

INSPECTION REPORT

Walter Street County Primary School
Nelson

LEA area : Lancashire

Unique Reference Number : 119169

Headteacher : Stephanie Smith

Reporting inspector : Keith Edwards
T12553

Dates of inspection : 11-14 November 1996

Under OFSTED contract number: 506989

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Information about the school

Type of school : Primary

Type of control : Local Education Authority

Age range of pupils : 4 to 11

Gender of pupils : Mixed

School address : Walter Street
Brierfield
Nelson
Lancs
BB9 5AW

Telephone number : 01282 615927

Fax number : 01282 619854

Appropriate authority : Lancashire

Name of chair of governors : Mr Sean Hunt

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Main findings

- 1 Walter Street County Primary School is successful in promoting very good relationships. Pupils work in harmony and are enthusiastic about their learning experiences. The school is particularly successful in creating an environment in which the children feel happy, confident and accepted.
- 2 Standards of attainment in most subjects are satisfactory and pupils make satisfactory progress. In physical education and information technology, standards of attainment are below national expectations and the progress of pupils is unsatisfactory. In art, pupils attain standards which are good and pupils make good progress, particularly at Key Stage 2. Pupils with special educational needs make good progress in the acquisition of language and literacy skills. Pupils who are under five make satisfactory progress in all the areas of learning. There is no significant variation in attainment between the different groups of pupils, by gender or ethnicity.
- 3 Overall standards in the key skills of reading, writing and numeracy are satisfactory, which is a significant success for the school. Throughout the school pupils have acceptable standards of attainment in speaking and listening. Most pupils have a secure grasp of number skills appropriate for their age.
- 4 Most pupils are enthusiastic learners and show enjoyment in their work. They listen well and participate effectively in class activities. They are well behaved and are punctual for their lessons. Pupils are polite, friendly and courteous and move around school in a calm and sensible manner. They co-operate well in group work. They respond promptly to the instructions from members of staff and they show qualities of perseverance when completing a task. Pupils share equipment well and take care when using books and other learning resources. However, the presentation of work by the pupils, particularly in their exercise books, is often below standard.
- 5 Teaching is satisfactory in the majority of lessons. There is an equal amount of good and unsatisfactory teaching. In a significant minority of lessons the teaching is very good. In the best lessons, teachers have high expectations of the pupils and the

resulting work is of a good standard. In these lessons, the teachers have clear objectives which are fully understood by the pupils. Less successful lessons are characterised by low expectations, a lack of challenge and planned activities which are poorly matched to the abilities of the pupils. Teachers are inconsistent in their use of marking and often there are very few comments to help the pupils to improve their work. Even when corrections are set they are rarely followed up.

- 6 The curriculum covers the full range of the National Curriculum and appropriate religious education. However, the school has not yet determined its position on sex education and therefore is in breach of statutory requirements. All pupils have equal access to the curriculum and there is good provision to meet the needs of those pupils with special educational needs. The school provides a stimulating and appropriate curriculum for those pupils who are under five. The curriculum is greatly enriched by a wide variety of extra-curricular activities and educational visits which enhance pupils' attainment and progress.
- 7 The school is at an early stage of developing a whole school assessment policy and procedures. There is little evidence to suggest that assessment data is used to plan future work. Overall curriculum planning to co-ordinate and facilitate the progression of learning between and across the year groups requires further development. The support and guidance of the newly appointed co-ordinators has raised the profile of assessment and planning, but the linguistic aspect of assessing pupils for whom English is an additional language needs close attention.
- 8 Attendance rates at the school are satisfactory. However, there are many instances of extended periods of absence by members of the Asian community which have a detrimental impact on their standards of attainment. A support pack is available to cover the pupils' period of absence but this should be extended to provide more structured lesson plans.
- 9 Overall leadership and management of the school is satisfactory. The headteacher has a clear view of how the school needs to be developed and has worked extremely hard to build the management role of her senior team, of her co-ordinators and of the governing body. The school development plan is an essential instrument in steering the school forward as it is a working document which is regularly reviewed. However, it would be more effective if its aims were prioritised and costed more accurately. The governing body is very supportive of the school, but as yet does not completely fulfil its statutory obligations.
- 10 The efficiency of the school is satisfactory overall and some aspects are good. The school's finances are responsibly managed by the headteacher who shares monthly reviews with the finance committee of the governors. The role of the governors in planning expenditure requires further development. The administration of daily financial matters is carried out competently by the administrative staff. Recommendations from the most recent auditors' report have been implemented. The school provides satisfactory value for money.
- 11 The school has an adequate number of appropriately qualified and experienced teachers. This team is very well supported by the Ethnic Minority Achievement project staff who work alongside teachers in classrooms. They work well together and relationships are good. The bilingual classroom assistants make valuable contributions to pupils' learning, parental involvement strategies and school life generally. The support and expertise available to help those pupils with special educational needs is

very good.

- 12 The staff appraisal scheme is in place and is well supported by the headteacher's programme of staff professional interviews. Although the school has no formal induction programme the newly qualified teacher receives appropriate mentoring support.
- 13 The building and outdoor areas provide a spacious and welcoming environment which is well maintained. The library, incorporating the art gallery is attractive and inviting. The indoor activity area for those pupils who are under five has been imaginatively developed and provides a stimulating resource. The wildlife area looks neglected and would benefit from the speedy implementation of recently devised plans. Resources to support learning are generally satisfactory: they are accessible and in good condition.
- 14 The overall provision for the spiritual, moral, social and cultural education is satisfactory, but there are variations in the provision. The spiritual development of the pupils is addressed satisfactorily through assemblies and "circle times" where the pupils are given the opportunity to reflect on a variety of issues. There is an excellent range of extra-curricular activities and traditions of art, music and dance are well promoted, but too little is made of the cultural traditions of the majority of the school population. The moral development of the pupils is effectively promoted through assemblies and "circle times". Pupils have a good sense of right and wrong and behave in a considerate manner. The social development of the pupils is very good. Pupils take a pride in their responsibilities and perform their duties conscientiously.
- 15 The provision for child protection is very good and the headteacher and her staff are aware of their responsibilities. The overall provision for the well-being of the pupils and health and safety considerations are satisfactory. A number of minor concerns which were raised with the headteacher during the course of the inspection received prompt and effective action.
- 16 Links with the broader community are a strength of the school and provide a good source of enrichment for the pupils' development. Links with the parents are strengthening. Parents are generally satisfied with the quality and quantity of the information which they receive from the school.

17 Key issues for action

In order to improve standards and the quality of the education provision, the school should attend to the following issues:

raise standards in information technology and physical education
develop a whole school curriculum plan, including up-to-date schemes of work, which secures continuity and progression across and between both key stages
develop assessment procedures to promote learning
further acknowledge the cultural diversity of the pupils and reflect their values and day-to-day experiences in all aspects of its work
develop the role of the governing body in the strategic management of the school to ensure it fully meets its statutory requirements

Introduction

Characteristics of the school

- 18 Walter Street is a large primary school in Brierfield, a small township forming part of the ribbon development between Burnley and the towns of Nelson and Colne. The school is housed in a traditional stone building , dating back to the beginning of this century, with the addition of five mobile units. Classrooms are generally quite large and well equipped, some with balconies which have been imaginatively designed to provide extra space and reading areas. There is a well stocked library, a hall, a separate dining room and a stimulating early years activity area.
- 19 The school has a population of 490 pupils, three quarters of whom are from a Pakistani heritage community. For many pupils English is the second language. Almost half of the pupils are eligible for free school meals. At present, the school based staff consist of 20.9 teachers, 2 nursery nurses, and a non-teaching assistant. This team is supported by a number of bilingual assistants and pupil support teachers, who have been appointed under the Ethnic Minority Achievement Project , to help second language learners.

