

# INSPECTION REPORT

## **LONGRIDGE CE PRIMARY SCHOOL**

Longridge, Preston

LEA area: Lancashire

Unique reference number: 119568

Headteacher: Mr Michael Collins

Reporting inspector: Mr Rob Crompton  
7230

Dates of inspection: 2<sup>nd</sup> – 7<sup>th</sup> July 2000

Inspection number: 187487

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Berry Lane Longridge Preston
Postcode:	PR3 3JA
Telephone number:	01772 782378
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Simon Thompson
Date of previous inspection:	January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Rob Crompton	Registered inspector	Information technology Music	How high are standards? The school's results and achievements How well is the school led and managed?
Mrs Viv Phillips	Lay inspector	Equal opportunities	How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs Jenny Clayphan	Team inspector	English Art The education of the under fives	
Mr John Sangster	Team inspector	Mathematics Design and technology Physical education	How well are pupils taught?
Mrs Maureen Sinclair	Team inspector	Science Geography History Special educational needs	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This school is a Church of England school for boys and girls 4 – 11 years old. It has 276 full-time pupils, most of whom live in the immediate neighbourhood. Almost all pupils are from white families. As they start school, pupils' attainment is a little above that typical of the age group. A below average proportion have special educational needs, including physical and learning difficulties. Thirteen pupils receive support from outside specialists, five of whom have a statement of special educational need. The number of pupils known to be eligible for free school meals is below average.

### **HOW GOOD THE SCHOOL IS**

This good school provides a rich learning experience for pupils. Very good teaching and care lead to high standards of work and personal development. The head teacher provides good leadership and is strongly supported by the staff and governors. There is a very strong sense of community where all are valued. The school works very closely with parents, who hold it in high regard. It is a harmonious community, which achieves its aim to fulfil the needs of each child and to celebrate their success. The school gives good value for money.

#### **What the school does well**

- High quality teaching leads to very good standards.
- Relationships across the school are very good and underpin the school's work and life.
- The headteacher provides good leadership and is strongly supported by staff and governors.
- Pupils respond very positively to the school's strong commitment to personal development and take part in a wide range of extra-curricular activities.
- Parents are made welcome and regarded as equal partners in the education of their children.
- Governors ensure that the very limited funding is put to the best possible use.

#### **What could be improved**

- The curriculum in Key Stage 2 in information technology needs to include control, modelling and monitoring so that pupils can attain the expected standards in these aspects of the subject.
- Assessment procedures need to be used more effectively and incisively to ensure that each child is achieving appropriately.
- Curriculum planning needs to contain more specific guidance about the content and standards of work expected of different groups of pupils as they move through the school.
- Whole-school planning documents should more clearly indicate overall priorities; wherever possible, targets should refer more directly to the benefits to pupils.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Standards in English, mathematics and science have risen from broadly sound to very good by the end of Key Stage 2, and the quality of teaching has improved significantly. Pupils do better in art, geography and physical education, and good standards have been maintained in music. The curriculum has improved and now includes sex education. Resources for information technology have been increased, but are not yet sufficient to teach some aspects of the subject in the older classes. The weakness in assessment identified by the previous inspection has been addressed but there is still room for improvement. Overall, improvement has been good.

## STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	B	B	C
mathematics	A	A	A	B
science	A	B	B	B

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

The school achieves very good standards. Children make very good progress as under-fives in reception, doing well across the range of early learning targets. Most reach the first level of the National Curriculum at five or before and continue to make good progress until they leave school.

The number of 11-year-olds achieving the expected levels in English, mathematics and science is well above average. The overall results in mathematics were higher than in English and science because more pupils reached the higher levels in this subject. The picture is better this year, with higher attaining pupils doing very well in all three subjects.

The attainment of seven-year-olds is good but more variable; they consistently achieve very well in English and mathematics but science results have been a little lower. Attainment in science is much better this year. This is evident in the work seen and from the latest National Curriculum assessments, in which about a quarter of pupils achieved the higher levels.

Most pupils have good computer skills and seven-year-olds reach the expected levels. Although generally very confident in information technology, 11-year-olds do not meet expected standards because of a shortage of appropriate equipment.

Good standards are achieved in art, history, music and physical education and attainment in geography is very good. Attainment in design and technology is at least sound. Pupils with statements of special educational need make very good progress. Other pupils with special needs make satisfactory progress but there is room for improvement in their rate of learning.

The school sets appropriately ambitious targets for older pupils, which most successfully achieve. Trends over recent years have been steadily upward, in line with the rate of improvement nationally but from a higher starting point. Pupils are broadly six months ahead.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes; they are happy to come to school and willing to work. They enjoy learning, especially in the lessons where they are challenged to think.
Behaviour, in and out of classrooms	Behaviour in and out of lessons is of a consistently high standard.
Personal development and relationships	Personal development and relationships are very good. Older pupils are happy to take responsibility in the classroom and around the school. In general, pupils, especially younger ones, have fewer opportunities to plan and organise their own work than might be expected.
Attendance	Attendance is excellent; it is consistently very high in comparison with the national average. Unauthorised absence is minimal and results from the very few instances of parents taking long holidays inappropriately during the term.

Pupils' attitudes and behaviour are strengths of the school. They respond to the care shown to them by working hard and contributing to the wider life of the school and community.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall 42	Very good	Good	Very good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The overall quality of teaching is very good, and this is the main factor contributing to the very good learning and progress of the majority of pupils. One third of the lessons seen were very good (31 per cent), over half were good (55 per cent) and the remainder were satisfactory (12 per cent), except for one lesson (two per cent).

Teaching in the junior classes is particularly strong, with almost nine out of ten lessons being good or very good. Literacy and numeracy are taught well, both in English and mathematics lessons and in other subjects, such as geography and science. Teachers increasingly include information technology in lessons and are generally confident in the subject. Good teaching is evident in science, geography, history, art, design and technology, physical education and music.

Pupils have good attitudes, behave well and respond very positively to teaching. They make good progress in the infants and learning accelerates in the juniors, where the work is increasingly challenging. Teachers generally meet the needs of all pupils well. Occasionally, pupils with special educational needs could be given more adult support in the classroom and sometimes higher attaining pupils could be given work that is more demanding. Teachers could make fuller use of all the information they gain from marking and assessing pupils' work to help them learn even more effectively.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils benefit from a rich experience in school and take part in a wide range of extra-curricular activities. The curriculum is broad, balanced and relevant to the interests of the pupils, although information technology is not yet fully covered and statutory requirements are not met.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory overall; it is very good for pupils with statements of educational need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils respond well to the very effective provision for moral and social education; the school provides a moral framework and many opportunities for pupils to develop social skills. Spiritual and cultural development is satisfactory, but there is room for improvement. The policy for spiritual development is not yet fully implemented and pupils need a better awareness of the multicultural nature of Britain.
How well the school cares for its pupils	The school cares well for its pupils, particularly through informal systems. Support for personal development is better than that for academic achievement where assessment is not yet used to best effect.

The school works in close partnership with parents and the local community. It has a deservedly high reputation. Parents support the work of the school by helping their own children, and parents and grandparents regularly volunteer to assist in lessons. The school regards parents as equal partners and this has a positive effect on standards of attainment and personal development. The very good range of extra-curricular activities enables pupils to pursue their interests and develop individual talents, particularly in sport and music.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher provides effective leadership and is supported well by the deputy. Key staff make a positive contribution to the work of the school. Most subjects are managed well; co-ordinators monitor pupils' work and provide feedback on teaching to colleagues.
How well the governors fulfil their responsibilities	The governing body operates effectively, providing good support, ensuring that policies are discussed and approved. In addition to formal feedback from staff through reports and presentations, many governors have close connections with the school and regularly keep in touch.
The school's evaluation of its performance	The headteacher and curriculum leaders provide helpful information to the governing body about their subjects. The school has a good range of data and is beginning to use this to identify strengths and areas for improvement. All staff are involved in identifying priorities. The whole-school development plan needs to more clearly indicate the main aims for the year and, wherever possible, identify specific benefits to pupils.
The strategic use of resources	Governors work in close partnership with the headteacher to ensure that the limited funds are used to the best effect. Staff are deployed well, no time is wasted and resources are used effectively.

