

INSPECTION REPORT

BRADLEY COUNTY PRIMARY SCHOOL

LEA area : Lancashire

Unique Reference Number : 119175

Head teacher : Mr J Wood

**Reporting inspector : Mrs Barbara Crane AI
Additional Inspector Number: 21227**

Dates of inspection : 7-10 October 1996

Under OFSTED contract number: 506990

Inspection carried out under Section 9 of the Education (Schools) Act 1992

INFORMATION ABOUT THE SCHOOL

Type of school : Primary

Type of control : County

Age range of pupils : 4-11

Gender of pupils : Mixed

School address : Dover Street
Nelson
Lancashire
BB9 7RF

Telephone number : 01282 615772

Appropriate authority : Governing body

Name of Chair of Governors : Mrs J Parker

REPORT CONTENTS

	Paragraph
Main findings	1-21
Key issues for action	22
Introduction	
Characteristics of the school	23-24
Key indicators	25-29
PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	
Attainment and progress	30-40
Attitudes, behaviour and personal development	41-45
Attendance	46
Quality of education provided	
Teaching	47-52
The curriculum and assessment	53-59
Pupils' spiritual, moral, social and cultural development	60-63
Support, guidance and pupils' welfare	64-66
Partnership with parents and the community	67-69
The management and efficiency of the school	
Leadership and management	70-74
Staffing, accommodation and learning resources	75-79
The efficiency of the school	80-83
PART B: CURRICULUM AREAS AND SUBJECTS	
Areas of learning for children under five	84-92
English, mathematics and science	93-113
Other subjects or courses	114-160
PART C: INSPECTION DATA	
Summary of inspection evidence	161-162
Data and indicators	163-169

MAIN FINDINGS

1. The head teacher, staff and governors of this school work hard to provide an environment in which pupils can succeed and have created a school community that promotes tolerance and respect for self and others. The school displays sensitivity to the needs of both groups and individual pupils, who attain satisfactory standards in all subjects of the National Curriculum and religious education, with the exception of science at Key Stage 2 where attainment is unsatisfactory.
2. The pupils under five in the reception classes make a good start and significant progress is seen in the development of their language and literacy skills. They steadily improve in confidence and make good progress in all areas of learning.
3. By the end of Key Stage 1 the attainment of pupils in English, mathematics and science is sound and they make good progress. Pupils with special educational needs and those from the ethnic minorities make good progress. Low, average and high attaining pupils make expected rates of progress. Great emphasis is placed on the development of language and literacy skills at Key Stage 1 and this adds value to the pupils' attainment on entry. The attainment of pupils in mathematics by the end of Key Stage 1 is broadly in line with national expectations, although the latest test results are below the national comparators for the previous year. In science the attainment of the majority of pupils is broadly in line with national standards, although the latest test results are below the national comparators for the previous year.
4. In English and mathematics the attainment of pupils at Key Stage 2 is broadly in line with the national standards by the end of the key stage, although fewer pupils attain at the higher levels than is seen nationally. Both boys and girls make equally satisfactory progress and pupils with special educational needs achieve appropriate levels. In science, progress is unsatisfactory, with only a small minority of pupils achieving the national standard by the end of the key stage. The majority of pupils at Key Stage 2 become confident readers, and read a considerable range of texts and develop appropriate retrieval skills. They make satisfactory progress in speaking and listening and gradually develop a widening vocabulary. By the end of the key stage, pupils' progress in writing is satisfactory and the majority of pupils can re-draft their work. In mathematics, the attainment of pupils by the end of Key Stage 2 is satisfactory although the latest end of key stage test results are below the national comparators for the previous year with few pupils attaining the higher level.
5. In science, the attainment of pupils by the end of Key Stage 2 is unsatisfactory. The latest end of key stage test results are well below the national comparators for the previous year and no pupils attained at the higher level. The satisfactory progress shown at Key Stage 1 is not sustained.
6. The standards of attainment in the foundation subjects of the National Curriculum and in religious education are satisfactory throughout both key stages and this applies to both boys and girls, the majority of whom make satisfactory progress. Good progress

is made by the majority of pupils at Key Stage 2 in history. Steady progress is also made by pupils with special educational needs and they attain appropriate standards.

7. A good foundation for positive attitudes to work is laid in the reception classes and attitudes to learning for the majority of pupils are good; they listen to teachers, concentrate well, persevere, complete tasks and have a desire to improve their work. These attitudes serve to promote an ethos in which learning can, and does, readily take place. At both key stages pupils enjoy learning, are willing to apply themselves to the task in hand, respond to challenging tasks and learn from their mistakes.
8. The behaviour of pupils is good; there are clear expectations from the staff who have produced a policy which stresses the need for good behaviour. The school's behaviour policy is shared with parents and pupils and is implemented consistently. Pupils are courteous towards each other and the staff and there is a rewards system which is moving towards whole school adoption. Relationships between the pupils and between pupils and staff are good, with much warmth and concern for the individual apparent. The pupils form constructive relationships and different ethnic groups relate well to each other. The opportunities for pupils to take responsibility for their own learning are limited; more opportunities to develop independent learning skills and to be given responsibility need to be planned, especially as the pupils move through the school.
9. The attendance of pupils is well monitored by the school and has improved over recent years. Good attendance and punctuality are rewarded.
10. The school places a strong emphasis on the pupils' spiritual, moral, social and cultural development and this is well promoted throughout the curriculum. Daily assemblies provide opportunities for reflection. The school displays a serious commitment to the moral development of pupils. The school makes plain its moral values, partly through its aim of accepting the intrinsic goodness of children. The pupils have a clear perception of what is acceptable behaviour in school and pupils are able to distinguish right from wrong.
11. Good opportunities are provided for pupils to develop well socially and the pupils work and play well together. Groupings used in lessons encourage co-operation and supportive attitudes amongst the pupils. Positive relationships between adults and pupils are a feature of the school. The assemblies that make special mention of good work and behaviour raise pupils' self-esteem and promote pride in personal achievement. The school also provides well for the cultural development of all pupils; it teaches pupils to appreciate and develop their own cultural traditions and value the diversity and richness of other cultures.
12. The school provides good, clear information for parents. Reports to parents are informative and give details of attainment and progress in all areas of the curriculum. Advice is offered to parents as to how they can help their children at home. Parents of pupils with special educational needs are invited to attend review meetings to discuss their child's progress.

13. The parents are made to feel welcome in school and a room is provided for them. Thorough preparation is made for the introduction of reception pupils into school and good links with parents are forged at this stage. The pupils are aware of being part of the school and wider community. Good links have been established with the local mosques and a neighbouring factory.
14. The school benefits from a strong team of teaching and support staff and the consistent quality of teaching is a strength of the school. No unsatisfactory teaching was seen during the inspection and good or very good teaching was seen in two-fifths of the lessons observed. The teaching of pupils for whom English is an additional language and those with special educational needs is sound or better throughout the school. The support staff are effectively deployed and are involved in planning. They work well under the direction of the teachers and form part of the team. Teachers use day-to-day assessment well and give immediate feedback to pupils as they move from group to group. They check understanding by using challenging questions in class and group discussion.
15. The school is well managed on a day-to-day basis and runs smoothly and calmly. The headteacher is a driving force in the school and leads from the front. He demonstrates a firm commitment to the provision of a good quality of education for all pupils. However, he takes too much upon himself and the role played by the senior management team in monitoring the work of this large school is limited. The management roles of this team are currently under review. At present, the responsibilities and roles of senior staff are not well defined in keeping an overview of the quality of teaching and learning and evaluating the provision across the school. The curriculum co-ordinators have some non-contact time in which to pursue developments in their particular subject area, but they have no clear brief in monitoring the standards of attainment and progress of pupils.
16. Whilst the governing body has extended its role over the past year and has formed committees, it has a limited involvement in strategic planning to achieve the aims of the school through the school development plan. The school makes plain its overriding aims but the ways in which it will achieve these are not clear. The school development plan is not costed and links to the budget allocation are not always apparent. There are no measures in place by which the school can measure its success in meeting targets or judge the effectiveness of decisions that are taken in curriculum or staff development. The priorities of the development plan are not clear and responsibilities for decision making and implementation are not identified. There is effective financial control and the budget is carefully monitored. In terms of the educational standards achieved and the quality of education provided in relation to its context and income the school provides good value for money.
17. The curriculum offered to pupils is balanced and broadly based, and promotes pupils' intellectual, physical and personal development. The curriculum meets statutory requirements in the subjects of the National Curriculum, and religious education. There is good provision to meet the needs of the pupils aged under five. However, the outdoor play area for these young children is bleak and lacks stimulation.