Aims and priorities

- 20 The school expresses its aims as follows:-

We aim to develop well balanced, sociable, literate and useful citizens who have:

- an awareness of the needs of others and a sense of self respect
- an understanding of religious and moral values
- a confident, positive self image
- initiative and a sense of responsibility
- an awareness of their own potential
- a desire to investigate and explore the world around them
- the desire and ability to study purposefully with a positive attitude to learning
- knowledge and experience which can be used to good advantage in both work and play situations
- the opportunity to develop any particular talent and skill they may have.

- 21 The current priorities are:-

- 22 to develop an “in-house” system of planning, recording and assessment, which links tightly with the National Curriculum programmes of study
- to raise expectations amongst teachers and thereby raise standards of achievement
 - to build on the strengths of the multi-cultural intake
 - to improve standards of literacy across the school
 - to involve parents and governors more in the development of the school

23 Key indicators

Attainment at Key Stage 1¹

**Number of registered pupils in final year of Key Stage 1
for latest reporting year:**

Year	Boys	Girls	Total
1996	44	25	69

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	24	29	36
	Girls	17	19	19
	Total	41	48	55
Percentage at NC Level 2 or above	School	59	70	80
	National	78	80	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	19	30	20
	Girls	15	19	9
	Total	34	49	29
Percentage at NC Level 2 or above	School	49	71	42
	National	80	79	84

24

Attainment at Key Stage 2²

**Number of registered pupils in final year of Key Stage 2
for latest reporting year:**

Year	Boys	Girls	Total
1996	41	33	74

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	26	22
	Girls	16	21	21
	Total	32	47	43
Percentage at NC Level 4 or above	School	43	64	58
	National	48	44	70

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	23	20
	Girls	16	17	21
	Total	29	40	41
Percentage at NC Level 4 or above	School	39	54	55
	National	56	54	64

25 Attendance

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

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

		%
Authorised Absence	School	7.6
	National comparative data	5.7
Unauthorised Absence	School	0.8
	National comparative data	0.5

26 Exclusions

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

	Number
Fixed period	0
Permanent	0

27 Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	10
Satisfactory or better	78
Less than satisfactory	22

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

- 28 Pupils' attainment throughout the school is better than some of the previous test results indicate and in most subjects it is in line with national expectations. Attainment in physical education and information technology is persistently below the national average at both key stages and there are some weaknesses in relation to attainment in mathematics and English. Standards of attainment in art are good, especially at Key Stage 2.
- 29 The school caters for an area of substantial economic disadvantage and where English is a second language for the majority of pupils. The attainment of many pupils on entry is low but there is considerable improvement, particularly during their first year at school. Pupils' involvement in role play in the reception classes is proving extremely beneficial. By the end of Key Stage 1, standards of attainment are in line with national expectations for most subjects in the curriculum with the majority of pupils achieving the expected level. The small number of pupils achieving higher levels is well below the national average and there are a number of pupils, notably the more able, who are capable of much further progress.
- 30 The school, with a newly formed English department, rightly puts strong emphasis on the development of English language. The work of bilingual support staff is having a significant and positive impact on pupils' progress. However, a significant number of pupils makes extended visits to relatives abroad which hinders progress and leads to

some regression in competency in English. It is clear that the difficulties which some pupils find, especially with speaking and listening, are adversely affecting attainment across other areas of the curriculum. Some pupils, particularly at the end of Key Stage 2, are insufficiently challenged by the books which they are reading and do not easily develop higher order reading skills. Higher expectations of pupils in Key Stage 1 are required in order to bring about suitable language development.

- 31 Attainment in mathematics is broadly in line with national expectations. However, there are too many instances, especially at Key Stage 2, where the work being undertaken is not sufficiently demanding or where pupils' listening skills and use of the correct terminology, for example in relation to shape, are preventing higher levels of attainment being reached.
- 32 Attainment is at least satisfactory at both key stages in science and progress ranges from satisfactory to good as improvement becomes more pronounced during Key Stage 2. There are indications that the unsatisfactory attainments, shown in recent tests and teacher assessments, are being reduced and that more pupils are reaching standards in line with national expectations.
- 33 Pupils' attainment is good in art, especially in relation to work on form and texture at Key Stage 2, and is satisfactory in music, geography and history. Attainment is also satisfactory throughout the school in design and technology and especially good progress is made with the older pupils. In geography three-dimensional work on contours is of a particular high standard and social development is promoted well through the use of pupils' interviewing procedures for their special roles within the school. Information technology is at a poor level of development at both key stages and in physical education attainment and progress, with the exception of some Key Stage 2 work in games skills, are unsatisfactory in nearly all lessons.
- 34 Pupils with special educational needs are well-supported with regard to attainment and their progress, particularly in English, is good. However, in some lessons, for example in Key Stage 2 mathematics, the provision of support for special educational needs could be used to better advantage.
- 35 Overall, many pupils make good progress from an unpromising beginning as they move through the school. Strategies for the improvement of attainment are becoming effective in English, science and mathematics and their continuing development across all ability ranges will produce the required raising of standards in these subjects.

Attitudes, behaviour and personal development

- 36 In general, pupils have a desire to learn and they exhibit a high level of interest both in lessons and in other aspects of school life. Attitudes to learning are good in most classes.
- 37 The behaviour around the school is good and pupils are polite and courteous. Pupils quickly learn acceptable standards of behaviour at play-times. For example, when a Key Stage 2 class has a games session in a section of the same playground where the infants are playing, they know to keep clear of the area and do not become involved in the lesson. In many subjects, pupils work co-operatively even though a significant number of pupils have specific behavioural and educational needs. Some pupils are able to work independently and largely unsupervised.

- 38 The school is a well ordered community on the whole and pupils of all ages and from all backgrounds are willing and happy to take responsibility. Older pupils have the opportunity to work with and help the younger pupils and pupils of all ages are given responsibilities. Pupils in Key Stage 2 hold specific positions of responsibility for which they have to apply and attend for interview. The overall quality of the relationships between boys, girls, staff and pupils is very good and is characterised by sensitivity, caring and mutual respect. These attitudes are also noted in observations of "circle time." The school has a personal and social education programme in place which is effective in promoting pupil development. The teachers and other adults who work at the school are usually accessible and responsive to pupils' needs.

Attendance

- 39 Attendance and punctuality are satisfactory. However, at 91.5% , attendance falls below the national average for schools of similar character. For a number of pupils, prolonged visits to their family's country of origin has an adverse affect on their attainment and progress, often resulting in the need for additional support on their return to school.
- 40 The school is addressing this problem with understanding, is uprating the support package available to such pupils, and has sought further advice from the Local Education Authority. As yet school literature does not contain guidance to parents to inform them of the impact or implications of extended time away from school.
- 41 The procedures for monitoring attendance are good, and absence is discussed weekly at staff meetings and with the educational welfare officer. The school uses computerised attendance records and complies with the registration requirements of the Data Protection Act.
- 42 Generally, however, parents and pupils are aware of the standards the school expects, and with few exceptions the pupils arrive on time. Punctuality within the school day is well managed.

Quality of education provided

Teaching

- 43 Teaching is satisfactory or better in 78% of lessons and it makes a satisfactory contribution to pupils' attainment and progress. In general the quality of teaching is better at Key Stage 2 than at Key Stage 1. Teachers introduce pupils under five to a variety of experiences to help their understanding of language, mathematics, science and technology. Also at this age level, they provide very good opportunities for physical development through structured learning and play situations in the infant hall and through outdoor play.
- 44 Teachers have satisfactory knowledge of most subjects with some weaknesses notably in Key Stage 1 science. Teachers are able to cover the requirements of the National Curriculum with the exception of information technology, which the school recognises as an area for development. In some classes, the pattern of a talk followed by writing or

other tasks is repeated too often and a greater variety of teaching approaches is needed.