The school's strategy for appraisal and performance management is very effective and has led to improvements in the quality of teaching. Teachers are mutually supportive and teamwork is strong. Learning assistants provide good support for pupils with statements of educational need. The site presents some difficulties, such as a sloping field and ageing facilities. There is a good range of play space but no large outdoor play equipment to help the physical development of the youngest children. The library is well cared for and pupils enjoy using it but the range of books for older and more experienced readers needs to be extended.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The high standards of behaviour and the way the school helps children to become mature and responsible</li> <li>• The way the school is led and managed and the welcoming atmosphere</li> <li>• The good quality of teaching and the expectation that children will work hard and achieve their best</li> <li>• The close links with parents, the parish and the local community</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of information about how their children are getting on</li> <li>• The amount of homework set</li> </ul>

The inspection team strongly agrees with the strengths identified by the substantial majority of parents. The quality of the information available for parents is generally good, particularly the opportunities for face-to-face contact. Written reports, however, could give parents a better idea about how their children are doing compared to what is expected at their ages. The amount of homework varies a little, but it is mostly appropriate. The older pupils are set homework very regularly and this has a good effect on their learning and progress.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1 The school achieves very good standards. The number of 11-year-olds achieving the expected levels in English, mathematics and science is well above average. When all the 1999 National Curriculum test results were averaged out, mathematics remained well above average, and performance in English and science was above the national figure. The differences were due to variation in the proportion of pupils achieving higher levels. The work of the current Year 6 indicates that many more pupils are achieving very well for their age. Although national figures are not yet available, more pupils achieved the higher levels in this year's tests in all three subjects, including one who attained the level not normally expected in mathematics until the end of Key Stage 3. The overall picture is a very good one; the school does very well by its pupils, enabling the vast majority to reach their potential. The school does as well as similar schools in English and better in mathematics and science.

2 The picture at the end of Key Stage 1 is similarly positive but more variable. Seven-year-olds have consistently achieved very well in English and mathematics. Although nine out of ten attained the standards expected in science, a below average number achieved the higher level in 1999. This brought results down when compared to similar schools. Attainment in science is much better this year; very good teaching, new assessment procedures and pupils' hard work have brought considerable improvements. This is evident in the work seen and from the latest National Curriculum assessments, in which about a quarter of pupils achieved the higher levels.

3 Most pupils have good computer skills and seven-year-olds reach the expected standards. Although generally very confident in information technology, 11-year-olds cannot meet the expected standards because the school does not yet have the necessary resources. For this reason, standards at Key Stage 2 are unsatisfactory.

4 Good standards are achieved in art, geography, music and physical education. Attainment in design and technology and history is at least sound.

5 As they start school, most children have acquired a level of literacy and numeracy that is a little better than that typical of the age group and they have well-developed social skills. They make very good progress as under-fives in reception, doing well across the range of early learning targets. Most reach the first level of the National Curriculum at five or before.

6 Teachers in the infants successfully build on this secure foundation, taking learning forward at a good rate. The quality of learning further improves through the juniors so that pupils' academic progress is at least as good as could be reasonably expected and frequently better. Pupils with a statement of special educational need make very good progress and others with special needs generally make satisfactory progress. Children with special needs in the reception class make good progress but generally there is room for improvement.

7 Overall, the trend over the last four years has been upwards in both key stages and there has been good improvement since the previous inspection. The standards achieved by the oldest pupils in English, mathematics and science are similar in all three subjects, indicating good all-round achievement.

8 The school sets challenging targets for pupils. Through very effective teaching and their own hard work, most pupils rise to these expectations and reach their potential.

## **Pupils' attitudes, values and personal development**

9 Pupils like school and come into class happily, ready to join in the day's activities. They are willing to learn and usually settle down quickly to do what is asked of them. When lessons are particularly inspiring, as in a Year 3/4 class asked to consider the difference between facts and opinions about Vikings, pupils sustain lively interest in their work and show real enthusiasm for learning. This is because of the stimulating questions asked and strong encouragement for them to think for themselves. In a few lessons, pupils work steadily and dutifully, but without intense concentration, curiosity or effort. This is because tasks offer less of a challenge than pupils can manage. Overall, attitudes to school are good.

10 Pupils with a range of special needs respond well to the caring school community that emphasises the value of all. Those with a statement benefit from the additional support they receive; they try hard to succeed and are interested in the work of the class.

11 Pupils do their best to follow rules and to be polite and considerate. The very few who have particular difficulty in following instructions and reaching the high standard of behaviour required usually try hard to comply with codes of conduct. This results in very good behaviour overall, with very little conflict and no evidence of bullying.

12 Older pupils are happy to take responsibility in the classroom and around the school. Year 6 take it in turns to be responsible for duties such as collecting absence sheets, answering the telephone and helping class teachers. They take younger pupils into the hall for worship and lunch, and showed great maturity in leading them into church in pairs for the trophies assembly. Other pupils readily help with jobs in class such as clearing away after practical lessons. Personal development as a whole is good. In general, pupils, especially younger ones, have fewer opportunities to plan and organise their own work than might be expected. They are not confident about using initiative with their learning and working independently, such as managing their own different literacy and numeracy activities.

13 With help, pupils show increasing respect for others' feelings and points of view. They are less aware of the range of values and beliefs represented in other cultures and communities than might be expected. They understand the effect of their actions on others because teachers point out what happens when they do certain things, such as calling out, not taking turns, or not listening to each other. This was done skilfully during presentations about the Tudors in a history lesson. Most pupils, particularly girls, respond very well to the good attention given in physical education to developing teamwork and sportsmanship. Relationships are very good, because pupils understand that they should be kind and considerate to each other. They respond very well to the school's aim of creating a caring community. They work and play together productively. There have been no exclusions.

14 Attendance is excellent; it is consistently very high in comparison with the national average. Unauthorised absence is minimal and results from the very few instances of parents taking long holidays inappropriately during the term.

## **HOW WELL ARE PUPILS TAUGHT?**

15 The overall quality of teaching is very good, and this is the main factor contributing to the very good learning and progress of the majority of pupils. The teaching of children under five and in Key Stage 2 is very good; teaching in Key Stage 1 is good. This is an improvement on the previous inspection, when the quality of teaching was described as overall sound, with over a third of lessons having good or very good features, with a small amount of unsatisfactory teaching. Now the teaching in five out of six lessons is good or very good, and unsatisfactory teaching and learning was seen in only one lesson during the inspection.

16 The teaching of children under five is very good. The teacher plans very well for a good variety of activities, and very good questioning of the pupils leads to very good understanding, for instance linking children's learning about the differences between wet, damp and dry sand to their experience at the seaside. The teacher also uses a good range of strategies to teach the basic skills of literacy and numeracy very well; for instance, a game was used to help children understand how to add coins together to make different amounts.