Bilingual assessment data is available, and is used in the planning and delivery of the curriculum, and for setting targets for pupils who are learning English as an additional language. Pupils take part in all areas of the curriculum irrespective of age, attainment, gender or ethnicity. The school responds very positively to the cultural heritage of the pupils. The teachers in each year group, together with the subject co-ordinators, plan across that year. Further planning is completed on a half-termly basis and reflects in greater detail coverage of subjects, and cross curricular themes. There is, however, limited detail in planning to show the skills or areas of knowledge that will be taught. At Key Stage 2 there needs to be a better balance across the attainment targets in science.

18. Pupils with special educational needs are systematically and accurately assessed and effectively supported in both key stages. The Code of Practice is fully implemented and pupils have Individual Education Plans that reflect their needs.
19. The school has formulated a policy for assessment with clear guidelines, this now needs to be built into the school's long term planning. Currently there are sound systems for assessing pupils' day-to-day attainment, particularly in Key Stage 1. Assessment later in the school is also well used to inform setting, particularly in reading activities and mathematics. However, the reliability of teacher assessment in the core subjects needs to be improved at the end of both key stages. Teachers are not always recording pupils at the higher levels of attainment. At present, there are no moderated portfolios of pupils' work to demonstrate work at the levels of attainment in the core subjects. These need to be developed to improve the quality of teacher assessment.
20. Generally good use is made of resources, but there is an imbalance in provision between the key stages and resources for music, geography, history, mathematics and science in Key Stage 1 need to be augmented. The infant library area is not adequately resourced and pupils do not have access to a wide range of good quality books.
21. Extra-curricular opportunities are varied, and cater for lunch-time as well as after school activities. Pupils are encouraged to participate in clubs in science, art, music, cricket and story.

KEY ISSUES FOR ACTION

22. Whilst ensuring that the many good qualities of the school are retained, the head teacher, governing body and where appropriate, the teachers, should now:
 - * improve the planning of science to achieve a better balance across the attainment targets at Key Stage 2 and more closely link work to the Programmes of Study so that the attainment of pupils is raised to a satisfactory level;

- * improve the resources for outdoor play for pupils under five years;
improve the infant library so that pupils have access to a good range of quality books;
establish a more equitable distribution of resources between the key stages;
- * improve the quality of teacher assessment at the end of the key stages;
- * more clearly define the priorities of the school development plan and establish criteria by which the school can judge its success in meeting targets;
set out clearly the roles and responsibilities of the senior management team and curriculum co-ordinators in monitoring and evaluating the work of the school;
improve the quality of the governors' involvement in school development planning.

INTRODUCTION

Characteristics of the school

23. There are 387 pupils currently on roll at the school, 204 boys and 183 girls. Seventy two pupils are on the school's register of special educational need and two pupils have Statements of Special Educational Need. Forty eight per cent of pupils are known to be eligible for free school meals. Seventy three per cent of the pupils come from homes where English is not the first language. The school serves an area of some socio-economic disadvantage and levels of unemployment have risen over recent years.
24. The school takes seriously its motto 'learn to succeed' and aims to value all pupils. Priority is placed on the promotion of tolerance, respect and good behaviour. The attendance of pupils has previously been of some concern and this has been addressed as an area for improvement. The school has also set targets for the improvement of the school grounds, facilities and buildings.

Key indicators

25. Attainment at Key Stage 1¹

Number of registered pupils in final year of
Key Stage 1 for last reporting year

Year	Boys	Girls	Total
1996	25	25	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	17	18	19
	Girls	17	19	12
	Total	34	37	31
Percentage at NC Level 2 or above	School	68	74	62
	National	(78)	(80)	(79)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	20	19
	Girls	13	14	13
	Total	31	34	32
Percentage at NC Level 2 or above	School	62	68	64
	National	(80)	(79)	(84)

¹Percentages in parentheses refer to the year before the latest reporting year

26. **Attainment at Key Stage 2¹**

Number of registered pupils in final year of

Year	Boys	Girls	Total
1996	31	27	58

Key Stage 2 for latest reporting year:

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	10	6
	Girls	13	8	7
	Total	20	18	13
Percentage at NC Level 4 or above	School	34	28	22
	National	(48)	(44)	(70)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	16	10
	Girls	14	14	10
	Total	26	30	20
Percentage at NC Level 4 or above	School	45	52	35
	National	(56)	(54)	(64)

¹Percentages in parentheses refer to the year before the latest reporting year

27. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6.9
	National comparative data	5.7
Unauthorised Absence	School	0.5
	National comparative data	0.5

28. **Exclusions**

Number

Number of exclusions of pupils (of statutory school age)
during the previous year:

Fixed period	0
Permanent	0

29. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	7
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 30. The pupils under five in the reception classes make a good start and significant progress is seen in the development of their language and literacy skills. They steadily improve in confidence and make good progress in all areas of learning.
- 31. By the end of Key Stage 1 the attainment of pupils in English, mathematics and science is broadly in line with national standards and they make good progress. Pupils with special educational needs and those from ethnic minorities make good progress. Low, average and high attaining pupils make expected rates of progress.
- 32. Great emphasis is placed on language and literacy skills at Key Stage 1 and this adds value to the pupils' attainment on entry. By the end of the key stage pupils have a good basic phonic knowledge, are aware of punctuation, form letters correctly and are developing a neat style of handwriting.
- 33. The attainment of pupils in mathematics by the end of Key Stage 1 is broadly in line with national standards, although the latest test results are below the national comparators for the previous year. The pupils are generally confident when counting orally, writing numbers and counting on. They use apparatus well and make good progress when learning the new concept of subtraction. They can recognise reflective symmetry and recognise and classify shapes according to mathematical criteria.
- 34. In science the attainment of the majority of pupils is broadly in line with national standards, although the latest teacher assessments at the end of the key stage are below the national comparators for the previous year. Pupils' knowledge and skills are

developing well; they can make predictions, use scientific language and record the results of investigations.

35. In the foundation subjects of the National Curriculum and in religious education the standards of attainment are sound. This judgement applies equally to boys and girls who all make steady progress. Pupils with special educational needs also make sound progress and attain national expectations.
36. In English and mathematics the attainment of pupils is broadly in line with the national standards by the end of Key Stage 2 although fewer pupils attain the higher levels than is seen nationally. Both boys and girls make equal progress and pupils with special educational needs achieve appropriate levels throughout the school. In science, progress is unsatisfactory, with only a small minority of pupils achieving the national standards by the end of the key stage.
37. The majority of pupils at Key Stage 2 become confident readers, and read a considerable range of texts and develop appropriate retrieval skills. They make satisfactory progress in speaking and listening and gradually develop a widening vocabulary. At the end of the key stage, pupils' progress in writing is satisfactory. The majority of pupils have developed a cursive style of handwriting and good attention is given to spelling and the majority of pupils can re-draft their work. There are few opportunities to develop independent writing.
38. In mathematics, the attainment of pupils by the end of Key Stage 2 is broadly in line with national standards, although the latest end of key stage test results are below the national comparators for the previous year with few pupils attaining the higher level. Pupils' understanding of mathematical concepts is improving and they are able to multiply and divide increasingly large numbers.
39. In science, the attainment of pupils by the end of Key Stage 2 is unsatisfactory. The latest end of key stage test results are well below the national comparators for the previous year and no pupils attained at the higher level. The satisfactory progress shown at Key Stage 1 is not maintained.
40. The standards of attainment in the foundation subjects of the National Curriculum and in religious education are satisfactory throughout the key stage and this applies to both boys and girls who all make satisfactory progress in most subjects. Good progress is made by the majority of pupils in history. Steady progress is also made by pupils with special educational needs and they attain appropriate standards in the foundation subjects.