- 45 In the best lessons, teachers have high expectations of the pupils and the resulting work is of a satisfactory standard, well-presented and accurate. In these lessons, there is usually good pace and good class management.
- 46 The pupils' handwriting is generally of a satisfactory standard in handwriting lessons but teachers do not consistently insist that work is always well-presented and accurate. In some cases, when they are encouraged to do so, pupils can write well. Pupils could be challenged more across many aspects of the curriculum. Teachers do not consistently match the work and their expectations to the abilities of the pupils. At best, planning for differentiation results mainly in tasks being just extension work for the more able. There is good use of bi-lingual support to develop vocabulary in many lessons across the curriculum. In the less successful lessons there is a lack of challenge and excitement; teachers' expectations of the pupils abilities is low and this has an adverse effect on pupils' self-expectations; there is limited use of resources and writing tasks do little to extent the pupils' knowledge and interest.
- 47 The standard of long and medium term planning is unsatisfactory overall in the school and this provides an impaired basis for lesson planning. Some lesson plans describe what work is to be done, but insufficient thought has gone into how it will be taught or what the pupils will learn from the planned activity. This results on occasions in poor balance between an introductory talk and the task which follows. In some classes there is an overuse of poor quality worksheets.
- 48 In the best lessons, teachers use resources well to stimulate interest and pupils have access to a variety of books and artefacts and information from relevant computer software. Pupils work equally well in groups or independently and teachers work closely with classroom assistants to support pupils in an appropriate way. Strengths of the teaching are the sensitivity of all staff to the needs of the pupils with special needs, the general relationships with pupils, good organisation of class-room activities and lessons being well paced with a variety of interesting activities.
- 49 Overall there is a happy and busy atmosphere in the school. Relationships are good and pupils respond well to good teaching. In some lessons for the under fives based in the infant hall, noise from other groups in the junior hall disrupts concentration and upsets the children. On occasions teachers interrupt the flow of teaching themselves by repeated references to pupils who are not concentrating. However, in most lessons, pupils work steadily and in some cases, pupils new to the school and with language difficulties, settle quickly into lessons.
- 50 The whole area of assessment is in need of development. In those lessons which are good, teachers assess pupils' work regularly, when they discuss its strengths and weaknesses with the pupils. Books are not always marked regularly and there are few comment to help pupils remember what needs to be corrected.
- 51 Computers are not used satisfactorily as a resource by most teachers and in general, information technology should be used more widely.

The curriculum and assessment

- 52 The curriculum covers the full range of the National Curriculum subjects together with religious education, but the statutory requirements for information technology are not fully met. Appropriate provision is made for health education. However, a sex education policy and its provision are still under discussion by the governors. Overall the curriculum is broad and balanced and meets the outline requirements of the National Curriculum. Time allocations are generally appropriate and reflect the learning needs of different groups of pupils. The school's curriculum effectively promotes the pupils' moral and social development, but spiritual and cultural development are less well developed.
- 53 There is no whole school, long term curriculum plan and no overall structure for long term planning in subjects, leading to a lack of continuity and progression between years and between key stages. Teachers do not always know with certainty what has gone before and what will follow, compounded by a lack of guidance in subject policies and schemes of work where these exist. Subject policies are being reviewed in line with the priorities identified in the school development plan. Curriculum planning in the core subjects under the direction of the newly appointed headteacher is the key focus for school development. The new planning format introduced at whole school level provides a sound basis for medium term planning, but there is insufficient detail of levels in programmes of study and assessment procedures. The colour coding system intended to reduce the workload for teachers makes planning unnecessarily complicated. There is need to take this initiative forward within the framework of an overall long term plan and the monitoring role of senior staff and subject co-ordinators needs further strengthening.
- 54 The policy and provision for special educational needs are very good and conform closely to the Code of Practice. Generally pupils have equal access to the curriculum. However, the curriculum does not fully reflect the cultural diversity of the school population.
- 55 The school provides an excellent range of extra-curricular activities, in which links with the wider community, music and competitive sports feature strongly. These activities contribute significantly to enhancing the quality of education and to improve standards of achievement.
- 56 The school currently meets the statutory requirements for assessment, recording and reporting. Procedures for assessing and moderation of individual pupils work are in the early stages of development. The support and guidance of the newly assigned assessment co-ordinator has raised the profile of assessment in the school and an effective draft policy statement has been devised which needs to take account of the specific language issues of pupils for whom English is an additional language.
- 57 Some assessment based on National Curriculum levels takes place in the core subjects but not in the foundation subjects. There is little effective moderation of pupils' work, dated and annotated to aid moderation. The marking policy is outdated and day-to-day marking varies across the school. Baseline assessment is being developed.

Pupils' spiritual, moral, social and cultural development

- 58 The spiritual development of the pupils is satisfactory. The school fully complies with

statutory requirements for collective worship. Whilst attending assemblies, pupils respond well to opportunities to reflect on their own beliefs and the human condition. For example, in a sensitive Armistice Day service, led by the older pupils and involving representatives of the whole community, pupils reflected quietly on the issues raised.

- 59 The pupils have a clear sense of right and wrong and the school is an orderly community. Moral values are appropriately taught and fostered particularly through the “circle time” and within personal and social education lessons. Teachers, support staff and parent helpers provide good examples for pupils and the social education of pupils is a strength of the school. Residential visits and the excellent programmes of extra-curricular activities enhance pupils’ social, moral and environmental education significantly. Pupils are undertaking additional responsibilities within the context of ‘life-skills’ and relationships throughout the school are good.
- 60 The school represents a wide range of cultural traditions and, through its concern for multi-cultural education and its community links, is seeking to provide for cultural diversity. Within the subjects of the National Curriculum, however, more could be done to develop the range of cultures which pupils experience and assimilate.

Support, guidance and pupils' welfare

- 61 Overall these aspects are satisfactory, with some examples of very good support for pupils. Entering the school, the atmosphere of care and warmth is apparent. There are varied examples of the pupils’ work including art, history and design and technology. A poster by the main entrance proclaims “Welcome “ in 39 languages.
- 62 Staff and pupils are welcoming and courteous to each other and to visitors. Most of the older pupils know that strangers should wear a badge, and that a teacher should be told if they see someone “not badged”. This, and other useful help, is contained in an excellent booklet called “Kid’s Guide to Walter Street”, produced by the older pupils. Also noteworthy are the very good procedures in place for child protection.
- 63 There are good procedures for promoting discipline and acceptable behaviour which are properly publicised and effective. Inappropriate behaviour is sensitively handled and dealt with effectively. Rewards for good behaviour and work are made at special assemblies. There are weekly and monthly awards, culminating in a “Pupil of the Year” award. Pupils accept responsibility readily and wear badges. To achieve positions of particular responsibility pupils must apply for positions and are “interviewed” and selected.
- 64 Procedures for monitoring attendance are good and absences are followed up promptly and effectively. The Education Welfare Officer visits the school weekly.
- 65 Prolonged absence for overseas visits is of concern to the school and frequently results in pupils having to have special education support on their return to enable them to catch up. Advice from the Local Education Authority is being sought to help the school, in conjunction with parents, handle this matter in the most effective manner to protect pupils’ education, and to ensure compliance with legal requirements.
- 66 The school’s provisions for health and safety are satisfactory. A number of minor concerns were observed during the Inspection, which were addressed by the

headteacher, and overcome within 24 hours. A number of policies are recognised as needing review and this has been built into the school development plan.

- 67 In a school with such cultural diversity, greater recognition of pupils' values, and day to day experiences should be made in all areas of the school work. A start has been made by recognising the need for wider consultation to agree an acceptable policy for sex education. The governors and headteacher have not yet been able to publish the necessary information to comply with regulations, and this matter should be addressed with urgency.