17 In Key Stage 1, two thirds of the lessons are good or better. Teachers have a good understanding of what they are teaching, and they teach the basic skills of literacy and numeracy well. Good teaching was also seen in science, geography and music. It was not possible to see other subjects being taught during the inspection, but the infant sports day showed how well teachers manage pupils and the very good relationships which exist. Generally lessons are planned well, although sometimes pupils spend too long on the carpet while teachers are introducing activities, which makes it difficult for them to maintain concentration. Teachers use appropriate methods, and use time and resources well. In the only unsatisfactory lesson seen, the teacher had high expectations of pupils in the introductory mental mathematics, but in the main part of the lesson, pupils were not clear about what they were supposed to be learning and did not make enough progress. In the very good teaching seen in the Year 2 class, the teacher planned lessons very well, for instance linking pupils' learning of strategies for counting to the preparations for the infant sports afternoon that was to take place later in the day. In a science lesson, pupils were given the opportunity to consider the question 'Can I grow seeds in anything other than soil?' and to discuss possible methods before beginning the investigation. They were given many opportunities to make their own choices, for instance about what measure to use, and this led to very good learning about investigative methods.

18 At Key Stage 2, the teaching in almost nine out of ten lessons is good or very good. Literacy and numeracy are taught well. Teachers use the national strategies effectively, and take other opportunities to reinforce these areas across the curriculum; for instance, when a Year 3 class learned about measuring during their mathematics lesson, the teacher planned good opportunities for them to use these skills in geography and physical education lessons on the same day. Teachers increasingly include information technology in lessons and are generally confident in the subject. Teachers in the older junior classes, however, need more training in using computers for control, modelling and monitoring.

19 Teaching in the geography, history, art, design and technology, and personal and social education lessons observed was always at least good. In science, it ranged from satisfactory to very good. In a very good lesson in the Year 4/5 class the teacher built very well on pupils' previous learning about electricity, when pupils had planned their own ways to make switches; she used her very good knowledge of the subject and high expectations of pupils to extend their learning by constructing their own circuits, using three different kinds of switches. This also linked well to their work in design and technology, when pupils considered the different users of a torch before designing one that would be fit for the purpose. Teaching is less effective when the science focus is diluted, as happened in a lesson on reversible changes, by reference to the wider topic of water and sharks.

20 Teaching in physical education is good, with a good variety of activities planned, including opportunities for pupils to apply skills in games situations. Teachers make good use of pupils to demonstrate. Teaching is less effective when insufficient emphasis is placed on the development of skills or too many activities are planned in the time available for the skills to be consolidated.

21 Overall, the teaching of pupils with special educational needs is satisfactory although it is very good for those with statements of educational need. These pupils receive focused help such as a thrust to improve their ability to hold a pencil or effectively use a contents page of a non-fiction book. They are well integrated into the class, as their

involvement in science lessons indicates. There is an acceptable balance between in-class support and withdrawal for individual work. Other pupils with special needs receive help from the class teacher, which is often effective. However, the lack of support staff limits the regular opportunities for individual and group work that would enhance the pupils' learning.

22 Because of their good attitudes, their very good behaviour and the very good relationships that permeate the school, pupils respond very well to teaching. Learning is good at Key Stage 1 and very good at Key Stage 2. As pupils gain a greater insight into their own learning, the pace of learning increases and they are challenged more fully. Teachers generally set tasks at appropriate levels to enable all pupils to learn effectively, although occasionally higher attaining pupils have to do the same work as the rest of the class before proceeding to the more difficult tasks that are designed for them. Teachers could make fuller use of all the information they gain from marking pupils' work and assessing it during lessons to help pupils learn even more effectively.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

23 The school's good curriculum provides pupils with stimulating and challenging learning experiences and promotes well above average achievement, particularly in English, mathematics, science and geography. It is broadly based and provides all subjects of the National Curriculum and religious education<sup>1</sup>. It meets statutory requirements except in the provision for information technology where older pupils have learnt too little about control, monitoring and modelling. A good programme for personal, social and health education includes sex education and teaching about the misuse of drugs. This is taught in science lessons by a specialist provider who imaginatively reinforces the pupils' understanding through a multimedia approach.

24 The curriculum for children under five is comprehensive and provides rich experiences for the children, except in the area of outside play where the lack of suitable facilities hinders physical and social development.

25 Literacy and numeracy lessons are taught daily and the format of the national strategies is closely followed. This has a positive effect on teaching and learning and on the wider curriculum. For example, teachers encourage good report writing in science, and mathematical skills are used in geography where pupils collect data and use co-ordinates in map reading. Additional literacy and numeracy support is provided for particular pupils and good organisation ensures that all Year 6 pupils have time to revise and reinforce their understanding of science. These initiatives have been effective in raising standards. All subjects have an appropriate allocation of time, including science, which was mentioned as a concern in the last inspection report. The school has also addressed the issue of too little lesson time in the juniors.

26 There are detailed, structured plans for the teaching of English and mathematics. Schemes of work are in place for other subjects, but most lack detail. Content is outlined but too much reliance is placed on teachers' own views about how knowledge, understanding and skills should progress each year. This leads to some repetition and lack of precise learning objectives in lessons. The school has already begun a programme of rewriting, using recently published national guidelines.

27 Extra-curricular provision is very good. It includes a wide range of sports such as netball, short tennis, football and rugby. Pupils participate successfully in cross-country competitions and swimming events. There are musical activities such as the choir and recorders, and art, cookery and wildlife clubs. Year 6 pupils have the opportunity to take

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<sup>1</sup> Religious education is reported separately in a foundation school

part in a residential visit, which contributes well to their social development as well as enriching the curriculum – particularly in physical education and geography.

28 The school has a very strong commitment to equality of opportunity, which underpins its aim of giving each child the chance to develop his or her full potential. It has been particularly successful at integrating pupils with a range of medical conditions. The strong ethos of care and sense of community results in a successful spirit of inclusion for all.

29 Provision for pupils with special educational needs is satisfactory overall, although it is very good for those with a statement of educational need. These pupils receive focused help from special assistants and are well supported within the caring environment of the school. However, a shortage of money resulted in the loss of a specialist teacher and support assistants who worked closely with other pupils with special needs. Individual education plans are frequently prepared independently by class teachers, which results in a variation in approach and limits effective review and monitoring of the pupils' progress, especially for those who have not reached the stage where external specialists are involved. Most teachers plan for the full range of ability in lessons; however, this is not consistent across all subjects and age ranges.

30 Good links with the community support and enhance pupils' learning; for example, boys and girls receive football coaching from Blackburn Rovers Football Club. A retired teacher, accompanied by the church organist, trains the choir, who reach a very high standard. A particular feature is the very strong link with local churches. Pupils participate in a range of activities such as the flower festival and other services, enhancing their personal development within a Christian community. The vicar regularly contributes to the pupils' learning. There are good relationships with the local high school to which most pupils transfer and with the local teacher training institutions. The strong sense of partnership between the staff and parents plays an important role in promoting high standards.

31 Overall, the provision for pupils' spiritual, moral, social and cultural development is good. It makes a positive contribution to personal development. The school has a strong, caring, ethos which places a high value on the worth of the individual. The message that everyone is important and special to God is reinforced. Infants watched teachers enact a story about Jesus' friends that stressed the value of all people. Pupils often contribute to assembly by playing instruments or as members of the choir and these activities enhance the opportunities of the listeners for thought, emotion and reflection. Grace before meals and prayers at the end of the day are said. Plans that highlight the potential of subjects to enhance spiritual development have been produced but these have not yet been comprehensively put into action which means opportunities to enrich the pupils' spiritual growth are sometimes missed.