Attitudes, behaviour and personal development

41. The youngest pupils in the reception classes quickly learn good work habits and respond well to the sensible routines that are established to create a calm environment. They learn to work well together and develop confidence in their ability to tackle their work, which they do with enthusiasm and interest.

42. Attitudes to learning for the majority of pupils are good; they listen to teachers, concentrate well, persevere, complete tasks and have a desire to improve their work. These attitudes serve to promote an ethos in which learning can, and does, readily take place. At both key stages pupils enjoy learning, are willing to apply themselves to the task in hand, respond to challenging tasks and learn from their mistakes.
43. Behaviour is good; there are clear expectations from the staff who have produced a policy which stresses the need for good behaviour. The policy is shared with parents and pupils and is implemented consistently. Pupils respond well to the school's high expectations and are courteous towards each other and the staff. They also respond positively to the rewards system which is moving towards whole school adoption. The rewards system was seen in operation in the awarding of certificates for good behaviour and hard work to Key Stage 2 pupils and Key Stage 1 pupils' names being entered in the 'good book'. There have been no exclusions in the last year.
44. Relationships between pupils and pupils, and pupils and staff are good, with much warmth and concern for the individual apparent. The importance of the pupils' personal development is given high priority by the school. Pupils form constructive relationships and different ethnic groups relate well to each other.
45. The opportunities for pupils to take responsibility for their own learning are limited, with little evidence of pupils organising their own work and using initiative in setting their own tasks. More opportunities to develop independent learning skills and to be given responsibility need to be planned, especially as the pupils move through the school.

Attendance

46. The school has set targets in recent years to improve attendance and has met with considerable success. Attendance is now satisfactory overall, showing an improvement in the last school year to bring it broadly in line with the national average. The parents are aware of the procedures to adopt in cases of absence. The school makes plain the importance of good attendance in the parents' brochure and any unexplained absences are followed up. The school works closely with the Education Welfare Officer to monitor attendance levels. Pupils can earn merit certificates for punctuality and good attendance. Many pupils make extended visits abroad and the school makes every effort to overcome the disadvantages inherent in missing school work. The overwhelming majority of pupils arrive at school punctually.

QUALITY OF EDUCATION PROVIDED

Teaching

47. The school benefits from a strong team of teachers and the consistent quality of teaching is a strength of the school, having a positive effect on the standards attained by the pupils. In all lessons observed the teaching was sound or better. Good or very

good teaching was observed in over two-fifths of the lessons. When teaching is good, teachers have a good knowledge and understanding of their subject, their management and organisation are good and planning is effective. They have high expectations of the pupils and use praise to motivate and encourage pupils in their work. Teachers use support staff well, involving them in planning and assessment. Tasks are differentiated and all pupils are encouraged to participate in the activities. Resources are well organised and teachers use appropriate language for the subject, extending the pupils' vocabulary and understanding.

48. In a mathematics lesson in Key Stage 1 on shape, the lesson was well planned with a clear, sharp introduction. The teacher had high expectations of the pupils and provided challenge for high attaining pupils. Organisation was good with resources well used. In a successful English lesson in Key Stage 2, the activities were well planned and the teacher developed a good relationship with the pupils in a relaxed but hard-working atmosphere. Pupils' work was monitored effectively and they were encouraged to evaluate their own attainment and progress. Praise was used well to motivate the pupils.
49. In a very successful history lesson in Key Stage 2, the pupils were introduced to the concept of B.C. and A.D. by using a time-line and were told the story of Julius Caesar. In this lesson there was good use of visual aids with the pupils used as models for Roman body armour, helmet and standard. The pupils became totally involved in the lesson and their motivation was high; attainment and progress were very good as a result.
50. No teaching was judged to be unsatisfactory, but in a small minority of lessons there was a lack of pace and high attaining pupils were not sufficiently challenged by the activities. In some classes, in geography, history, science, religious education and English, too many tasks are based on completing worksheets and exercises which have little relevance to the skills being developed.
51. The teaching of pupils for whom English is an additional language and those with special educational needs is sound or better throughout the school. The support staff are a strength of the school; they are effectively deployed, are involved in planning and work well under the direction of the teachers. Teachers use day-to-day assessment well and give immediate feedback to pupils as they move from group to group. They check understanding by using challenging questions in class and group discussion.
52. The quality of relationships between teachers and pupils is good and teachers manage the behaviour of pupils well. Respect and concern are evident throughout the school and pupils respond well to the teachers. Work is explained carefully and clearly and most teachers do everything they can to make learning an enjoyable experience.

The curriculum and assessment

53. The curriculum offered to pupils is balanced and broadly based, and promotes pupils' intellectual, physical and personal development. The curriculum meets statutory

requirements in the subjects of the National Curriculum, and religious education. The governing body has made a policy statement on sex education. Pupils take part in all areas of the curriculum irrespective of age, attainment, gender or ethnicity. The school responds very positively to the cultural heritage of the pupils. For example, in a Year 2 class the bilingual assistant was observed making chapattis with a group of children in food technology; she spoke in the pupils' home language and also gave instructions in English, providing essential linguistic and technological information. The cross curricular approach to personal and social education is well planned and effectively raises the pupils' awareness of health issues.

54. There is good provision to meet the needs of the pupils aged under five. However, the outdoor play area for these young children is bleak and lacks stimulation. Bilingual assessment data is available, and is used in the planning and delivery of the curriculum, and for setting targets for pupils who are learning English as an additional language.
55. The teachers in each year group, together with the subject co-ordinators, plan across that year. Further planning is completed on a half-termly basis and reflects in greater detail coverage of subjects, and cross curricular themes. There is, however, limited detail in planning to show the skills or areas of knowledge that will be taught. In some areas, for example, in Key Stage 2 science and in Key Stage 1 geography, the curriculum planning is not sufficiently closely reflecting the Programmes of Study. At Key Stage 2 there needs to be a better balance across the attainment targets in science.
56. Pupils with special educational needs are systematically and accurately assessed and effectively supported in both key stages. The Code of Practice is fully implemented and pupils have Individual Education Plans that reflect their needs.
57. The school has formulated a policy for assessment with clear guidelines, this now needs to be built into the school's long term planning. There are sound systems for assessing pupils' day to day attainment, particularly in Key Stage 1. Assessment later in the school is also well used to inform setting, particularly in reading activities and mathematics. However, the reliability of teacher assessment in the core subjects needs to be improved at the end of both key stages. Teachers do not always record assessments of pupils at the higher levels of attainment even though comprehensive annual test score data is available. The school's assessment co-ordinators intend to focus future in-service work to clarify the school's approach to assessment. At present, there are no moderated portfolios of pupils' work to demonstrate work at the levels of attainment in the core subjects. These need to be developed to improve the quality of teacher assessment.
58. The school's marking policy needs to be extended and adopted throughout the school in order to provide consistency and more detailed feedback on the quality of work being undertaken. The reports to parents are sufficiently detailed and provide adequate information on attainment and progress.

59. Extra-curricular opportunities are varied, and cater for lunch-time as well as after school activities. Pupils are encouraged to participate in clubs in science, art, music, cricket and story.