Partnership with parents and the community

- 68 The information provided to parents is satisfactory, and a number of parents commented on the recent improvement and increased frequency of newsletters and other communications. Three parents evenings are held each year and the parents welcome these and other formal opportunities to discuss their children's progress. Most annual written reports on pupils' progress are properly structured giving clear guidance on achievements and help with areas for improvement. A small number are still too descriptive. Progress is being made towards the publishing of more key documents in Punjabi or Urdu as well as English.
- 69 Following an initiative by teaching and support staff, there has been an increase in the number of parents helping in the classroom and playgrounds. This is making a contribution to pupils' progress, and additional parental support is being encouraged by the conversion of a redundant classroom into a community room. It is planned to extend the English lessons and other activities for members of the Asian community.
- 70 The school makes a valuable contribution to the life of the local community. It produces a Christmas play and works closely on the production with a local secondary school. At the time of the inspection, the community room was used as a hospitality base for members of the public who were involved with the Remembrance Day commemorations and the associated educational studies. The event was also successful in raising money for the British Legion. Pupils in Key Stage 2 contribute articles to a school newspaper, which has received a Daily Telegraph award.
- 71 Further activities which have a beneficial impact on the quality of education include, visits to Fleetwood, an Activity camp, and annual participation in School Grounds Day, which has created an exchange of letters with a Swedish school.
- 72 Regular visitors include the Police, Fire Brigade, and an author/dramatist, all of whom contribute to the pupils' community and safety awareness. The local press is supportive and regularly publish articles about the school activities.

The management and efficiency of the school

Leadership and management

- 73 The leadership and management of the school are effective in some areas, but are less effective in others. Financial control is secure and the day-to-day organisation of the

school is efficient and the school runs smoothly.

- 74 The school is in the process of refining its mission statement but has established aims to focus on attaining high standards and to improve curriculum planning. The headteacher has a clear view of how the school needs to develop and has, since her appointment, sought consistently to involve all staff in the development of policies and practices to implement the National Curriculum and work towards achieving the overall aims. This has been a particularly demanding task as the school has had a period of unsettled leadership and current financial constraints prevent the appointment of a deputy headteacher. As a result of recent initiatives the staff are now beginning to work as a team and have a sense of purpose to raise standards. The headteacher has been successful in fostering a climate that is receptive to change and this has been particularly effective in extending the role of the curriculum co-ordinators.
- 75 Co-ordinators have initiated the development of subject policies and most are now in draft form. Some of the accompanying schemes of work require further attention as they lack clarity of when and how the curriculum is to be delivered. It is essential that assessment is built into these documents and is used to ensure continuity and progression in all aspects of the curriculum.
- 76 The headteacher effectively monitors curriculum provision by reviewing teacher planning. Some co-ordinators are involved in examining work but overall the role of curriculum co-ordinator does not allow for systematic evaluation of each subject. Hence, monitoring of the work covered and evaluation of pupils' progress is not effective. Evaluation of classroom practice has been recognised as an area for improvement but is restricted by the lack of non-contact time.
- 77 Some progress has been made in the analysis of assessment data and there is now a growing sense of purpose and direction. There is an awareness of the importance of assessment and the development of a school assessment policy is included in the school development plan. All staff are involved in producing the school development plan which is a useful working document although it is still in draft format. Realistic targets have been identified and progress to meeting these targets is effectively monitored by the headteacher. Financial limitations have restricted long term planning. However, the lack of a development plan that goes beyond the current year is a weakness and the management of the school needs to provide a long term plan to guide the school's work and decision making. The internal senior management team needs strengthening by the appointment of a deputy headteacher.
- 78 The governing body, which has a relevant committee structure, is very supportive of the school. However, recent changes and additional financial pressures on the school have lead to difficulty in maintaining members and at present the governing body does not fulfil its statutory obligations. For example, it does not hold the school to account for the quality of its provision or the standards its pupils achieve. It does not have a clear aim for the school although the governors are concerned about the level of attainment in its statutory assessments. Recent initiatives, to analyse this assessment data and review expenditure, have lead to a growing awareness of duties of the governing body. This awareness needs to be extended to include all statutory requirements and particularly to focus on its role of ensuring the quality of education provided.

Staffing, accommodation and learning resources

- 79 The school has an adequate number of suitably qualified and experienced teachers. All but the newly-qualified teachers take responsibility for the co-ordination of the subject areas. Generally co-ordinators qualifications and interests are matched to their responsibilities. They are enthusiastic about their work but as yet have little non-contact time to carry out the range of co-ordination functions. There is no deputy headteacher to provide support for management and curriculum leadership duties which increases the demands made of the headteacher.
- 80 The expertise and commitment of the co-ordinator for special needs enhances the effectiveness of the provision for pupils with special educational needs. These staff are well managed to meet the needs of their pupils. The school is very well supported by Ethnic Minority Achievement project staff who generally work alongside teachers in classrooms. They work well together with good relationships. However, this is not the case with the five part-time support teachers who work at different times of the week. There is lack of co-ordination and sometimes the purpose of their role is unclear. This support needs closer monitoring and targeting to pupils' needs. The bilingual staff provide valuable additional support to pupils. They are generally used very effectively but on occasions intermittent translations of stories and lessons interferes with pupils' concentration and teaching becomes less effective.
- 81 A broad range of in-service training is undertaken to extend expertise and subject knowledge. This is now well linked to individual interests, appraisal outcomes and school development priorities. The school follows the local arrangements for appraisal and the first cycle is well under way. Mentoring procedures for the newly-qualified teacher are in place. The clerical staff provide a welcoming first point of contact for visitors to school.
- 82 The school building and site is attractive and well maintained, being spacious, clean and bright. The internal standards of decoration and repair are good with evidence of high standards of cleanliness. Throughout the school every bit of space is used well and purposeful displays are an attractive feature.
- 83 Resources are adequate in most subjects of the curriculum. Resources for information technology and physical education are unsatisfactory, and inadequate use is made of what is available. Musical resources, though adequate, lack multicultural equipment. Throughout the school resources are well organised and easily accessible. The library is well organised, has appropriate range of fiction and non-fiction books, and is well used. The school is aware of the need for broadening the interest range of its books when funds become available. The school makes good use of resources in the environment, although the steps should be taken to further develop the wildlife area.

The efficiency of the school

- 84 The finances of the school are responsibly managed by the headteacher who in addition prepares the budget. Falling roles and a high staffing expenditure has necessitated difficult decisions to ensure the school budget remains in balance. The headteacher has now established a budget planning process based on actual staff requirements and the school resources requirement. This is a realistic budget against which expenditure can be monitored. The school produces monthly financial reports once all transactions are

reconciled. The governing body finance committee receives a copy of the monthly statement and reviews the information but makes little significant contribution to the planning of expenditure. The administration of daily financial matters is carried out competently by the administrative staff. The school has undergone a recent audit from the Local Education Authority and all recommendations have now been implemented.

- 85 The funds allocated for those pupils with special educational needs are used effectively and pupils make satisfactory progress. Priorities within the school development plan are agreed by the whole staff and the limited financial resources are allocated accordingly. Reading has been appropriately identified as an aspect for development and subsequently has received a higher proportion of the budget.
- 86 Teaching staff are efficiently deployed but some support staff could be better placed. Sometimes support has not been planned and this results in a lack of useful involvement in the classroom. The support for special educational needs pupils is more effective and these pupils make good progress. There is ample accommodation, and space within the classrooms is used purposefully. The space in the resource areas is used imaginatively and is well utilised; for example the Anderson shelter at Key Stage 2 and the camp area at Key Stage 1. These areas are used very effectively, particularly in the early years, to extend the pupils' vocabulary and language skills. The school is well resourced in all subjects except information technology, Teachers use these resources efficiently.
- 87 Overall the financial planning and management of the school is competent and the school provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

- 88 Pupils achieve standards that are in line with national expectations and overall make steady progress. However, when expectations are high and they are given demanding work their progress is good. Most pupils listen well to the teacher and soon develop the confidence to speak in their newly acquired second language. Their enjoyment and understanding of stories, songs and rhymes is enhanced through an appropriate level of support in their home language by the bilingual support staff. Most have an understanding of books and know that print carries meaning. Some can read simple texts; they can recognise letters and initial sounds, practise letter formation and do copy writing.
- 89 An appropriate range of activities are provided to develop the pupils' mathematical skills. They are able to sort, match and order for more than one property; they appreciate ideas of scale through role play situations and experimental activities. They know different shapes and colours and use this knowledge to play games.
- 90 Pupils have ample opportunities to develop their understanding of the environment, other people, and features of the natural and man made world. They are able to identify and label body parts, take good care of the gerbils and talk about why they need food and water. They know that materials have different properties such as shiny, rough and smooth. When making car models from reclaimed materials, they

are able to explore and select materials and use cutting, pasting and joining skills with growing confidence. However, links are rarely made to the Asian heritage culture of the pupils and activities seldom reflect the cultural diversity in the school.