32 Parents agree that the school is good at teaching right from wrong. Moral values are fostered within a school community that shares common values and by the very good example set by all who work in it. Teachers react immediately to inappropriate behaviour and attitudes, and have high expectations. Pupils understand what is expected of them and they receive rewards in assemblies for being the most helpful classmate or for demonstrating a sense of fair play. There are rules in each class; in some cases, pupils have been involved in setting them.

33 Pupils' social development is very well supported. Many opportunities are provided for pupils to work collaboratively in subjects such as English, geography, history, and science. Through a very good range of extra-curricular activities, including many field trips and a residential trip, pupils learn how to respond to each other in different settings. The school fosters a sense of citizenship by supporting charity collections such as *NCH Action For Children*. Pupils respond seriously to the responsibilities that they are given, such as

the daily tasks within classrooms and the role of the Year 6 pupils in helping the infants at playtime and during their sports day.

34 Pupils benefit from instrumental lessons provided at the school and listen to a range of music during assemblies. They study different artists, and visiting poets read their work. The school provides many opportunities for pupils to develop a good understanding of their local heritage and environment through local field trips and visits to museums. Connections with Christian communities in Pakistan, the Internet links with American schools, and the teaching of a visiting expert on African culture extend knowledge about non-European cultures. There are some books that tell of the richness and contribution of ethnic and religious groups to British culture but these are not widespread throughout the curriculum. Visitors from other religious or ethnic communities are not frequent. There is little teaching about non-Christian faiths. The school could do more to prepare its pupils for life in a multicultural society.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

35 Staff know pupils very well and are particularly aware of their personal and social needs. Teamwork and day-to-day routines support policies that aim to safeguard pupils' welfare very well. Regular sharing of information fosters very good informal monitoring of pupils' personal development. Pupils are well supervised at work and play. Adults are quick to recognise when a child needs extra personal and emotional support, as when a new baby arrives or a parent is ill or not at home. The school takes effective steps to ensure that pupils are looked after within a caring community where their safety and protection have priority.

36 The school's emphasis on consideration, politeness and everyone's safety underpins its positive approach to behaviour management. High expectations and recognition of good conduct with awards and certificates ensure that high standards are achieved and all forms of anti-social behaviour, including bullying, are kept to an absolute minimum. Absences are checked and followed up daily, resulting in very effective maintenance of impressive levels of attendance. Very good informal and formal monitoring of pupils' behaviour, attendance and personal development enables the school to support individual pupils whose well-being causes concern. The easy-going, informal approach, grounded in great goodwill and teamwork works better in support of personal development than of academic performance.

37 At the last inspection a key issue was to use the information gained from assessment to provide a range of work which meets the needs and abilities of all pupils, particularly the most able, more effectively. The school has not made the improvement expected in addressing this issue. Lots of information is collected, based on tests and assessments of how well pupils are doing, and effective procedures identify progress made by classes and year groups. Procedures for assessing attainment in English are good and in mathematics - particularly at the end of Key Stage 2 - are very good. The school has begun to develop individual profiles showing progress in subjects such as English, mathematics and science year by year. As yet, all the valuable information about the achievements of different groups and individuals is not used to best advantage to develop schemes of work and plan a suitable mix of activities for lessons. The school recognises that it does not use assessment information as effectively as it could. In particular, it does not use performance data systematically to diagnose individual and group strengths and weaknesses or identify how to improve individual achievements and raise standards.

38 Monitoring of academic performance is generally weighted to what the group or class can do rather than tracking the individual's knowledge, skills and understanding subject by subject. This is reflected in reports, which outline what has been learned in general, but do not contain individual targets to show how improvement can be made. Marking and everyday assessment are used inconsistently to help pupils improve their work

and make faster progress. Educational support and guidance are satisfactory, but are based more on informal monitoring of academic progress than on incisive use of assessment data. An exception is the very good assessment and monitoring of those pupils who have statements of special educational need.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

39 Parents are very happy with what the school offers their children. They value the way in which both parents and pupils are made welcome so that there is a very strong sense of community in the school. The caring and supportive atmosphere, with its emphasis on traditional courtesies, is seen as a significant factor in helping children to learn effectively. The very positive relationships between the school and parents make a significant contribution to children's achievements and personal development. Parents hear their children read regularly and enjoy involvement in other homework activities such as tables and spellings. They come into school to help in class, using skills such as sewing or experience of teaching physical education to older children to extend and enrich pupils' learning. Parent consultation evenings are very well organised and attended. Parents contribute to the school's work through fund-raising activities such as a parents, teachers and friends' (PTFA) coffee morning.

40 Information is exchanged regularly through letters and informal everyday contact. The use of a white board outside the main entrance to remind people of events is particularly helpful and valued not just by parents but by the immediate, local community. Reports are useful without focusing sharply enough on exactly what has been learned and how parents can help their children to do better, taking account of their particular strengths and weaknesses. Achievements are not set out clearly with reference to what is expected of an average child at a particular age. The quality of information given by individual teachers informally, or shared at parents' meetings is better than much of the written comment.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

41 The school benefits from the effective partnership between the head teacher, governors and key staff. The headteacher has a pivotal role in ensuring that the school meets its aims and he provides good leadership. The deputy head works well with the headteacher and other staff, setting a very good example in his teaching. Both the headteacher and deputy provide excellent role models in their relationship with pupils, parents and staff. Management functions are carried out very efficiently but with care and sensitivity, in keeping with the school's ethos.

42 The governing body operates effectively. Many governors have close connections with the school and frequently keep in touch. Subject leaders review progress regularly and report to governors' meetings, which enables governors to keep a close eye on developments and to agree priorities with the staff. Questionnaires to all staff provide further information and feed in to the school's decision-making process. The resulting development plan sets out targets and responsibilities, but the current format does not indicate clearly enough the school's most important priorities, and the anticipated benefits to pupils need to be stated more plainly.

43 The school has a very limited income – less than most primary schools – and recognises the importance of careful budgeting. Great care is taken to ensure funds are spent well to achieve the best value. The school benefits from the generosity of parents, governors and the local parish. In addition to extra money, many people donate their time and materials. Staff and governors share a commitment to succeed and governors are increasingly helping to shape the direction of the school.

44 The school has a very strong commitment to professional development and sees induction and appraisal as important elements in this. All teachers, including the head, have been appraised and there is a shared understanding of the benefits of regular reviews of performance. The school's strategy for appraisal and performance management is very effective, as evident in improvements in the quality of teaching since the last inspection and in the mutual support staff offer each other.

45 There is a good range of suitably qualified and experienced teachers to meet the demands of the curriculum. Effective teamwork is part of the school's culture. Support staff assigned to work with pupils with statements of educational need are skilled and effective. The current management structure means that their expertise is not shared as widely as it might be - for example, they could assist in drawing up individual education plans for pupils who are at lower stages on the school's register of special needs, which currently vary in quality and detail.

46 Accommodation and learning resources are adequate and allow the curriculum to be taught effectively. The site presents some difficulties, such as a sloping field and ageing facilities, including unpleasant toilet areas incompatible with the school's concern for pupil health and welfare. There is a good range of play space on hard surface and grassed areas, but a lack of shade in the infant playground. There is no large outdoor play equipment to help the physical development of the youngest children in particular. The library is well cared for and pupils enjoy using it, in spite of its location at one end of the school. It lacks a good range of challenging texts for older and more experienced readers. The range of computers is just adequate to meet the needs of the curriculum and all pupils.

