their lap-tops to the front of the class, plugged them into the whiteboard and explained their work to the whole class. They demonstrated particular aspects of their work, supported by excellent and carefully focused questioning by the teacher that ensured that all pupils reinforced their understanding of the use of data-bases and learned from each other's efforts. Pupils frequently use class computers or lap-tops to word process their writing, to record findings in science using tables and spreadsheets and to give 'Powerpoint' presentations to other pupils.
60. The co-ordinator, working very closely with the headteacher and all staff, provides excellent leadership of the subject. All aspects of the improvement of the subject to date and its future direction are clearly planned and sharply focused on providing the best for pupils.

Information and communication technology across the curriculum

61. The school has collected an excellent archive of pupils' work in subjects such as science, mathematics, English, art and design, design and technology, history and geography. This collection, and evidence from inspection lesson observations, shows the excellent breadth and depth of the use of ICT to help teaching and learning in other subjects. ICT is used very confidently and effectively by learning support assistants to support the learning of pupils with special educational needs. Pupils have frequent access to the school's collection of networked lap-top computers in appropriate subjects. The outstanding school web-site and safe 'chat room' enables pupils to access teachers at agreed times in the evening so that their learning can be supported.

HUMANITIES

In humanities, work was sampled in geography and history.

62. No **geography** lessons could be observed during the inspection. It is not therefore possible to come to an overall judgement about provision in geography. Discussion with pupils and staff and an examination at pupils' work and photographic evidence indicates that standards remain at the broadly average level found in the last inspection. Pupils show sound awareness of such environmental issues as pollution and litter. Geography lessons are supporting pupils' personal development well, enabling them to consider moral dilemmas and consider why things are as they are in their local area.

63. The school has ensured that geography teaching is well supported by the subject coordinator. Plans are monitored, teaching observed, and work scrutinised. This enables the coordinator to keep staff informed of where improvements in the subject are needed. Visitors and visits and the use of ICT skills to locate geographical information on the Internet help pupils learn.
64. Discussion with pupils, an examination of work and other photographic evidence indicates that standards in **history** are broadly average and that there has been sound improvement since the last inspection. The history coordinator manages the subject well and has a clear understanding of strengths and weaknesses in standards and the quality of education in the subject. There is a clear plan for making further improvements to the subject. A useful set of artefacts is being collected to support teaching.
65. In one very good history lesson on Ancient Greece, work was challenging and carefully matched to the learning needs of each pupil in the class. Pupils successfully used the Internet to research questions provided by the teacher about the Olympic Games. Very good questioning led to the development of knowledge of the topic and to good learning about how to find things out from the past and what evidence is more or less reliable.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. Only limited observations of music and art were possible and design and technology was not observed at all. It is therefore not possible to give an overall judgement about provision in these subjects.
67. The observations of music and discussions with staff and pupils indicate that work planned in **music** is very good and fully meets the requirements of the National Curriculum. Singing in assembly is very good and in Year 3, pupils maintain a part when singing a round and most correctly maintain a steady beat. It was not possible to form a judgement about standards in other aspects of music. Attention has been paid to eradicating the weaknesses identified in the last inspection. The music curriculum now covers all aspects of the programmes of study. Additional resources have been purchased and further in-service training for staff provided. The subject coordinator has a clear view of what needs to be done to raise standards and how music can support other subjects and activities in school.
68. It is evident from the quality of artwork on display that **art and design** is used well to support other subjects and standards are above average. Standards of art are very high where pupils use their well developed computer skills to produce and develop their ideas. Pupils enjoy art and design lessons, especially when real artists come to work with them. An excellent art lesson was observed, where the teacher used an innovative approach to encourage pupils to develop their ideas in the style of a particular artist. The teacher then dressed up as the artist and answered pupils' questions about the painting being discussed. The school has a good scheme of work for art. This is an improvement on the last inspection, where there were weaknesses in the art curriculum. The subject is led well, and good guidance and support is provided for teachers.
69. In **design and technology**, pupils through the school talk about making a variety of products. This gives them the appropriate experiences in a range of materials and techniques to gain the expected subject skills. Older pupils have researched the design of shelters, including using the Internet and then designed and made their own shelter. This is an improvement on the last inspection where designing was a weak aspect of the subject. The younger pupils made puppets, used them to make a show in their puppet theatre and went on to write stories about them. The subject is well led; the subject coordinator has a clear picture of what needs to improve and how the improvements might be brought about.

Physical education

Provision in physical education is **excellent**.

Main strengths and weaknesses

- Because of high quality teaching pupils achieve very well and standards are rising.
- Cricket, rugby, football, hockey, tennis, netball, athletics and gymnastics have specialist coaches that help pupils learn and teachers improve their teaching skills.
- In lessons, there is very good teamwork between teachers, learning support assistants and coaches.
- All staff are committed to promoting sport and a healthy lifestyle.
- There is excellent subject leadership and the quality of education and standards have improved substantially since the last inspection.