- 91 Pupils are developing their fine manipulative and co-ordination skills. During physical education and structured play sessions, they move confidently and imaginatively with control and awareness of space and others. They use a range of small and large equipment set out as part of "The Pendle camp" with skill and growing confidence. They have opportunities for painting, drawing and making, using a variety of media and materials such as clay modelling and collage work. Some good examples of free painting and their own representation of ideas are manifest in displays of "self portraits" and "ourselves".
- 92 Pupils show positive attitudes to learning. They are almost always well behaved and respectful to adults and each other. They listen with interest and attention and explore new ideas, activities and role play situations eagerly. They readily tackle tasks in English and use different ways of communicating when language becomes a barrier. They co-operate well in play and group work. They are confident and happy. They have good relationships with each other and with staff.
- 93 The quality of teaching varies and ranges from good to satisfactory and very occasionally unsatisfactory. Teachers have good knowledge and understanding of the needs of younger pupils which is greatly enhanced by the expertise and commitment of the "early years" co-ordinator. Work is generally appropriately planned with clear objectives which helps in skilful management of teaching and learning. Teachers and support staff make good use of questioning techniques, timely interventions and the high quality interaction between staff and pupils consolidates and extends learning. Efficient use of time, resources and space benefits progress. Teachers and support staff work well together and relationships between staff are good and between staff and pupils, very good. When teaching is most effective, pupils are presented with exciting, stimulating and challenging activities which generate interest and enthusiasm.
- 94 The curriculum provides a satisfactory basis for Key Stage 1. However, planning is not well informed by an accurate assessment of prior learning, and comments in class records are too broad. The recently designated role of the co-ordinator needs to be developed to ensure that good practice model presented by her is accessible to all the reception pupils. The induction programme is well organised and is a good support for pupils' transition to school. The newly devised pupil profile, formulated in close collaboration with parents, provides a good start to building a meaningful partnership with parents and a comprehensive pupil profile.

English, mathematics and science

English

- 95 Attainment in English is satisfactory at both key stages. It is well supported by the special educational needs provision and the new initiatives in assessment and planning.
- 96 Speaking and listening are broadly satisfactory at both key stages. At Key Stage 1,

pupils can listen with care and in speaking, sound out letters and words in readiness for higher order skills in reading and writing. At Key Stage 2, responsive pupils listen carefully and use newly acquired words in debates and discussions.

- 97 Attainment in reading is satisfactory overall. At the end of Key Stage 1, attainment is slightly below average. A number of pupils enter the school with a weak understanding of the English language. They make rapid gains in reading and are helped by additional language support .. Pupils can sound out two and three letter blends of phonics and words, placing them in a written context. By the end of Key Stage 1 most pupils attain reading skills in line with national expectations. A few pupils use more than one skill to establish meaning in the text. These pupils attain higher levels. By the end of Key Stage 2, pupils use inference and deduction in their reading.
- 98 Attainment in writing including spelling, grammar and handwriting is satisfactory. At Key Stage 1, early writing emerges from sounds, letters, stories and constant practice. An increasing number of pupils are capable of writing imaginative stories and giving clear accounts. Grammar in Key Stage 1 is weak especially in work involving tenses. Pupils understand capital letters and full stops. At Key Stage 2, spelling and grammar improve as reading improves. Writing at Key Stage 2, at best is varied and interesting, at worst it is second-hand project ideas or rows of simple sentences. Worksheets in both key stages, but especially at Key Stage 1, are undemanding, poorly matched to the abilities and interests of the pupils, and militate against writing progress.
- 99 Progress at Key Stage 1 is made early in the stage. Assessment procedures are in place to identify pupils who need support. Progress is then made by these pupils in English, at a satisfactory pace. Good use is made of diary time, story-telling, drama and constructive play. High noise levels in certain classes affect development. Pupils, especially those with short concentration spans in English, work at too slow a pace. The more able pupils make insufficient progress. At Key Stage 2, progress is more rapid as pupils become more accomplished readers and are familiar with a greater range of vocabulary in their speaking and listening. Pupils develop reasonable fluency in their handwriting when practising in formal lessons.
- 100 Response across the key stages is good. Pupils are constantly wanting to learn and seek the teachers' attention. Boys and girls work well together in English. Pupils respond very well to drama and role-playing. Rhymes and fables, such as "Snow White", are well received by the pupils and promote their language development.
- 101 The quality of teaching at Key Stage 1 is satisfactory. At Key Stage 2, it is satisfactory to very good. Teachers are committed to their pupils and are monitoring and assessing pupils' English development. Large classes do make the teaching onerous but even when numbers are high, those teachers with high expectations, are rewarded with good work. Some teaching fails when the content is poorly matched to the abilities of the pupils and this leads to inattentiveness and poor behaviour. The organisation in teaching is satisfactory with excellent displays in some classes, which demonstrate effectively the pupils' achievements in English. Planned incorporation of support teachers improves attainment and progress. At present the quality of detailed planning is inconsistent between classes. Resources are satisfactory, and the well-run library is a notable asset.
- 102 English with good special educational needs support and a new planning group is

making progress towards higher attainment.

Mathematics

- 103 Attainment in mathematics throughout the school is average. The 1996 standard assessment test results indicate that the percentage of pupils reaching the appropriate level at Key Stage 1 has improved considerably and is in line with national expectations. However, too few pupils are attaining higher levels. At Key Stage 2, improvement in the recent test results shows that the range of attainment is becoming broader and encompassing an increasing number of pupils at the higher levels. This progress is significant and needs to be sustained.
- 104 Pupils' attainment in the early years classes is about average. The youngest pupils are able to recognise and replicate patterns and they can match for colour and shape. Older pupils in Key Stage 1 are able to work on numbers up to 20, find individual numbers, put them in order, count and do simple addition. At the end of Key Stage 1, most pupils are able to add and subtract with tens and units, to understand number sequences and to recognise shapes, such as "sphere", "pyramid" and "prism", from charts and books. Too often pupils find the language description difficult but the mathematical tasks too easy.
- 105 At Key Stage 2, there is further evidence of pupils finding difficulty in describing mathematical concepts, for example in selecting the correct descriptive terminology for "solid" or "plane". However, they are able to use the term "face", know of the six faces of a cube and some comprehend "vertices". Pupils' understanding of fractions and their ability to do mental arithmetic are consistent with national expectations but attainment in multiplication is persistently weak across different age-groups. At the end of Key Stage 2, pupils are able to measure acute and obtuse angles with accuracy but, for the less able in particular, attainment is most uneven. Insufficient use is made of information technology and skills are below average.
- 106 Progress in mathematics throughout the school is satisfactory but some of the work in classes, for example years 1, 5 and 6, is unduly repetitive and preventing continuity of learning. The steps being taken to allocate programmes of study to the different year groups are important but the absence of the school's effective monitoring of pupils' learning within lessons is a significant short-coming.
- 107 Pupils at Key Stage 1 are keen to answer questions and to be involved in the activities. Their powers of concentration are variable in the early years and, while some older pupils at the end of both key stages can work sensibly on their own, others are easily distracted from the tasks which are given.
- 108 The teaching of mathematics generally is satisfactory. Where the teaching is good, chiefly at Key Stage 2, planning is thorough and the teacher expectations are high. The work is well-matched to the different abilities of pupils and the discipline is firm with appropriate relationships. The excellent use of resources coupled with above average teacher expertise are ensuring that attainment levels are raised. Where teaching is unsatisfactory, there are very low expectations of pupils. Lessons show poor pace, inadequate thoroughness in the planning and inattention to the evaluation of pupils' learning across the ability ranges. In some cases the marking of work is neglected or is supportive, but not informative.