## **WHAT THE SCHOOL SHOULD DO TO IMPROVE FURTHER**

- 47 In the context of its many strengths, the school should:
- 1) Raise standards in information technology at Key Stage 2 (paragraph 105) by
    - acquiring the equipment necessary to teach control, modelling and monitoring
    - training staff in the use of this equipment
    - providing more detailed guidelines so teachers in each year can build on what has been done before
  - 2) Continue to develop assessment procedures (paragraph 37) by:
    - ensuring that the wide range of data currently gathered is used to track individual progress
    - using pupils' individual profiles to achieve a better match between their abilities and the work set
    - updating the marking policy so that everyday assessment procedures are used more consistently
    - introducing a manageable assessment system
  - 3) Review curriculum plans (paragraph 26) so that they:
    - contain more specific guidance about the content and standards of work expected of different groups of pupils as they move through the school
    - identify the progression of skills expected from year to year
    - provide sufficient guidance for temporary teachers or teachers new to the school
  - 4) Adapt existing whole-school planning documents (paragraph 42) so that they:
    - more clearly indicate overall priorities
    - wherever possible, refer directly to the benefits to pupils.

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Increasing library stocks to cater for older and more experienced readers (paragraph 62).
- Increasing large play equipment for the under-fives (paragraph 52).
- Using the specialist staff's expertise to help draw up individual education plans for pupils with special educational needs (paragraph 45).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	55	12	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

<b>Pupils on the school's roll</b>	<b>R to Year 6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	276
Number of full-time pupils eligible for free school meals	21
<b>Special educational needs</b>	
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	45
<b>English as an additional language</b>	
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	10

### Attendance

#### Authorised absence

	%
School data	3.1
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year		1999	11	24	35
National Curriculum Test/Task Results		Reading	Writing	Mathematics	
Numbers of pupils at NC level 2 and above	Boys	10	10	9	
	Girls	22	22	21	
	Total	32	32	30	
Percentage of pupils at NC level 2 or above	School	91 (93)	91 (85)	86 (90)	
	National	82 (80)	83 (81)	87 (84)	

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	22	21	21
	Total	32	31	32
Percentage of pupils at NC level 2 or above	School	91 (93)	89 (93)	91 (90)
	National	82 (81)	86 (85)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2

		Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year		1999	21	20	41
National Curriculum Test/Task Results		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	16	16	20	
	Girls	17	18	19	
	Total	33	34	39	
Percentage of pupils at NC level 4 or above	School	80 (82)	83 (84)	95 (82)	
	National	70	69	78	
Teachers' Assessments		English	Mathematics	Science	
Numbers of pupils at NC level 4 and above	Boys	17	17	20	
	Girls	17	18	19	
	Total	34	35	39	
Percentage of pupils	School	83 (84)	84 (90)	95 (87)	

at NC level 4 or above	National	68 (63)	69 (62)	75 (69)
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### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	261
Any other minority ethnic group	0

*This table refers to pupils of **compulsory** school age only.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: R – Y6**

Total number of qualified teachers (FTE)	10.25
Number of pupils per qualified teacher	27
Average class size	31

#### **Education support staff: R – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	117.45

### **Financial information**

Financial year	1999/2000
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	£
Total income	384710
Total expenditure	388891
Expenditure per pupil	1414
Balance brought forward from previous year	22754
Balance carried forward to next year	18573



## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

276

Number of questionnaires returned

201

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	36	3	0	0
My child is making good progress in school.	44	50	4	0	2
Behaviour in the school is good.	48	49	0	0	2
My child gets the right amount of work to do at home.	32	53	13	1	1
The teaching is good.	57	38	2	0	2
I am kept well informed about how my child is getting on.	36	46	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	29	5	1	0
The school expects my child to work hard and achieve his or her best.	66	32	1	0	0
The school works closely with parents.	52	36	10	0	1
The school is well led and managed.	72	26	0	0	2
The school is helping my child become mature and responsible.	58	41	1	0	1
The school provides an interesting range of activities outside lessons.	43	42	6	1	9

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

#### ***Personal and social development***

48 Standards of personal and social development are high and virtually all the children achieve the desirable learning outcomes well before they become five. The teacher has high expectations and exploits every situation to encourage children to develop good relations with each other. She ensures that many opportunities to select activities and to work and play together are provided. For example, the home corner was a 'beach' with an 'ice-cream booth' at the time of the inspection. Whether the children are playing or working, there are high levels of discussion and co-operation between them. Children are eager to learn, and they listen well to their teacher and to each other. They are fully occupied and purposeful throughout the day, and show mature levels of respect towards each other and to adults. The staff place a high emphasis on developing children's self-confidence. They have a friendly, encouraging manner, which is very effective in instilling confidence and a desire to come to school.

#### ***Language and literacy***

49 The teacher introduces elements of the National Literacy Strategy which are suitable for older four-year-olds. She has very high expectations and organises the children in attainment groups that enable adults to pitch work accurately at appropriate levels, and to ask questions which encourage children to think carefully about their answers. The children all know the letters they have been taught in class and the higher attainers use them confidently to build simple words. They also know many simple words and their writing is easily understandable. Many children recognise the beginning sounds of words and enjoy writing them freely in the form of emergent writing. Children enjoy handling books and discussing their contents. The higher attainers are beginning to read with confidence, while the majority enjoy discussing the pictures in a small group and 'reading' in chorus with an adult. Nearly all the children write their names independently. They all listen carefully to adults' instructions, explanations and stories, and they reply using appropriate and increasingly clear language. Many children are highly articulate. The children identified as having special educational needs are well supported. The children make good progress and attain the desirable learning outcomes before they are five. Several of the more able children attain within the levels expected of Year 1 children.

#### ***Numeracy***

50 The teacher introduces those early stages of the National Numeracy Strategy which are suitable for reception aged children. She is well organised and constantly challenges them to extend their thinking. For example, following a good recapitulation session recognising coins to 10p, through a game she encouraged children to think about the idea of receiving change if they had too much money, or deciding how much more they needed if they did not have enough. A series of carefully planned tasks suitable for the range of abilities in the class were well used to reinforce the children's new learning. They have an idea of doubling and the more able pupils double a few small numbers confidently. The children all showed great enjoyment and confidence when counting in 2s in chorus to 12 and in 10s to 100. The most able correctly worked out 10 more than 100. They use two-dimensional shapes in art and name the most common ones correctly, and have experience of making patterns. The children make good progress in mathematical development and the majority attain the desirable learning outcomes before they are five. The most able children attain well within the level expected for pupils in Year 1.

## ***Knowledge and Understanding of the World***

51 The provision to develop children's knowledge and understanding of life outside their immediate experience is good and carefully planned. The good quality teaching widens the children's horizons well, and heightens their awareness of the world around them. Children know about some of the mini-beasts living around them. They understand that the environment of the beach is very different from the one they know at home. They learn whether damp, dry or wet sand makes the best sand-castles and they record their discoveries in simple words and pictures. There is evidence of good early links with literacy in the writing the children did when imagining what plants their seeds might grow into. They operate the computer independently to play simple games. They join simple jigsaws, cut and tear tissue paper and stick it – for example when making octopuses.

### ***Physical development***

52 There is no secure outdoor space for the children to play, neither is there an adequate range of large wheeled toys and climbing apparatus designed specifically for very young children because there is no secure storage space at present. This restricts opportunities for physical development. Although lessons take place regularly in the hall, the small number of support staff precludes the use of the outdoor playground for physical and social play during lesson times, and children only use the playground for free play during school playtimes. Children have well-developed fine motor control when using scissors, glue spreaders, paintbrushes and crayons. By the age of five, most children have attained the levels expected nationally.

### ***Creative development***

53 The children have experience of using an interesting variety of media which helps to develop their creative skills. They know the names of primary colours, and mix them to produce a range of other colours. They handle chalks carefully, and make coloured fish which they then decorate with a variety of different glitters. There is evidence of good encouragement of observational skills in spiral collages inspired by Matisse. The children make symmetry paintings of very high quality. They enjoy singing and join in sweetly. The large majority of children attain the desirable learning outcomes before they are five.