Pupils' spiritual, moral, social and cultural development

60. The school places a strong emphasis on the pupils' spiritual, moral, social and cultural development and this is well promoted throughout the school in several subjects, including history and religious education. The younger pupils develop a sense of wonder at the natural world in science. Daily assemblies provide opportunities for reflection. Spirituality is promoted through work in art and music, and through display and story.
61. The school displays a serious commitment to the moral development of pupils. The school makes plain its moral values, partly through its aim of accepting the intrinsic goodness of children. The pupils have a clear perception of what is acceptable behaviour in school and pupils are able to distinguish right from wrong. They develop tolerance and are encouraged to relate positively to others. The clear code of conduct and a shared belief that children learn what they live, provide a framework in which moral values are well developed.
62. The school provides opportunities for pupils to develop well socially and the pupils work and play well together. Groupings used in lessons encourage co-operation and supportive attitudes amongst the pupils. Positive relationships between adults and pupils are a feature of the school. The assemblies that make special mention of good behaviour raise pupils' self-esteem and promote pride in personal achievement.
63. The school also provides well for the cultural development of all pupils; it teaches pupils to appreciate and develop their own cultural traditions and value the diversity and richness of other cultures. This is done both through the curriculum as seen in geography in the study of Pakistan, and through such events as the recent Centenary celebrations which widen the understanding of local culture.

Support, guidance and pupils' welfare

64. The school provides a caring environment and promotes good relationships amongst all its members. The quality of teacher support for the pupils is good and they take care to get to know the needs of individuals. The pupils in the reception classes are well supported on their entry into the school and they quickly gain confidence in approaching adults. Teachers and other staff make time to talk to pupils about the everyday problems that are encountered. Support for the pupils who are learning English as an additional language is well organised and effectively raises standards of attainment. The school is careful to distinguish between the need for language support and special educational needs and pupils make appropriate progress, with their needs provided for appropriately.
65. The school has clear ideals and takes measures to encourage and reward good attendance and behaviour. There are a number of ways in which pupils are encouraged

to take responsibility for others during break times and lunch-times. There are effective measures in place to deal with bullying, should it arise.

66. Policies are in place for child protection and health and safety, with named staff responsible for these areas. Appropriate in-service training has been undertaken so that these policies are understood and consistently implemented.

Partnership with parents and the community

67. The school provides good, clear information for parents. Where necessary, the school translates letters of information into Urdu so that parents are aware of school events and meetings for parents. Reports to parents are informative and give details of attainment and progress in all areas of the curriculum. Advice is offered to parents as to how they can help their children at home. Parents of pupils with special educational needs are invited to attend review meetings to discuss their child's progress. Communication with parents both in documentation and in face to face relationships sets a clear agenda for the development of positive attitudes and good behaviour. The parents are generally responsive to the school's openness in making plain its expectations and support the school's work in improving behaviour.
68. The parents are made to feel welcome in school and a room is provided for them. Thorough preparation is made for the introduction of reception pupils into school and good links with parents are forged at this stage. Some parents come into school to help in the classrooms.
69. The pupils are aware of being part of the school and wider community. Good links have been established with the local mosques and a neighbouring factory. Visits to local shops, a bakery and the Pendle Heritage Centre help to widen the pupils' knowledge and understanding of their wider community.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

70. The governing body of the school has formed committees so that it can more effectively perform its duties and all statutory requirements are met. All pupils have equality of opportunity. There is a recently established curriculum committee and governors visit the school to be more aware of the curriculum in practice. A governor has responsibility for special educational needs.
71. Whilst the governing body has extended its role over the past year, it has a limited involvement in strategic planning to achieve the aims of the school through the school development plan. The development plan makes plain its overriding aims but the ways in which these will be achieved are not clear. The school development plan is not costed and links to the budget allocation are not always apparent. There are no measures in place by which the school can judge its success in meeting targets or

judge the effectiveness of decisions that are taken in curriculum or staff development. The priorities of the development plan are not clear and responsibilities for decision making and implementation are not identified.

72. The head teacher is a driving force in the school and leads from the front. He demonstrates a firm commitment to the provision of a good quality of education for all pupils. However, he takes too much upon himself and the role played by the senior management team in monitoring the work of this large school is limited. The management roles of this team are currently under review. At present, the responsibilities and roles of senior staff are not linked to monitoring the quality of teaching and learning or evaluating provision across the school.
73. The curriculum co-ordinators have some non-contact time in which to pursue developments in their particular subject areas, but they have no clear brief in monitoring the standards of attainment and progress of pupils.
74. The organisation and daily management of the school are good and it runs smoothly and calmly, with sensible and well understood procedures and policies that are consistently implemented. The secretaries provide a good and welcoming first point of contact.

Staffing, accommodation and learning resources

75. The school has an adequate number of teachers with a range of experience and qualifications to match the curriculum that is offered. There are an appropriate number of support staff and bilingual assistants and these are effectively deployed throughout the school. Pupils with special educational needs are well supported. These staff work closely with teachers in planning and recording pupils' progress and this co-operative approach has been instrumental in raising standards and pupils' achievement. There are sufficient administrative, caretaking and lunch-time supervisory staff to ensure the smooth, day-to-day, running of this orderly school.
76. The school has an induction programme for newly appointed staff and has just completed the second year of the teacher appraisal cycle. The school has a programme for staff development but it is too ad hoc; the needs of individuals are well met but the overall needs of the school, as seen in the school development plan, are not always met.
77. The school occupies a clean, well maintained building built in 1895. The school has recently made considerable improvements in the quality of the school environment as is evident from photographs taken only a little while ago. Classrooms are well organised, satisfactorily decorated and enriched by bright and lively displays of pupils' work and teaching materials. The hall is large, well maintained and effectively used for physical activities. Outside there is a substantial playground with covered areas. However, it is a dull, uninspiring area that offers no stimulus for pupils' play. The school has rightly highlighted this as an area for development. The school needs to review the provision in accommodation for outdoor play for pupils under five and

consider how this could be improved so that it better supports the learning for these pupils. The school has access to a grassed area, away from the school, but this is rarely used due to dog fouling.

78. The provision for information technology is satisfactory, with classes having at least one computer, apart from the two reception classes which share a machine. At the time of the inspection this was not working.
79. Resources are generally well used but the inequality of provision between the key stages needs to be addressed. At Key Stage 2 the level of resources is satisfactory with many new developments, particularly in history and geography. The school should review the provision in music of tuned and untuned percussion instruments as these are scarcely adequate. There are, however, deficiencies in resources at Key Stage 1. History, geography, science and mathematics materials need supplementing and the provision of music resources is poor. Of most concern is the provision of books for Key Stage 1 pupils. There are too few books and many of them are in a poor condition. The infant library needs to be better stocked with a variety of stimulating, good quality books. The library area is not easily accessible to pupils and this limits their experience of books.