- 109 The school's policy document for mathematics is not yet in place but suitable steps are being taken to devise and undertake action plans which are well-conceived. Some good resources are in evidence and, overall, the range and quality of provision are at least adequate.

Science

- 110 On balance, attainment in science is in line with national expectations. By the end of Key Stage 1, attainment is satisfactory overall. Young pupils are able to describe and record simple properties in terms of smooth, rough and shiny. Finding a variety of objects in a "feely bag", pupils can identify soft and hard objects and group them according to their properties. Discussions with pupils indicate an understanding of the differences between living and non-living things. Young pupils can explain the needs of the animals in their classroom and compare them with their own requirements. They can talk in simple terms about healthy foods. Pupils can complete a simple electric circuit but are unable to predict what might happen or explain the reason for the bulbs lighting.
- 111 At Key Stage 2, progress improves but some pupils, particularly the more able, are capable of making better progress. By the end of the key stage most pupils' attainment is satisfactory. Generally, pupils' knowledge and understanding is satisfactory. For example, pupils can name organs of the human body, can locate their position and describe their function. Some pupils use scientific terminology confidently. Other pupils can explain the water cycle but do not understand the terms "condensation" and "evaporation". The presentation of their work is immature and their recording of results lacks variety. Pupils show a growing ability to predict results but their understanding of a fair test is limited.
- 112 At a very simple level, pupils can explain their own ideas or plan investigations independently but these skills are not well developed. The school recognises the need to offer greater challenge to more of its pupils. Pupils with special educational needs receive good support and make satisfactory progress in knowledge, understanding and skills throughout the school. There is little evidence that information technology is effectively used either to record results or to help pupils see relationships in investigative work.
- 113 The response of the pupils is at least satisfactory and often much better even when tasks are inappropriate or repetitive. They are keen to learn and enjoy the subject. When opportunities arise, pupils co-operate well in pairs or groups and share the equipment and their ideas willingly. Some of the younger pupils do not listen attentively to their teachers and then are unclear of the task. Pupils respond willingly to questions but do not ask questions and this restricts the development of their investigative skills.
- 114 Across the school the quality of teaching is satisfactory and on occasions is very good. Teachers have a secure command of the subject matter and most lessons have clear learning objectives although these are not always made explicit to the pupils. Skilful questioning techniques help to consolidate learning and to promote thinking about new ideas. Classroom organisation and management are generally good. Resources are well prepared and efficiently used. Some lessons do not include sufficient investigative activities and teachers demonstrate the investigation

and pupils play a passive role in their learning. In these lessons, opportunities for pupils to develop their independent learning skills are limited.

- 115 At Key Stage 2, there are examples of very good teaching with pupils being fully involved in practical activities and experiments. Independent learning skills are incorporated in the lessons. This is particularly good when pupils are comparing liquids, solids and gasses and the science corner includes examples and a glossary of scientific terms. A display on vibration encourages pupils to try the “telephones” and this is effective in consolidating learning as well as developing investigative skills. Where teaching is less effective the planning has failed to identify previous learning and tasks do not sufficiently challenge the pupils. Assessment ensures that the programmes of study are covered and marking is up to date and includes positive feedback to pupils. However, assessment arrangements are less effective in ensuring that the subsequent learning needs of all pupils are identified and monitored. In particular, the monitoring of the achievement and progress of pupils in experimental and investigative science is weak.
- 116 The curriculum meets the requirements of the National Curriculum. The two co-ordinators are very enthusiastic and knowledgeable about the subject and have worked hard to improve the planning. Staff have reviewed the statutory results and are implementing a plan that appropriately identifies areas for improvement. The local authority scheme of work has been adopted as a framework for the school and this needs to be implemented as soon as possible to avoid activities being repeated at the same level. To further improve the provision of science in the school, the assessment procedures need to be improved.

Other subjects or courses

Design and Technology

- 117 At both key stages attainment in design and technology is in line with national expectations and progress is satisfactory. A significant minority of pupils, in upper Key Stage 2, are achieving higher standards. Pupils with special educational needs make satisfactory progress.
- 118 By the end of Key Stage 1, pupils are able to use materials such as clay, card and reclaimed materials to construct models or items associated with their topic work. They are able to talk about these products and many can identify specific elements and functions. More emphasis is placed on making and less on the designing aspect.
- 119 By the end of Key Stage 2, the pupils' understanding and use of the design process develops. A wide range of manipulative skills is taught to all pupils including those with special educational needs. These skills include using electricity circuits to send messages, sawing, hammering, sanding and gluing. Attainment is better in the upper end of Key Stage 2 than in the lower end. Some good examples were seen such as the project carried out in collaboration with the local high school where pupils designed and made stilts for younger pupils. Pupils doing geography work on the Pendle area were successful in designing and making relief models, clearly showing the contours of hills.

- 120 Pupils consistently work on design and technology activities with enthusiasm and enjoyment. They listen attentively and work co-operatively with good concentration and perseverance.
- 121 The quality of teaching is satisfactory overall and good in Key Stage 2. Where the teaching is most effective, the planning of lessons clearly shows the stages of designing, making and evaluating. Pupils are given opportunities to explore own ideas, modify their designs and evaluate products. Much of the teaching in lower Key Stage 2 and Key Stage 1 does not reflect this good practice, especially where teachers lack confidence in their ability and knowledge of the subject. Consequently there is more emphasis on making models and fewer opportunities for designing, choosing materials and evaluation. All pupils are taught with appropriate consideration for safety.
- 122 There is a draft policy document and scheme of work, both of which are being considered . Currently planning is neither based on assessment, nor linked to programmes of study explicitly. Assessment is underdeveloped and limited in use. The subject co-ordinator is developing the status, organisation and management of the subject.

Information Technology

- 123 On the evidence of their written work and limited work observed in lessons, the pupils' attainments are below average at both key stages. Information technology is used to only a limited extent throughout the school, except for pupils with special needs who have good opportunities to use computers for work on language development. The school's policy for information technology does not take account of current National Curriculum requirements, and this has had a negative impact on the levels of pupils' attainments.
- 124 Where pupils are engaged with computers, it is generally to occupy their time after completing a particular planned activity. Occasionally it relates to the lesson itself, for example in a reception class, where pupils use a game to match initial letter sounds to shapes. There is little evidence of information technology being used to support areas of the curriculum beyond language, apart from some effective use of investigative software in a history lesson at Key Stage 2.
- 125 When it is offered, pupils respond enthusiastically to the opportunity to develop their computer skills. They work co-operatively, persevere in overcoming difficulties, and take pride in their achievements. The high quality work that they produce in the special needs base stimulates language development, and the use of CD ROM to find information contributes greatly to their investigative skills.
- 126 Most staff lack confidence in the use of information technology across the curriculum, and the school accepts that support is needed to enhance their subject knowledge. This has an adverse effect on their expectations of what pupils can achieve and most classes lack planned opportunities for computer use.
- 127 The co-ordinator for information technology has taken over this responsibility since the beginning of the current term and is attempting to improve the use of information technology rapidly. He has trained a group of older pupils to turn all

machines on at the beginning of the school day, and to respond to simple difficulties which pupils and teachers may experience. This has had a very positive impact on the confidence and motivation of the pupils involved, and has helped their computer literacy considerably.