54 Resources are satisfactory, providing for all the areas of learning in the classroom. Provision and assessment are good. Teaching in each area of learning is generally good and often very good, so the children make good progress during their time in this class. This is particularly evident in social development, language and literacy, and numeracy. Serious consideration should be given to improving outside provision ready for the implementation of the Early Learning Goals in September 2000.

55 Improvements since the last report have included the introduction of base-line testing. Staff are now aware of the children's levels on entry into the class and with a further test as children leave, they are able to define the progress that has been made and focus on any areas of weakness.

## ENGLISH

56 Seven-year-olds attain standards above the national averages. The percentage of pupils reaching the higher levels in reading in National Curriculum tests in 1999 was above the national average; in writing it was well above the national average. The latest tests indicate similar standards. The attainment of 11-year-olds is well above the national average. The higher attainers do well; in the latest tests, half achieved the higher levels.

57 The introduction of the literacy hour is having a considerable impact on standards particularly at Key Stage 2. Pupils enjoy the variety of topics provided by the scheme and they are making good progress in their literacy lessons. Skilled teaching also ensures that literacy is being used well in the other subjects of the curriculum. For example a history outing to Clitheroe Castle provided good opportunities for Year 2 pupils to practise their literacy skills when they wrote detailed accounts of their visit. Year 6 pupils produce diaries of high quality following their recent orienteering expedition. They also wrote dramatic accounts of helping the defeated British army to evacuate from Dunkirk.

58 The school reports that the recently instigated booster classes have helped to give added motivation to pupils who are lacking in confidence. Pupils have the valuable opportunity to follow the literacy hour lessons in small groups and this has resulted in the pupils raising their standards of performance considerably. Pupils with special educational needs make satisfactory progress, particularly in reading, and many of the older pupils read at an average level for their age by the time they leave the school.

59 Listening skills are developed effectively in class discussions in Key Stage 1. Pupils listen attentively to their teachers and increasingly well to each other. They have opportunities to ask appropriate questions in order to clarify their understanding. Their speech is usually clear and they demonstrate well-considered thinking in their answers. In Key Stage 2, these skills are further developed in the many question and answer sessions designed by teachers to extend their pupils' thinking and understanding. Assemblies provide good opportunities for pupils to speak in public.

60 Younger pupils make good progress in learning to read through shared and guided reading as well as in regular times for individual reading. They pay close attention to print, and the effective range of teaching methods used by their teachers includes the encouragement of silent reading. Scanning skills are also introduced at the end of the key stage and pupils show good understanding of the technique. Pupils respond well to a range of fiction and non-fiction and this helps to develop their competence both in reading and writing. Their enthusiasm for reading has been stimulated by the introduction of the literacy hour and by the wide selection of books available in the school library. By the time they are seven, the majority of pupils read fluently and with good expression. They read regularly and frequently to their families at home, which has a positive impact on building their confidence and interest in reading.

61 At Key Stage 2, pupils read a suitable range of books independently and with very good levels of understanding. They read a wide variety of texts and state their preferences and opinions referring to the text when doing so. Pupils write reviews of their own reading, and pupils in Year 6 are developing a good critical awareness of literature. For example, they compare poems and define the use of language and rhythm, which makes one sad and the other humorous.

62 The library is of good size and pleasantly laid out. There is an interesting display of book criticisms written by pupils in order to encourage others to read the books they have enjoyed. Library facilities are generally adequate, although the emphasis on encouraging the habit of regular reading results in some pupils having read the entire stock of books before they complete Year 6. There is a slight shortage of more demanding reading material and the oldest pupils themselves suggest that the range of fiction books should be extended further.

Considerable emphasis is laid on pupils developing independent research skills. The range of non-fiction books could usefully be extended to supplement those from the local schools' lending service. Pupils in Key Stage 1 do not use the reference section regularly.

63 Pupils in Key Stage 1 use phonic knowledge effectively in their spellings and by the end of the key stage many use simple punctuation correctly and effectively in their sentences, such as speech marks and writing words that they wish to emphasise in capital letters. They write for a wide variety of purposes. For example, in one class, pupils compose questions to ask of an author and in another they choose a subject such as a plant, and make their own glossaries of the component parts. By the end of Key Stage 1, spellings are usually correct and handwriting is neat and legible although not always in a joined script.

64 By the end of Key Stage 2, the majority of pupils' writing is clear and imaginative. They are at ease in a wide range of genre. For example, in Year 3, pupils understand the conventions of letter writing and write both to people they know well and to those they have not met. In Year 4, pupils write about issues that affect them deeply like death and divorce. Year 4/5 pupils write persuasively about abandoning animals. In Year 6, pupils interview famous people using a play script formula. Spelling, punctuation and handwriting skills continue to be carefully developed across the key stage. Throughout the school, high emphasis is placed on grammar and comprehension.

65 The quality of teaching is generally good throughout the school and there are instances of very good teaching particularly in the oldest infant and junior classes. More than 50 per cent of the teaching at Key Stage 2 is very good. Teachers have a good understanding of the National Literacy Strategy and this is having a positive impact on pupils' attainment in reading and writing especially in Key Stage 2. Lessons are carefully planned to ensure that pupils have tasks that challenge them appropriately but, in some instances, the higher achieving pupils are still not being challenged to the limits of their capabilities. This was observed to be the case in some combined age classes. Teachers are careful to keep lessons moving briskly with an appropriate variety of activities which ensures that their pupils maintain good levels of interest. They build steadily on their pupils' knowledge of skills so that pupils are confident and produce work of increasing complexity. In a Year 6 lesson, the teacher's skilful use of questions developed the pupils' simple enjoyment of the humour of a poem to inferring a range of meanings from each phrase, and therefore an understanding of the author's skill. There are generally high levels of firm but friendly discipline which create an atmosphere in which pupils settle quickly to their tasks and concentrate well. The majority of teachers use 'recap' sessions at the end of lessons effectively, but in a minority of instances these times were omitted or not used to maximum effect.

66 Assessment in English is becoming increasingly thorough. The results of tests are analysed and used for grouping pupils appropriately. Records of pupils' progress in reading are kept throughout the school, and books are well matched to the required level. Teachers are good at assessing what their pupils know. They do this through careful questioning to check what pupils remember and understand, but they do not all change their short-term planning enough to incorporate this knowledge. Marking is thorough throughout the school. However, the quality of constructive remarks to carry pupils forward varies. There is a need for more sharply defined marking in the form of target setting for each pupil and, at present, there is little evidence that the pupils themselves are involved in deciding what their priorities for improvement should be. Before the national tests, the teacher in Year 6 gives good clear guidance for improvement after each written piece of work, and this has had a very positive effect on raising standards. This practice could usefully be extended right through the school and throughout the year for certain pieces of work.

67 There have been several improvements in English since the last inspection. The successful implementation of the National Literacy Strategy has raised both teachers' expectations of what their pupils can achieve and also their pupils' enjoyment. This has raised standards, particularly at Key Stage 2. The co-ordinator is experienced and effective. She

has monitored the progress of the Literacy Strategy throughout the school, and following the success of the booster classes, is considering whether it would be appropriate to place all pupils in ability sets during the literacy hour in order to accelerate everyone's learning.