The efficiency of the school

80. Finances are well managed by the head teacher and governors and the budget is carefully monitored. There is a finance committee which meets on a regular basis and provides effective financial control. Daily administration is good. Incoming monies and the ordering of stock and equipment are handled efficiently and effectively by the clerical assistant who also has duties as bursar. The latest auditor's report praised the school's financial procedures and no significant weaknesses were found.
81. The school development plan lists educational objectives but it does not include costings or measures to evaluate the cost-effectiveness of budget decisions. School expenditure does not always reflect the priorities set out in the development plan.
82. At present the school enjoys a good level of staffing and teachers are generally well deployed. There is effective investment in support for pupils with special educational needs and the school further benefits from the considered deployment of a committed team of support staff employed under Section 11 arrangements. The support staff work with class teachers to raise the overall attainment of all pupils but in particular to enhance and promote the linguistic skills of pupils at Key Stage 1.
83. Over recent years the school has accrued a sizeable reserve which it holds as a contingency in the event that Section 11 funding ceases or is drastically reduced. Financial planning needs to be extended so that this reserve is clearly identified and monitored. In terms of educational standards achieved and the quality of education provided in relation to its context and income the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

Language and literacy

84. The majority of pupils who enter the reception classes are learning English as an additional language. The school targets a good level of support by both nursery nurses and bilingual assistants to raise the pupils' attainment in English so that the pupils can fully access all other areas of the curriculum. This support is well planned and sensitively managed, with the home language appropriately used to extend the pupils' learning. The teachers and support staff spend a great deal of time talking to their pupils and teach the basic vocabulary that is required. During the inspection, some of the language work focused on 'colours' and the pupils were gaining confidence in naming and identifying colours in picture books, reading books, the natural world and objects in the classroom. Several of the youngest pupils who were looking at story books that had previously been read to them could name all of the colours and quite spontaneously sang a song about a rainbow that they had recently learned. These young pupils quickly learn to listen carefully and although their spoken responses are initially very limited, they make good progress and gain in confidence so that their responses become more detailed and articulate. In role play, the pupils are encouraged to use the vocabulary that has been acquired and their conversations are more lively. One group were enacting a 'karaoke' session and took turns to perform to each other, taking on the roles of singer and audience.
85. All pupils enjoy listening to stories and some can re-tell those that are familiar to them. They know that words and pictures convey meaning and recognise some letters by shape and sound. Much work is undertaken in developing early writing skills and some pupils can write their names. In play writing, all pupils can use letters and symbols to communicate their ideas. The majority of pupils can copy over, and some can copy under, the teachers' writing. The activities that are planned to develop language and literacy skills are well organised and targeted to meet the needs of individuals and groups of pupils so that all can maintain a good rate of appropriate progress.

Mathematics

86. The pupils steadily acquire a basic mathematical vocabulary and know the names of simple shapes, terms for order and comparison and can recognise the symbols for numbers under ten. In one session, pupils were counting the sides of shapes and estimating how many smaller shapes would fit into a larger shape. Another group could reproduce a sequence of coloured shapes and in developing their own ideas for sequences could explain which shapes had been used, their colours and place in the pattern.
87. The pupils begin to understand the principles of addition and subtraction and everyday situations are well used to practise and consolidate knowledge and understanding. The

symbols for numbers are well used in recording. Number rhymes, songs and games raise the interest and motivation of pupils and they participate in these eagerly.

Knowledge and understanding of the world

88. The pupils learn about their environment, the natural world and how things work and are made. Their work on colour included one group in an exciting investigation that involved creating a dark environment, under a blanket, so that they could experiment with a beam of light passing through water and crystal to create a rainbow. Another group of pupils were testing which materials could be lifted with magnets, whilst another group were investigating the textures of wood, metal and stone. In all of these activities, the pupils' curiosity was well harnessed and their scientific vocabulary was extended. The pupils learn about their families and homes and are able to relate their experiences to those of others.
89. A good range of activities is planned in designing and making and the pupils not only enjoy working with constructional sets but also work with a variety of materials to create their own objects and models. One group were making hinged objects and could select the materials and tools they needed to realise their design. The pupils have limited access to a computer; the one machine available for the two classes was not working during the inspection. The pupils should have better access so that they can further develop their confidence in information technology.

Physical development

90. The pupils participate in dance and movement activities with great enthusiasm; they are able to move rhythmically to music and show developing poise and control in their movements. They also learn to throw and catch balls and work with small games equipment as well as larger apparatus for climbing. The outdoor play area does not provide a stimulating environment in which these young pupils can extend their learning or widen their experience.
91. The pupils are able to use tools for cutting and glueing with an increasing level of accuracy and learn to hold a pencil or crayon correctly in writing and drawing.

Creative development

92. The pupils have access to a very limited range of musical instruments with which they can explore sounds. Their response to recorded music and singing is enthusiastic and they enjoy singing familiar songs together. In painting, drawing and modelling they have access to a good range of materials and use these well to express their ideas. In work on shape, the pupils had used basic printing techniques with string, card and sponges to create individual compositions that made an attractive and colourful display. The pupils are learning to mix colours and are confident in trying out their ideas. Pride in completed work is obvious and pupils are keen to point out their contributions to the displays in the work area.

ENGLISH, MATHEMATICS AND SCIENCE

English

93. The good start made in the reception classes continues through Key Stage 1, and by the end of the key stage, attainment in English is in line with national standards and the pupils make good progress. By the end of Key Stage 1 standards in speaking and listening are sound: pupils generally speak confidently, listen carefully and are beginning to read fluently and accurately. Attainment in reading is sound, with some pupils at the end of Key Stage 1 achieving at the higher levels. Parents support reading and are encouraged to comment in the pupils' reading records. Younger pupils develop a good sight vocabulary and phonic knowledge, so that they are confident in their reading. Attainment in writing by the end of Key Stage 1 is satisfactory. Pupils are taught basic script patterns, and write with increasing confidence and for a range of purposes. Some pupils develop a cursive style by the end of the key stage. Spelling and punctuation are generally accurately used, and the majority of pupils can express their ideas simply in unaided writing.
94. The attainment of pupils in English by the end of Key Stage 2 is in line with national standards and they make sound progress. The pupils at Key Stage 2 make satisfactory progress in speaking and listening. They listen attentively, and are developing a widening vocabulary. The majority of pupils have read a considerable range of texts and develop appropriate retrieval skills. The majority of pupils become confident readers as they progress through Key Stage 2, appropriate reading records are kept and parents are encouraged to contribute to their child's progress. By the end of Key Stage 2 the majority of pupils have a legible and fully developed handwriting style. Good attention to spelling, regular use of dictionaries and appropriate encouragement to use a broad range of vocabulary assist the pupils in their work. The majority of pupils are able to re-draft their work effectively, for example, Year 6 pupils were observed acting collaboratively as 'critical friends' to review playlets. However, pupils are not given sufficient opportunities to develop their independent writing skills at Key Stage 2, and further in-service training is planned by the English co-ordinator. By the end of Key Stage 2 all pupils, including low attainers, have at least a sufficient level of literacy to enter the next phase of their education with some confidence.
95. Across both key stages there is appropriate support for pupils with special educational needs. These pupils make satisfactory progress and attain at appropriate levels.
96. Pupils' attitudes to learning in both key stages are good. When the pace of the lesson is brisk they show interest in their work, sustain concentration and generally respond to challenges. For example, in a Year 1 class engaged in reading and handwriting activities, the pupils worked co-operatively in sharing resources, persevered to complete tasks and had the confidence to ask for help, but were not reliant upon the teacher.
97. Teaching at Key Stage 1 is good. Lessons are often well planned, carried out at a brisk pace, with an appropriate match of curricular objectives to the needs of the

pupils. Teachers have a secure knowledge of the subject and have high expectations both of, and for, the pupils. Classroom assistants work very effectively to help provide extra support. Teaching at Key Stage 2 is generally satisfactory, and at times good. Where it was good, teachers planned effectively, conveying clear values, and challenged the pupils. For example, in a Year 3 handwriting lesson the class teacher created a pleasant, relaxed, hard-working atmosphere, skilfully encouraging the pupils to evaluate their own attainment and progress. Teachers encourage pupils who are working in small groups to co-operate and discuss their work, but also maintain a good pace.

98. Long term planning is good, the teachers in each year group, together with the subject co-ordinator, plan across that year. Further planning is completed on a half-termly basis and is reflected in cross curricular themes. However, within Key Stage 2 there is an over-reliance on commercial schemes in reading activities, and there is insufficient opportunity for individual pupil response. Currently there are sound systems for assessing pupils' day-to-day attainment in both key stages. However, the reliability of teacher assessment in English needs to be improved at the end of both key stages. At present, there are no moderated portfolios of pupils' work to demonstrate levels of attainment in both key stages. Resources in the Key Stage 1 library are unsatisfactory; the pupils have limited access to the few books that are available. The library at Key Stage 2 is adequately resourced, and now needs to be built into the school's long term planning, so that it is better used by pupils.