- 128 Some machines, especially at Key Stage 1, are outdated and of very limited value. The co-ordinator has instigated a programme, for which the school has identified funding, to gradually update hardware and purchase new software. The acquisition of colour printers will enhance the opportunities for pupils and improve the presentation of work to a similar standard to that observed in the special needs base.
- 129 Staff confidence in the use of information technology is limited, and there is a pressing need for staff development to improve this. Schemes of work which meet the needs of the National Curriculum are also necessary. The commitment of the information technology co-ordinator, together with new resources and encouragement from the headteacher and the obvious motivation of the pupils should lead to rapid progress in this area of the curriculum.

History

- 130 Standards of attainment in history are satisfactory when compared to national expectations at the end of both key stages. Pupils have for example, a good grounding in the knowledge of Roman Britain. They know which were the more important towns in the period and have an understanding of the concept of infrastructure in relation to the Roman Empire. They have an understanding of time and chronology. They can undertake independent research and identify the main towns and most important communication routes of Roman Britain and label them on a base map. Having done this task, many are able to write about and summarise their research into the topic. By the end of Key Stage 2, pupils have an increasing awareness of the division of periods of time. Some pupils can identify similarities and differences between historic periods and can write about their findings using dates and basic historical terminology.
- 131 On the whole, pupils enjoy their work and are well motivated. They show satisfactory progress in their understanding of history and in their subject and general knowledge.
- 132 The quality of teaching is good in both key stages. Teachers have an ample command of the subject and lessons are well planned with clear aims and include activities which are appropriate to the level of the pupils' understanding. Such teaching contributes to the satisfactory standards in the subject. In the best lessons, teachers are continually assessing the pupils' abilities and discussing the strengths and weaknesses of their work. There is no formalised assessment process which means in the long term that it is difficult for teachers to plan effectively for progression of learning within the subject. The quality and amount of resources are adequate, but there is a need for more artefacts to be available in certain lessons and for specific topics. On the whole, teachers use resources appropriately and to good effect.
- 133 The subject coordinator recognises that over time the existing subject guide-lines need reviewing. There is an adequate scheme of work which needs to be further

developed and adjusted to cover all the requirements of the National Curriculum and made to focus progressively on the areas of knowledge, understanding and skills that need to be taught to each year group. The systems and processes used for assessing pupils attainment are also in need of development and should be linked to the scheme of work.

Geography

- 134 Standards in geography are in line with national expectations at the end of both the key stages and pupils make satisfactory progress. Pupils have for example, a good understanding of the concept of plans and of plan-views. They understand the difference between oblique and ariel photographs. They have a reasonable knowledge of various types of transport systems available in the local area. By the end of Key Stage 1, most pupils are able to locate and label various features of the local transport system.
- 135 In general, pupils consolidate and extend to varying degrees their understanding of various geographical skills and techniques. The special educational needs pupils have, through the subject, extended their competencies and have improved their social confidence. Most pupils show reasonable levels of interest in the subject and enjoy their lessons. Although the pupils are on the whole quite excitable, the behaviour in lessons is good. In a Key Stage 2 lesson, pupils respond very positively indeed and were most impressive when undertaking a class debate in a role-play situation.
- 136 In general the standard of teaching is satisfactory in both key stages. Some examples of very good teaching were observed in Key Stage 2. Where this was the case, teachers had a good knowledge of the subject, very good relationships with the pupils and clear aims and objectives which they were able to communicate. Lessons were usually reasonably well planned with differentiated tasks built into the plans, taking into account the needs of the pupils with special educational needs. However, it was too often the case that the planning of tasks for differing abilities was not properly undertaken and the end result was a set of extension tasks for the more able pupils. Resources were efficiently and effectively used and thereby stimulated development of the main geographical themes.
- 137 There is a basic curriculum paper which outlines the rationale, purposes and guidelines of the subject. There are also schemes of work which are in need of further development. To raise standards in the subject, the subject co-ordinator recognises the need to produce a detailed scheme of work which reflects the requirements of the National Curriculum and which indicates progressively the areas of knowledge, understanding and skills that will be taught in each year. The systems and processes used for assessing pupils attainment are also in need of development and should be linked to future schemes of work.
- 138 Resources for geography are satisfactory. The school has a good variety of useful maps, sets of atlases and a computerised weather station available for use. At present the subject has no relevant information technology software available for the pupils and computers are only used to re-draft work for display purposes.

Art

- 139 Standards of attainment are good and pupils make good progress especially at Key Stage 2. Reception pupils have experience of working in two and three dimensional forms. Pupils can successfully apply paint to models which they have made, and demonstrate an eye for detail. They use different techniques including printing and collage to achieve a variety of effects.
- 140 At Key Stage 1, pupils can successfully layer colours of similar hue to achieve pleasing autumnal paintings. By the end of the key stage, pupils are able to work with pencil to represent the detail and texture of familiar objects at close quarters. They create posters to alert their classmates to dangerous places in the locality.
- 141 At Key Stage 2, pupils undertake a rich variety of stimulating work which promotes the attainment of high standards. Pupils are exposed to the work of numerous famous artists and they can successfully replicate their styles throughout the key stage. Pupils can describe clearly the techniques which they have employed to create a variety of effects. Some pupils have acquired skills of self assessment and can explain how they might improve their work if given another opportunity. In lessons which require the pupils to work in three dimensional form, they are successful in moulding figures in the style of Lowry, and can decorate tiles in the mode of Clarice Cliffe. By the end of the key stage pupils can use pastels to create striking effects, texture and depth to images of eyes. They have an understanding of the subtlety of water colours.
- 142 Overall, the response of the pupils is good, although it is better at Key Stage 2. Younger pupils were seen to be rather fractious working together in groups, but were consistently good when sharing materials when working in pairs. However, most pupils become engrossed when involved in practical work and work quietly and sensibly. They listen attentively when the class teachers are giving instructions and willingly accept further guidance from them.
- 143 The quality of teaching is good. In the best lessons, teachers are well organised and give clear instructions. They have high expectations of the pupils attainments and make good use of time. There is a good balance between the teacher giving directions and the class being involved in activities. There is a good use of on-going assessment, with teachers using encouragement, as well as challenge and questioning, to promote higher attainment. Teachers are consistently adept in using famous artists to demonstrate different techniques, but the potential of information technology is under-used. Art work is successfully linked to projects in history and geography, for example, but it is limited mainly to the European tradition. In the weaker lessons, teachers are less successful at managing behaviour and there is a lack of pace.
- 144 Throughout the school, the work of the pupils is valued and well displayed. The creation of a gallery as part of the library is particularly successful and serves to raise the profile of art and the pupils' achievements. A scheme of work is currently being trialled, but there is a need to link the planning more directly to the programmes of study to ensure an even progression of skills and techniques. Assessment procedures are being considered but need further development.