## **MATHEMATICS**

68 The great majority of seven-year-olds achieve the standards expected for their age, both in national tests and in their work in school. The standards achieved by 11-year-olds are well above what is expected. The proportion of pupils achieving the higher levels in the National Curriculum tests is well above average, and pupils make very good progress as they move through Key Stage 2, because of the very good teaching they receive and their own positive attitudes to learning. Overall, the trend over the last four years has been upwards in both key stages and there has been good improvement since the previous inspection. The standards achieved by the oldest pupils in the school are similar to those in English and science.

69 Pupils in Year 2 are split between two classes. The older pupils in the single age class achieve well in their mathematics lessons. They show a good ability to solve word problems relating, for example, to sports day, using all four operations of addition, subtraction, multiplication and division. They develop good mental strategies, for instance for counting stickers in threes. Their learning is helped by the teacher matching tasks closely to their previous attainment, and by the imaginative use of resources to hold their attention. All pupils have used graphs to record the findings of investigations, for instance about the different numbers of pupils in house teams, or of differently coloured Smarties in a box. Displays in their classroom show they have a good understanding of three-dimensional shapes. They also know how to interpret analogue and digital clock faces, and they understand the use of grams and kilograms. In the mixed-age Year 1/2 class, the majority of the Year 2 pupils achieve the standards expected for their age, for instance in telling the time in halves and quarters of hours. They sometimes need support, for instance in transferring information on the different varieties of liquorice allsorts in a packet from tally charts to a block graph.

70 Eleven-year-old pupils explain the strategies they use in their mental work well. They are able very quickly to convert percentages to fractions or decimals. They understand rotational symmetry and use it well in their art work. They draw and measure angles accurately, and are able to interpret a line graph to show the distance travelled in a given time, or use a pie chart to demonstrate which are the most popular 'soaps', and sometimes use information technology to present their findings. They use estimates, for instance when finding the weight of a bag of crisps. They have also considered probability, assessing it on a scale of 0 to 1. There is good provision for higher attaining pupils, in that additional tasks are set for them, but sometimes their learning would be better if they could proceed to these tasks without having to go through all the simpler ones first. Teachers relate work well to real life experience, such as counting change in a supermarket, and this has a positive effect on pupils' learning.

71 Pupils' attitudes to mathematics are positive. They are attentive in lessons and work well in pairs or groups, for instance when estimating and measuring the length of each other's stride in Year 3 or playing a pairs game to match fractions, percentages and decimals in Year 6. They behave very well, and this leads to good learning, for instance, when they are collecting and presenting information on a graph in Years 3 and 4.

72 Overall, the quality of teaching is good. It is more consistent at Key Stage 2, where in all the lessons observed teaching was either good or very good. Relationships between teachers and pupils are very good, and this leads to good learning. Teachers start lessons at a good pace with mental work and they explain other activities clearly so that pupils can work independently when required to do so. Occasionally there is a lack of pace in whole class work, which means there is not sufficient time for group or independent activities. Although good overall, teaching is less consistent at Key Stage 1. In the best lessons the teacher suggests excellent strategies for pupils to use in mental work, and tasks are matched very well

to pupils' stage of learning, which enables all pupils to make good progress, for instance in solving word problems. Sometimes, however, teachers' planning is not focused clearly enough on pupils' learning needs, for instance when pupils are learning about time through the seasons.

73 For the most part, teachers implement the National Numeracy Strategy well, although sometimes they do not focus sufficiently on a particular group or groups in an activity, diluting their attention; occasionally sessions are too long for pupils to maintain their concentration. The co-ordinator and liaison governor have monitored the implementation of the strategy well, making suggestions for improvement where necessary. Teachers frequently take opportunities to reinforce numeracy across the curriculum. For instance, pupils in Year 3 consolidated their learning well in a geography lesson when measuring distances on a map or the length of their throw in physical education. Numeracy is also reinforced in the recording of investigations in science, or during warm-up activities in a personal, social and moral education lesson.

74 The school has very good systems for assessing pupils' attainment regularly, and this information is used well by teachers in their planning. The school has built up a good range of resources to implement the Numeracy Strategy and teachers use these effectively. The school has addressed the criticisms in the previous report about following a textbook too closely; leadership of the subject is now good and standards have risen.

## **SCIENCE**

75 The attainment of seven-year-olds in the National Curriculum assessments was broadly average. However, only 3 per cent of the pupils reached the higher Level 3 compared to the national figure of 20 per cent. This was the main reason why the school's performance against similar schools was below average. The provisional results for 2000 show an improvement, with a large increase in the proportion of the year group who reached the higher level. Although national results are not yet available, these figures indicate the attainment of the pupils is above those normally expected when compared to the national average and similar schools. Work seen during the inspection confirms these standards, reflecting the very good teaching pupils receive at the end of the key stage and the recent, effective use of objective tests to pinpoint science topics that needed greater attention.

76 In the 1999 National Curriculum tests for 11-year-olds, almost all achieved the expected level - well above the national average. The proportion reaching the higher level was above average. Pupils' performance when compared to that in similar schools was also above the average. Test results for 2000 indicate an improvement on these good standards, with almost half of the results being at the higher level. This is well above the national figure. The work seen during the inspection mirrors these results and the school is successfully maintaining the upward trend in the science results. This improvement is due to a number of factors, such as a stimulating curriculum that reinforces an understanding of scientific ideas through practical, problem-solving activities. It is linked to the good teaching they receive, the very good pace of learning in the Year 6 class and pupils' positive attitudes.

77 Seven-year-olds have an understanding of a range of scientific ideas. They are taught to use scientific language correctly and to investigate features of the natural world in a scientific manner. Younger infants understand how toys and moon buggies are operated by push and pull forces after being involved in a number of practical activities, well organised by staff. They show an awareness of scientific investigation during, for instance, their work on floating and sinking, recording their findings well as a result of being taught a variety of methods. Teachers set high standards for pupils' written work and use word banks to teach scientific vocabulary; this is illustrated by much of the work on display. Clearly presented work on the life cycle of a hen illustrates a good level of understanding and use of vocabulary. Year 2 can explain the function of a simple circuit, and have examined materials to consider which are waterproof, or are good insulators. A focus by teachers on prediction and scientific investigation extends understanding, resulting in about a quarter of the pupils reaching the

higher levels of achievement. For example, Year 2 pupils made good predictions about the effect of a lack of water, or different conditions, on plant growth. They are good at explaining that in a fair test only one variable at a time is altered.

78 Good progress in the pupils' learning continues in Key Stage 2, especially in the Year 6 class. Challenged by effective questioning, pupils' ability to predict continues to be good. All but a few of a Year 3 class could comment on what would happen when a range of materials was heated and at least a quarter were correct about what changes could be reversed. They record in a variety of ways. Nearly all pupils in a Year 4/5 class can construct a simple circuit and had begun to investigate the effects of changing components. They had a good understanding of vocabulary such as *complete circuit* and the symbols commonly used. Teachers continually relate science to the real-life experiences of the pupils, and this has a positive effect on learning. For example, Year 4 use a pond-dipping exercise to understand the feeding relationships and can describe this by reference to food chains. Year 6 pupils visit the school's wildlife garden to study plants, resulting in an understanding of the plants' functions and parts, and the ability to use terms such as pollination correctly. They talk knowledgeably about the heart and name the main arteries and veins as well as other organs of the body. Teachers motivate pupils well by organising a range of scientific investigations, such as examining pulse rates at rest and after exercise, repeating the process and recording carefully. Most pupils interpret their findings logically and can draw a sensible conclusion from their data, which is well presented through tables, charts and graphs.