Mathematics

99. The attainment of pupils by the end of both key stages is broadly in line with national standards, although fewer pupils than might have been expected attained at the national standard in the latest end of key stage tests.
100. In the Key Stage 1 classes, pupils have a structured introduction to mathematics. The younger pupils learn to count objects and to write and sequence numbers. They know the names, properties and mathematical language of simple shapes and can use these to play matching games. They can sequence shapes by copying and continuing patterns. Some older Key Stage 1 pupils were extending their knowledge of shapes when recognising and taking photographs around the school. Several older Key Stage 1 pupils were taking and using information from a chart on measuring, working with calculators, and counting on and back. Previous work indicates that pupils also extend their usage of number bonds, engage in formal computation, experience data handling and begin to learn their multiplication tables.
101. In Key Stage 2, the attainment of the majority of pupils is satisfactory by the end of the key stage. The strong foundation is extended, so that, by Year 6, pupils can find out the area and perimeter of shapes, work on data handling and symmetry. Their work also shows practical usage of addition, subtraction, multiplication and division with increasingly large numbers, and in challenging contexts, such as division of money, data handling of positive and negative temperatures and working with fractions.

102. Pupils make good progress in Key Stage 1 and sustain satisfactory progress in Key Stage 2 as the work becomes more challenging. The needs of older pupils are met in the targeting of some of the mathematics teaching at specific groups.
103. The majority of pupils throughout the school have positive attitudes to mathematics. They generally work calmly and quietly, often concentrate well and stay on task, sometimes for quite lengthy periods. The work is generally neatly presented and pupils like to see their work well displayed.
104. The quality of teaching is never less than satisfactory and in almost half the lessons observed it was good. This good teaching is seen throughout the school, and is characterised by staff who have a clear grasp of the subject and what they want to teach, and are able to communicate mathematical procedures with clarity and enthusiasm. The day-to-day assessment and feedback to pupils is a strong feature of teaching and the marking of pupils' work is thorough and encourages pupils to improve their efforts.
105. The mathematics co-ordinators have drawn up an action plan for the subject and this includes the updating of the mathematics policy and scheme of work to achieve better continuity between key stages. The resources for mathematics are insufficient in Key Stage 1. There is a need to extend the amount of basic equipment available so that, for instance, more than one group of pupils in the whole department can work on weighing or capacity activities at the same time.
106. The accuracy of teacher assessment is not reliable at the end of Key Stage 2. The school has not yet developed moderated portfolios of pupils' work and this needs to be done.

Science

107. At Key Stage 1 the most recent end of key stage teacher assessments indicate that fewer pupils than might be expected reached the national standards. However, analysis of pupils' work, observation of lessons and discussion with pupils indicate that the majority will be attaining at level 2, broadly in line with national expectations, by the end of the key stage. In one lesson, in a Year 2 class, pupils were looking at materials and their properties and were able to say how chocolate and water would change when heated or cooled. In another lesson, in Year 1, pupils were recording, in pictorial form, the results of a smelling activity as part of their work on the senses. Progress is good for the majority of pupils with some higher attaining pupils making particularly good progress.
108. For the majority of pupils, attainment by the end of Key Stage 2 is unsatisfactory, with only 22 per cent of the pupils attaining the national standard in the most recent end of key stage tests and, overall, the progress is unsatisfactory. From the evidence in pupils' work books, and from speaking to pupils, it is evident that investigative science is not sufficiently developed. The pupils use work cards and worksheets to discover facts about fishes, birds and reptiles. These are little more than

comprehension exercises and do not sufficiently enhance the pupils' scientific knowledge or promote skills in science.

109. Throughout both key stages pupils display a positive attitude towards science. Not only do they behave well but they show enthusiasm and interest during lessons. They work constructively and co-operatively with other pupils when appropriate. Pupils are able to sustain concentration and display enjoyment when faced with new and challenging activities.
110. The standard of teaching at Key Stage 1 is good and occasionally very good. Teachers have a thorough understanding of the subject, choose appropriate teaching methods and have high expectations of the pupils. Day-to-day assessment is well used to further pupils' learning and understanding. There was little opportunity to observe science teaching at Key Stage 2 but in the lesson observed the teaching was good. The contributory factors to this good teaching were: good planning, good subject knowledge, high expectations and well paced delivery.
111. The school needs to review its scheme of work for science to ensure a balanced coverage of the attainment targets. The school has recognised the need to update the topics in Key Stage 2 and this should be done as a matter of urgency to ensure that they more closely reflect the Programmes of Study. Greater emphasis should be given, in planning, to physical processes which have too little time devoted to them. Work on electricity, magnetism and forces, in particular, is not covered in sufficient depth.
112. The co-ordinators for science have identified the need to develop a portfolio of pupils' work to help them develop their assessment techniques and this needs to be done.
113. The resources for Key Stage 2 are satisfactory. There are adequate resources for delivery of the National Curriculum. The resources for Key Stage 1, however, need to be supplemented. In particular, the provision of electrical and sound resources needs to be improved as there are insufficient to ensure adequate coverage of physical processes.

OTHER SUBJECTS OR COURSES

Design and technology

114. The attainment of pupils by the end of Key Stage 1 is in line with national expectations. Pupils develop accuracy, manipulative skills and concentration through well organised group activities and purposeful constructional play. In one lesson pupils were involved in group activities focused on practical tasks such as building tall and wide structures, experimenting with a variety of models with wheels and making simple hinges. As they progress through the classes they have opportunities to handle a wider range of materials, including wood and textiles. At Key Stage 1 most pupils are able to develop making and designing skills, select materials, use tools and apply

simple finishing techniques such as painting and crayoning. An example of this involved a young class in Key Stage 1 who were making a cube from card. They were able to explain what they were making and which materials they were using. Most were able to cut the card, fold along the edges, decorate the cube with their own design, and assemble the shape with glue. By the end of Key Stage 2, the attainment of pupils is sound and in line with national expectations. Most pupils are able to effectively use a variety of information sources such as books, computers and videos to help in their planning and are able to evaluate their design as it develops. The quality of craftwork is sound and finished products are usually made to a good quality. One pupil designed and made a good quality temple using different kinds of card.

115. Pupils in both key stages make satisfactory progress in developing their design and technology skills.
116. Pupils in all years display a positive attitude towards their work in design and technology. They work together sensibly and share resources freely. Most pupils are interested in what they are doing, take a pride in their work and are eager to complete the task in hand. They talk to each other and are willing to help others complete their tasks.
117. Overall, teaching is satisfactory in both key stages. Teachers plan appropriate activities with clear objectives and lessons are well organised. There is a policy document on design and technology as well as a scheme of work which identifies strategies for developing continuity and progression throughout the school. Both documents are effective in giving clear guidelines to teachers. The co-ordinators have produced an action plan which identifies areas for development. They constructed a questionnaire to help them identify training needs of the staff and have outlined a programme of in-service courses.
118. The provision of resources is satisfactory; they are clearly labelled and available to all staff.

Information technology

119. By the end of both key stages the pupils are attaining in line with national expectations and high, average and low attaining pupils all make appropriate progress. Computers were seen in regular and productive use throughout the school during the inspection. Pupils use a variety of computers including three CD rom machines which are strategically placed throughout the school. They are confident in using a printer, mouse, concept keyboard and in loading and saving data. Good use of computers was observed in Key Stage 1 where pupils were using an interactive story program to extend their language skills. The concept keyboard is also used at Key Stage 1 to improve basic sight vocabulary in connection with the reading scheme. At Key Stage 2, computers are being used to promote learning in other subjects. In a Year 4 class, an adventure game was being used to help develop pupils' understanding of Ancient Greece and, in a Year 6 class, pupils were recording weather

details as part of their geography work. Pupils learn word processing skills from the earliest years and these are developed throughout both key stages.