Music

- 145 Standards of attainment in music are in line with national expectations at both key stages and pupils make satisfactory progress.
- 146 By the end of Key Stage 1, pupils can successfully identify common percussion instruments, but lack the skills to play them confidently. They frequently select inappropriate beaters and seem unsure of how to handle different instruments correctly. Pupils achieve greater success with their singing and many pupils have a range of tunes which they know by heart. They can accompany these songs with rhythmic actions and some pupils can sing solo parts with confidence.
- 147 At Key Stage 2, pupils are familiar with some technical terms such as beat, tempo and dynamics but find difficulty in sustaining a steady beat to accompany a piece of music. They sing competently, clearly and with considerable enthusiasm. However, more attention should be paid to the precision of end consonants and the nurturing of greater expression. By the end of the key stage, pupils have some skill in composing music and they can successfully record sequences of sound using simple notation systems. They are successful when required to improvise and understand the principles of gamelan music. Pupils are able to compose music suitable for marching, blending successfully a small number of percussion instruments. However, they are less secure in their technical knowledge of formal musical notation.
- 148 Overall, the response of the pupils is good, particularly at Key Stage 2. Most pupils are enthusiastic about their music sessions and settle quickly to listening to directions. Groups collaborate well together to compose and perform music. They engage in good quality discussions when determining their different roles and the level of co-operation is commendable. Pupils work hard to develop their ideas and practise to improve on previous performances. They handle their instruments with care and respect.
- 149 The quality of teaching ranges from very good to poor but is satisfactory overall. In the best lessons, the teachers have high expectations and have planned thoroughly. They build on the previous learning experiences of the pupils and have sufficient knowledge to conduct the lesson with pace. Pupils are given encouragement and feedback which enables them to make progress. In the weakest lessons, teachers spend a disproportionate amount of time in admonishing pupils for minor transgressions, rather than commanding their interest through stimulating activities. Teachers give sufficient attention to the appraisal of music, using assembly times in particular to raise the awareness of pupils to the rich variety of composition. The potential of information technology to help the pupils to develop their musical experience is under-used.
- 150 Music is well co-ordinated throughout the school, although assessment procedures are under-developed. In many cases music is effectively linked to other projects to add meaning and vitality. A commercial scheme has been successfully adapted to provide support for the non-specialist, and a spare classroom has been imaginatively converted into a creative arts room. Pupils are given the opportunity to perform for an audience and links with a local secondary school augment that provision. A broad range of extra-curricular provision means that pupils have the opportunity to learn to play either the recorder or the guitar and those pupils in years 5 and 6 can join the choir. The school has a good stock of musical

instruments, but they mainly represent the European tradition.

Physical Education

- 151 Attainment in physical education is below national standards. Reception pupils can use different body parts and shapes in their movements and are beginning to understand sequences. Older pupils seem unable to describe actions in gymnastics and their movement vocabulary is restricted to very basic sequences. By the end of Key Stage 1, the standard of aiming and striking skills in games, with a few exceptions, is weak. In dance, spatial awareness and movement quality are unsatisfactory but there is considerable improvement at Key Stage 2, where pupils can dart, dodge and work effectively in a confined space. They make good use of their limbs and facial expression to demonstrate emotion. In short-tennis games, older pupils are able to demonstrate forehand and backhand strokes, but with only limited co-ordination of the appropriate footwork skills. A small minority of pupils can swim with confidence, endurance and a versatility of strokes.
- 152 Progress across both key stages is unsatisfactory. Games skills are not developed sufficiently. In gymnastics and in dance there is no continuity in the development of skills or the quality of movement. The potential talents of the more able pupils remain unrecognised.
- 153 Pupils are eager to learn in most lessons. Most pupils change quickly and suitably for physical activity. They appreciate challenge in lessons. However, particularly in dance and games skills at Key Stage 1, pupils do not always listen attentively. As a result they become confused and misbehave. Boys and girls work sensibly and co-operatively together at Key Stage 2 and try hard to comply with the tasks which are set. Application to the task is weak in swimming and pupils listen spasmodically and with over-excitement.
- 154 Teacher expertise is weak at Key Stage 1 and variable at Key Stage 2. Too often lessons are characterised by low teacher expectations, an inadequate assessment of pupils' performances and an inappropriate use of resources. The current organisation of swimming lessons under-uses the professional skills of the teachers, especially with regard to communication, and this has a detrimental impact on the standards attained.
- 155 The well-kept hall provides a good indoor facility but it serves as a thorough-fare to other classes. This presents frequent, and sometimes unnecessary, distractions. Different time-tabling arrangements could preserve the balance of the programme and yet allow gymnastics apparatus to be arranged and put away within gymnastics lessons. The hard playing-space is of a good standard and size for outdoor games and is used to good effect. The large equipment is of good quality.
- 156 Policy documentation is being brought up-to-date and schemes of work are in place in nearly all aspects. The curriculum fully meets statutory requirements. The co-ordinator's role needs to be further developed and the monitoring and evaluation of standards requires attention. The provision of residential experience, including opportunities for outdoor activities, and the wide-ranging extra-curricular programme are exceptionally good and confirm the high level of teachers

commitment to the school.

Religious Education

- 157 The school timetables religious education for each class for one lesson each week. However the distribution of lessons permitted only very limited observation of its teaching during the period of the inspection. Assemblies make a contribution to religious education, as do the "circle time" activities which foster personal and social development. Based upon the limited observation of lessons, and pupils work, standards of achievement are mostly satisfactory and occasionally good at both key stages. Strong evidence of reflective skills and understanding, was seen during a particularly effective assembly on Armistice Day. In most of the work observed, however, understanding of spiritual concepts was weak, as opposed to pupils' development of moral issues which was much stronger.
- 158 Pupils' work in religious education makes a valuable contribution to the overall development of their speaking and listening skills and in reading, but the extent of their written work is limited.
- 159 Pupils respond well to their experience of religious education. They listen attentively and, in the "circle time", show that they can reflect on their experiences. They can begin to understand abstract personal concepts such as "peacefulness". They are respectful of each other's contributions, responsive to teacher questioning and ask relevant questions.
- 160 Not all teachers are secure in their subject knowledge, but the school provides time for in-service training, which is being used effectively to ensure the smooth introduction of the Agreed Syllabus. In the limited sample of lessons observed, teachers provided suitably challenging experiences and drew a good level of response from pupils. This was assisted by good standards of classroom organisation and discipline which was relaxed yet effective.
- 161 The school is fully implementing the Lancashire Agreed Syllabus, and is currently focusing on Christianity. Teachers will shortly be preparing for the introduction of other world religions. Curriculum planning is satisfactory, and individual teachers schemes of work reflect a dialogue with the co-ordinator for religious education which enhances the quality of planning. The co-ordinator also collects pupils work regularly in order to monitor progress. Assessment requires further development. The school has a reasonable supply of appropriate texts and artefacts, but too few reflect the cultural heritage of the Islamic majority of pupils.

PART C: INSPECTION DATA

162 Summary of inspection evidence

The inspection was carried out by a team of eight inspectors. 103 lessons or parts of lessons were seen during 51 hours of direct observation. Inspectors also heard a representative sample of pupils read and they tested their knowledge of basic numeracy and computer skills. Samples of pupils' work were scrutinised in each year group and

policy documents and school management plans were analysed. The attendance registers, records kept on pupils and teachers' planning files were inspected. Inspectors attended registration sessions and assemblies. Over forty meetings were held with teachers, governors and other members of the non-teaching staff. Before the inspection a questionnaire was sent to all families and a meeting was held for parents. This meeting was attended by 17 parents and there were 92 responses to the questionnaire. This represents 18 per cent of pupils in the school.

163 Data and indicators

PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	490	9	122	229

TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	20.9
Number of pupils per qualified teacher	23.4

Education support staff (YR - Y13)

Total number of education support staff	14
Total aggregate hours worked each week	318.5

[Primary and nursery schools]

Average class size:	33
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FINANCIAL DATA

Financial year:	1995/96
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	£
Total Income	694,822
Total Expenditure	726,293
Expenditure per pupil	1,470
Balance brought forward from previous year	44,932
Balance carried forward to next year	13,461

PARENTAL SURVEY

Number of questionnaires sent out:

524

Number of questionnaires returned:

92

Percentage return rate:

18

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	33	59	7	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	55	3	0	1
The school handles complaints from parents well	25	55	13	7	0
The school gives me a clear understanding of what is taught	28	60	5	7	0
The school keeps me well informed about my child(ren)'s progress	48	43	5	2	1
The school enables my child(ren) to achieve a good standard of work	42	39	13	4	1
The school encourages children to get involved in more than just their daily lessons	36	55	5	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	51	17	12	2
The school's values and attitudes have a positive effect on my child(ren)	23	70	7	1	0
The school achieves high standards of good behaviour	27	58	14	0	1
My child(ren) like(s) school	54	39	5	0	1

Other issues raised by parents

The school's failure to fully recognise the heritage of the majority of pupils

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