Commentary

70. Physical education is seen as a key part of the school's work to create the right conditions for learning and there is some outstanding provision. The school has created excellent links with sports practitioners of proven high ability to help the school provide sporting opportunities for all pupils. For example, the coach from Burnley football club works in the school three afternoons a week. Partnerships such as this are having a very positive impact on the quality of pupils' experiences and skills and also encourage very good attitudes to sport. The partnerships have made a significant contribution to raising the school's profile both locally and nationally and the pupils are proud of this. Specialist expert coaches not only provide high quality learning opportunities for pupils but expert in-service training for staff who work alongside them. The use of the Commonwealth Gymnastics Gold Medallist as a coach inspires pupils of all ability levels to strive to achieve high standards. Pupils by Year 2 and in the oldest classes achieve very well to attain well above average standards in games and gymnastics.
71. Coaches, teachers and learning support assistants work closely together to support all pupils' learning. No teaching observed was less than very good and much of it was excellent. Pupils make every effort to do their best and this is encouraged and praised by the adults in the lessons.
72. In one lesson, the mixed-age youngest pupils showed outstanding ability to control the football and travel in a set direction with it. It was impressive to watch. Teaching is challenging and encourages pupils of all needs and abilities to make their best endeavours. The main features of the excellent teaching are the clear planning, good teamwork, very high expectations, good use of individual pupils to demonstrate and exemplify skills and active assessment opportunities that are built into lessons.
73. The programme for physical education includes an innovative approach to curriculum enrichment, where Taekwondo is taught in curriculum time. The school has two hours of taught physical education each week. The first hour is coaching for a particular sport from a set annual programme. The second hour alternates between gymnastics, dance and Taekwondo. All classes commence the morning with an aerobics session and the afternoon with Yoga activities. This gets each session off to a sharp start and provides excellent preparation for lessons.
74. There is excellent subject leadership and all staff are fully committed to exploiting the potential in PE for improving achievement in all subjects. There are very good arrangements for monitoring and evaluation of the subject. The subject coordinator has a very clear view of future developments and very clear plans for bringing about further improvements. The school has qualified for a 'Healthy Schools' award for physical activity and the submission for this is to be used by the awarding body as an exemplar model for other schools to follow.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**. Very good teaching enables pupils to achieve well and attain above average standards by the end of Year 6.

Main strengths and weaknesses

- Pupils develop self-confidence and respect for others as a result of their learning in lessons.
- Pupils know what they need to do to keep healthy because teachers place a strong emphasis on health education.

Commentary

75. Teachers promote pupils' personal, social and health education very well through activities in the classrooms and outside lessons. All staff encourage pupils to consider the needs of others at all times and to develop self-discipline. They are taught in a friendly, caring atmosphere that sets a very good example of showing respect for others, empathising with them and developing supportive relationships.
76. Throughout the school, teachers give pupils regular opportunities to talk about their feelings in 'circle time' when pupils gather in a whole class group to discuss personal and social issues. There is a clear focus on respect for others' opinions and values. Consequently, pupils express their feelings confidently and have high self-esteem. They reflect on social and spiritual dilemmas. For example, pupils in Year 3 talked confidently about their '*special talents*' and listened thoughtfully to others because the teacher had created an atmosphere in which all pupils felt valued. In a Year 6 lesson, pupils participated in a discussion about objects of 'sentimental' importance demonstrating a good understanding of the reasons some seemingly insignificant objects can be so important to other people.

Example of outstanding practice

Conditions for learning are managed so that all pupils, many of whom are from economically disadvantaged backgrounds, achieve very well in all classes:

- Staff take account of pupils' differing learning styles in their teaching.
- Mornings begin with five minute warm-up exercises. Pupils copy staff's actions to music. After lunch they do five minutes of yoga and stretching that helps them relax and concentrate.
- There is a short, '*brain break*' every 15 minutes for breathing or stretching exercises. Bottled water is continually available. Healthy eating is carefully managed.
- Two hours PE each week. Expert professional performers and coaches teach alongside staff who carry on high quality work after the expert has left.
- ICT use to support teaching and learning is outstanding. E.g. all staff frequently use interactive whiteboards to enliven teaching and pupils receive support at home at prescribed times in the school's safe Internet 'chat room' on the school's excellent web-site.
- The emotional climate for learning is very carefully managed. There are very high expectations and pupils are very happy at school and enjoy working hard. They are continually taught very positive self esteem and exactly where to focus their efforts to improve.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	4
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	5
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	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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