120. Pupils are confident in their use of computers and co-operate well as they work. They talk knowledgeably about the work they have done and display considerable enthusiasm when approaching their tasks.
121. Although little direct teaching of information technology was observed it was evident that pupils had been taught to use the printer, mouse, concept keyboard and to load and save information. The teachers' planning to use information technology across the curriculum is good. The subject co-ordinator is able to offer sound advice to staff and has developed a programme to ensure all staff are familiar with basic routines and to improve their skills and confidence.
122. Computers are in good supply although there are some imbalances, notably in the provision of machines for early years where two reception classes are sharing a single machine. This needs to be rationalised. There is a good range of software available and this is effectively deployed. The school has recently benefited from a local authority initiative to provide a weather recording facility. The school has plans to develop a computer room to enable the teaching of information technology to small groups of pupils. This facility should be available to pupils throughout the whole school.

History

123. Pupils' attainment in history is in line with national expectations by the end of both key stages. Overall progress is satisfactory with good progress observed at Key Stage 2.
124. At Key Stage 1 pupils learn a sense of chronology and can use an increasing vocabulary connected with time such as 'before', 'after', 'long ago', 'now' and 'then'. They are introduced to aspects of everyday life of people in the past. For example, they can make comparisons between modern day building materials and transport and those of Victorian times and between shopping now and fifty years ago. Pupils can make deductions about the past from their own observations; for example, after viewing a short television programme on shopping before the advent of supermarkets, pupils in Year 2 noted that the choice of goods on offer then was limited and that many goods were not prepacked. They were further able to deduce that shopping would take longer then since a variety of specialist shops had to be visited.
125. At Key Stage 2 pupils are building on the skills and knowledge learned previously. They can offer reasons as to why events occurred. This was seen in a lesson on the Roman Invasion of Britain when pupils were able to suggest reasons for Julius Caesar's second attempt at invasion and as part of a lesson on the Accrington Pals in World War 1, pupils could hypothesise about the feelings and reactions of a group of

volunteers. Discussions with pupils about their work on the Greeks revealed their clear ability to differentiate between fact and fiction. They could explain that the stories of Greek mythology were fiction but that the story of the first Olympic Games was true. Pupils can also relate the past to the present; when recalling work covered on the Romans they were quick to explain that Hadrian built the wall to keep out the Picts but that parts of it still remain today.

126. Across both key stages attitudes to learning are sound with pupils engaged in the subject, eager to participate in oral discussion and showing a developing understanding of the importance of evidence. Pupils work collaboratively when required, sharing ideas and equipment. They respond well to the social and cultural issues they encounter in their learning.
127. Teaching at Key Stage 1 is satisfactory and at Key Stage 2 ranges from satisfactory to very good. Teachers are secure in their knowledge of the subject, they are enthusiastic and have high expectations of the pupils. Where teaching is very good the lessons are well planned and sets high but attainable challenges; open-ended questions extend pupils' reasoning and praise is used to motivate and encourage learning. In some lessons there is an over-reliance on worksheets and this does not allow for a sufficient variety of response. There are few opportunities for independent writing or group research.
128. At both key stages there are schemes of work and policies in place but the delivery of the planned curriculum at Key Stage 1 does not always clearly reflect the Programmes of Study.
129. There are currently two co-ordinators for history who advise and support colleagues and monitor resources. At Key Stage 1 resources are scarce and need supplementing with a wide range of appropriate artefacts, pictures and audio visual materials. At Key Stage 2 resources are more plentiful and these are carefully stored, monitored and managed.

Geography

130. During the inspection week no lessons were observed in Key Stage 1. However, evidence provided by the sample of pupils' work indicates that the attainment and progress of pupils by the end of Key Stage 1 are satisfactory.
131. At Key Stage 1 pupils have observed buildings on the way to school and looked at different types of houses. They then compared these houses with their own and looked at the materials used. They can recognise the different characteristics of a town and a village. Pupils have studied hot and cold lands and compared the differences between them.
132. By the end of Key Stage 2 pupils' attainment and progress are also satisfactory and high, average and low attaining pupils attain at appropriate levels.

133. Geography is taught in topics throughout the school and, by the end of Key Stage 2, pupils can use a range of geographical skills such as using plans and maps and secondary sources of evidence, observing the uses of local buildings, collecting and analysing evidence and using appropriate geographical language. They are investigating how environments change and how people affect the environment in which they live. Through a study of a village in Pakistan, the older pupils are able to recognise differences and similarities of location and lifestyle when compared to our own and how features of the locality influence nature and the location of human activities.
134. Pupils enjoy working together in groups; they collaborate well and form sound relationships. They share ideas and respect each other's point of view. They are well behaved and sustain their concentration throughout the lessons. They are enthusiastic and are keen to share their knowledge when questioned.
135. Teaching in Key Stage 2 is satisfactory, showing sound planning and organisation.
136. Differentiated activities and assessment opportunities are built into planning. Teachers have sound geographical knowledge and they use effective questioning to stimulate pupils' thinking and extend understanding. In some classes too many tasks are based on completing worksheets which have little relevance to the geographical skills being taught.
137. Policies and schemes of work are in place in both key stages. At Key Stage 2 the planned programme exceeds the statutory National Curriculum requirements but at Key Stage 1 the topics should be reviewed to make sure that they adequately reflect the Programmes of Study. There are sufficient resources at Key Stage 2 and these are managed efficiently. Resources at Key Stage 1 need supplementing to include plans, maps, videos and posters.

Art

138. The attainment of pupils by the end of Key Stage 1 is in line with national expectations and they make satisfactory progress. By the end of Key Stage 2 attainment is sound and sometimes good compared with national expectations. Progress is never less than satisfactory and is sometimes good when pupils experiment with different tools and media and apply previous skills to represent and extend their ideas.
139. From an early age pupils learn about the work of famous artists, such as Van Gogh, Monet, Millais and Abu'l Hasan and can express opinions about their work. They apply knowledge and observation skills to their own work and experiment with pastels, pencils and wax crayons. They develop visual perception and can recognise and use pattern, line and colour effectively. They select and use a range of materials and tools safely. By the end of Key Stage 2 pupils are given the opportunity to explore different techniques using a variety of media, such as pastels, paint, charcoal, crayon, pencil, biro, and felt pen. They try out their work, reflect on it and improve it. This was evident in a Key Stage 2 lesson where pupils were doing observational

drawings and patterns based on circles. Pupils in another lesson were given the opportunity to explore the techniques used in producing a water colour painting. They used a colour wash, mixed paint and used tints.

140. Throughout the school pupils enjoy art. They approach their work with interest, confidence and enthusiasm and they work well together. They are highly motivated and settle quickly to work. They take a pride in their work, complimenting each other on their efforts. They tidy up carefully, helping each other and taking responsibility.
141. Teaching ranges from good to satisfactory in both key stages. Teaching is good when teachers are confident, enthusiastic and have a good level of knowledge in the subject; lessons are well planned and organised and the teacher sets high expectations of the pupils.
142. Good displays around the school reflect work in observational drawing and painting, colour mixing, collage and printing. In Key Stage 1, a display on "Wheels" used printing techniques to form the background with string, straw and printing were used to make the wheels. In Key Stage 2 an attractive display entitled "A Splash of Colour" illustrated colour mixing. Work in art is linked to other subjects, for example, mathematics, technology and English. Few examples of three-dimensional work were seen and the school has plans to develop teachers' confidence in this area through in-service training and curriculum co-ordinator support.
143. The school has developed good industrial links with the neighbouring wallpaper factory. Pupils have taken part in a colour and design project, which involved a factory tour, and then produced their own designs using oil pastels, chalk pastels, paint and felt-tips. They learned how pattern and texture are used in design and making, how colour is applied to designs and how shape, form and space are presented in images. There is a policy and a scheme of work in place which is related to a commercial scheme. The author will be involved in staff in-service training later this year. Resources are well managed and consumables are plentiful. However, a broader range of resources to enable three-dimensional work to take place should be developed.

Music

144. At the end of Key Stage 1 the pupils' attainment is sound in terms of national expectations. The pupils can sing songs from memory and are learning to play a variety of percussion instruments with improving skill and control. They can perform in groups of different sizes and are developing an awareness of others in performance. In one class, pupils were observed listening and identifying sounds made from a selection of instruments which they themselves were playing. They were able to describe whether the sounds were slow or fast, loud or quiet. They successfully played the instruments and were able to recognise the musical elements of tempo and pitch.
145. At the end of Key Stage 2 the attainment of pupils is satisfactory and matches national expectations. Pupils compose with confidence using both tuned and untuned

percussion and are able to use sounds to create musical effects. An example of this was a lesson based on the Pied Piper. After an introduction by the teacher, pupils were set to work in groups to compose music to recreate the mood of the poem. They were very committed, had a clear idea of what could be accomplished and set to work with enthusiasm. The pupils showed a willingness to experiment and often succeeded in meeting the challenge provided by the activity. Rat sounds were created by gently scratching tambourine skins while an atmosphere of horror was slowly built up by a skilful use of instruments.

146. Pupils' progress is satisfactory across both key stages. They are able to build on skills and knowledge gained in previous lessons. Pupils in both key stages have a positive attitude to learning and are keen to make a contribution in lessons. They show a willingness to work together, are able to respond to positive criticism and learn from their mistakes.
147. Teaching throughout the school is never less than satisfactory and sometimes good. Examples of good teaching were seen in both key stages. Where the quality of teaching is good the teacher displays good classroom management skills, a clear knowledge of the subject, and there is an appropriate balance of demonstration and pupil activity. There is an effective policy document which gives useful advice to teachers.
148. The school uses two published schemes that provide a satisfactory basis for the work. There are two co-ordinators for music. The Key Stage 2 co-ordinator is able to work in classes in order to support colleagues. The Key Stage 1 co-ordinator has been recently appointed to the post and is keen to contribute to the development of music in the school in a similar way. In both key stages the provision of resources needs to be improved in order to provide the school with better quality tuned and untuned instruments. This is particularly important for Key Stage 1, where resources are of poor quality and in very short supply.

Physical education

149. Attainment in physical education is sound and broadly in line with national expectations by the end of both key stages. At Key Stage 1 pupils can demonstrate a range of movements including spinning and turning in various directions and at different speeds, and are developing awareness of the shapes their bodies can make. In dance, pupils can move and be still in response to percussion and taped music and, in games, can use small apparatus such as balls and hoops. At Key Stage 2, in gymnastics, pupils can jump and land correctly. In playing netball, they can throw the ball accurately and, in football, pupils can turn with, and head the ball. From Year 5, boys and girls are taught separately for games and swimming. The majority of pupils have a limited previous experience of swimming and some do not achieve the expected attainment levels by the end of the key stage.
150. Progress is generally satisfactory throughout the school but for some pupils is limited by relatively low levels of fitness.

151. The attitudes of the majority of pupils in both key stages are satisfactory or good with some very positive responses from the younger pupils. As the pupils become older, some become more inhibited. Most pupils are well behaved and quiet during physical education activities and work on task, both individually and collaboratively when required.
152. Teaching is predominantly satisfactory or good, with the better teaching being mostly at Key Stage 1. In a small minority of lessons, opportunities to challenge pupils are not taken. Staff are seeking to motivate pupils to be more involved in physical activities and to this end have produced a good scheme of work, outlining in detail activities in gymnastics, dance and games.
153. Planning indicates that all strands of the National Curriculum are met, with the exception of outdoor and adventurous activities. The school intends to meet part of this requirement through the re-development of the school grounds. However, this development will take some time and the requirements of the present pupils need to be met in terms of learning and experience in this area.
154. Some resources are in need of replacement including sponge balls and mats. However, resources generally are adequate to meet National Curriculum requirements. The school has taken part in swimming galas and cricket sessions are held after school in the summer.

Religious education

155. Attainment in religious education is in line with national expectations by the end of each key stage and progress is satisfactory across both key stages for all pupils.
156. At Key Stage 1, through stories from a variety of religions, the majority of pupils show an awareness of the need for kindness and tolerance. In a lesson based on the story of Jesus feeding the five thousand, Year 1 pupils showed that they understood the idea of sharing and the importance of relationships with others.
157. At Key Stage 2 most pupils are beginning to grasp religious concepts and symbolism. They know about the major faiths and the majority of pupils are aware of the similarities and differences in the beliefs and traditions of several religions. Some higher attaining pupils are able to express their own ideas of what a deity is and in one Year 6 class the majority of pupils could explain the difference between good and evil.
158. Pupils' attitudes to learning in religious education are sound. They listen attentively and respond well in oral work, answering questions put to them by the teacher as well as raising some pertinent questions of their own. They sustain interest in the tasks set and show respect for the values and beliefs of others.
159. Teaching is satisfactory in both key stages. Teachers are confident and lessons are well planned and organised. The main faiths are systematically taught and spiritual,

social and moral issues are sensitively introduced. Some of the teaching observed was through direct delivery of the subject material and this provided too few opportunities for class discussion or pupil interaction.

160. The school follows the Lancashire Agreed Syllabus for religious education. There is a scheme of work which is followed by all year groups and advice and support are given by the co-ordinators who are keen to share good practice. There is equality of access to the religious education curriculum for all pupils; individual needs are met and it is a strength of the school that due regard is paid equally to all the major religions. There is an adequate, well-used range of teacher resources for religious education but books, pictures and artefacts for use by pupils are limited and need to be augmented.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

161. The inspection was carried out by a team of eight inspectors, one of whom was a lay inspector.
162. During the inspection:
- * A total of 85 lessons or parts of lessons was seen, with the number of hours of lesson observations totalling 67 and the number of inspector days in school totalling 24.5.
 - * Discussions were held with most of the teaching and non-teaching staff.
 - * Discussions were held with the Chair of Governors and other members of the governing body.
 - * Samples of work from all year groups were examined together with pupils' records, reports and teachers' planning files.
 - * Pupils in each year group were heard reading and were talked to about aspects of their work and life in the school.
 - * Minutes of the governing body's meetings, the school's policy statements and development plans were scrutinised.
 - * Fourteen parents attended a meeting with the inspectors and 129 questionnaires giving parental views about the work of the school were received and analysed.

DATA AND INDICATORS

163. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	387	2	72	185

Teachers and classes

164. Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	17
Number of pupils per qualified teacher	19.7:1

165. Education support staff (YR - Y6)

Total number of education support staff	6
Total aggregate hours worked each week	151

166. Primary and nursery schools

Average class size:	27.6
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167. Financial data

Financial year:	1995/1996
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	£
Total Income	533,622
Total Expenditure	534,063
Expenditure per pupil	1,380
Balance brought forward from previous year	124,422
Balance carried forward to next year	131,698

168. **Parental survey**

Number of questionnaires sent out:	221
Number of questionnaires returned:	129
Percentage return rate:	58

169. **Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	16	57	16	8	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	22	64	6	5	2
The school handles complaints from parents well	14	57	16	9	2
The school gives me a clear understanding of what is taught	16	56	14	13	1
The school keeps me well informed about my child(ren)'s progress	27	52	10	10	1
The school enables my child(ren) to achieve a good standard of work	15	61	14	6	2
The school encourages children to get involved in more than just their daily lessons	16	53	19	8	2
I am satisfied with the work that my child(ren) is/are expected to do at home	13	52	16	16	2
The school's values and attitudes have a positive effect on my child(ren)	13	63	12	5	2
The school achieves high standards of good behaviour	14	62	15	5	3
My child(ren) like(s) school	43	45	5	3	2

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