79 Pupils' good attitudes contribute significantly to their learning. Mature and responsible attitudes facilitate good investigative work as when, for instance, groups in a Year 3 class carefully heat and cool cooking ingredients. Pupils co-operate well with each other and respect the requirements of others, for example, in Year 6, when preparing group presentations on how the body works

80 The majority of teaching is good or better. This high quality teaching is present in both key stages and has a number of features in common. Lessons are highly structured. They begin with very good references to previous learning, which enables pupils to make links and build on their earlier understanding. For example, a Year 2 teacher effectively revised the requirements for plant growth as a basis for a very good discussion on the possible effects of using different potting materials. Good references are made to pupils' experiences outside the school in order to increase their understanding; Year 4/5 discussed circuits in household objects such as torches. Teachers clearly communicate to pupils what they want them to learn and frequently set tight time targets to encourage concentration. In one class, the learning objectives are pinned on the board. Pupils respond positively, encouraged by the high expectations that teachers have for both work and behaviour. The good practice of reinforcing scientific ideas through practical investigations helps all to learn easily, especially those with special educational needs. Teaching was less successful in some mixed age classes. There is not always a distinction between what each year group needs to learn. Sometimes, when science is taught within a wider topic, the essence of the subject is lost.

81 The co-ordinator has written a clear science policy but the detailed schemes of work are in an early stage. A considerable amount of work is required before they can offer practical guidance across the school. They do not, for instance, describe the work expected of pupils with different abilities. Although some use is made of formal assessment this is not consistent. The lack of systematic assessment of the work of individual pupils reduces the ability of the school to track their progress and the effectiveness of particular teaching strategies.

82 Attainment in science has shown a considerable improvement since the last inspection, helped especially by the good teaching and organisation in classes at the end of each key stage. The subject makes a positive contribution to the teaching of literacy and numeracy, and information technology is increasingly used.

## **ART**

83 Only two lessons were observed during the inspection so evidence has been gathered through an analysis of work, looking at displays, and talking to staff and pupils.

84 The standard of art at the end of Key Stage 1 is good. Pupils observe carefully in Year R/1 when they bring their teddies into school in order to draw their shape, clothes and the texture of their fur. In many cases the pupils succeed in giving an effective idea of texture by the way they use their crayons. These skills are refined in Year 2 as pupils reproduce paintings of fruit by Cezanne, which are of good quality.

85 Throughout Key Stage 2, pupils continue to develop their skills of observation and an awareness of colour and pattern. Year 3 pupils observe their friends closely and produce a gallery of lively painted portraits of high quality. Year 3/4 pupils study pattern and printing techniques. They make patterns from their own templates and from a range of different materials, and become increasingly aware of the different effects they create. Year 4/5 develop the idea of portraiture further and copy well-known portraits of Henry VIII and his wives, making good use of pattern in their clothes. Year 5/6 look closely at fragments of detailed patterns and extend them effectively to create small panels of pattern. Pupils in Year 6 produce high quality repeating and overlapping patterns of a single shape. They sketch cuboids and cylinders, and make skilled drawings of a random scattering of liquorice allsorts. By the end of the key stage, pupils attain good standards.

86 Too few lessons were observed to make a judgement about the quality of teaching. The two lessons seen were both in Key Stage 2, and the quality of each was good. Subjects were chosen carefully with the pupils in mind. Good use was made of praise and encouragement. Judicious showing of a piece of completed work towards the end of the session inspired both classes to work with more concentration. In one class the technique of giving practice in the same basic skill of drawing perspective - but in three stages of difficulty - raised pupils' confidence significantly so that they achieved very good results.

87 The standard of displays is good throughout the school, and the pupils' work is shown to advantage. The present scheme of work is an overview of the subject, which gives guidance about the progression of skills, but not enough detail about the work to be covered in order to avoid duplication of topic. This happened where two classes used identical techniques in one case to print a repeating pattern, and in the other to produce tessellated patterns. The co-ordinator is extremely keen that the standards achieved shall be maintained and refined further. She is aware that a more detailed scheme is necessary.

## **DESIGN AND TECHNOLOGY**

88 It was only possible to observe one design and technology lesson during the inspection, but there was sufficient evidence from pupils' work and discussions with them to judge that the standards of the oldest pupils in each key stage are as expected for their age.

89 In the one lesson seen in Years 4/5, half the class were disassembling and drawing a diagram of a torch, while the other half, who had already done this activity, were designing their own torch, with a clear view of its intended user. In a subsequent lesson, they would construct their torch from a range of materials. This linked well with their work on electrical circuits in science. In the lesson observed, teaching was good. The teacher had planned the activity well to hold pupils' attention, and explained the task clearly.

90 Work in design and technology is often linked to other subjects. For instance, pupils in Year 6 have designed and built models of World War II tanks, while those in Year 2 designed and made models of dinosaurs. Some topics have a specific technology focus; for example, pupils in Year 2 design and make their own puppets, and those in Years 4/5 make slippers, using a variety of stitches and materials. However, there is no clear

planning throughout the school to develop the skills pupils need to make good progress. This would enhance their learning. Pupils in Years 4/5 also evaluated their designs after they had finished making them, but this does not always appear to be the case.

91 Pupils have good attitudes. They are interested in their work and take pride in it. The school has acquired a good range of materials and resources, often through donations, and pupils' interest in the subject is encouraged by after-school clubs for food technology and sewing. Standards have been maintained since the previous inspection. The recently appointed co-ordinator has a good understanding of the subject and of the need for planning which provides for the development of skills.

## **GEOGRAPHY**

92 Standards throughout the school are very good. Pupils' skills and knowledge are systematically developed as they progress through the school and they benefit from a very wide range of fieldwork that reinforces their understanding.

93 By the time they are seven years old, pupils have constructed maps from stories and visited local shops to improve their understanding of the environment, and the source and distribution of food. They study the weather and the jobs of various people they meet. In the summer term, pupils consider different places on maps through 'Teddy's journeys'. They explain about homes in the locality and compare them with houses in Holland. Pupils highlight similarities and differences and many offer simple explanations. There is a steady progression in recording skills and the pupils' ability to select information. A Year 1/2 class visits the local supermarket and experiences a bird's-eye view of their walk through the use of a model. Many can map the route and have begun to use some symbols. Year 2 do good work on the changing environment. The infants have a very good grounding in geography.

94 This is very well extended as they move through the juniors. The curriculum is considerably enhanced through field trips, which stimulate interest and reinforce learning. High attainers in Year 3 can measure distances on maps and describe the possible links between settlements and rivers in St Lucia. The Year 3/4 class goes on a field trip to Chipping, a local village, to compare it with their own locality and many are able to offer good explanations about the paucity of shops there. Years 5/6 explain what pollution is and talk about solutions, such as recycling paper. They are aware of the Rainforest and of a river's progress from source to estuary. By the time they leave school, many can identify six-figure map references and have a good ability to work with aerial and oblique photographs. Many of their skills are honed during their residential visit to Arnside where they learn about lime scale and fossils, transport and the importance of tourism for the area.

95 All teaching is good or better. It is very well planned to ensure that pupils are actively engaged in the learning process. For example, Year 3 pupils, studying St Lucia, were stimulated by a range of attractive resources including the use of a video programme made on the island. There are challenging activities for children of different abilities. Good reference is made to the use of correct vocabulary such as *scale* and *water cycle*, and literacy and numeracy are enhanced through geography. Young juniors write postcards from a 'foreign country' whilst older pupils write reports of their investigation into the role of tourism in Arnside. All pupils consolidate their numeracy through map work that involves direction, scale and measurement.

96 Pupils enjoy these practical activities and are keen to talk about their work and ideas. They work hard to finish the task and the presentation of their work is generally of a high standard. Groups work well within a purposeful atmosphere and listen carefully to what the teacher says.

97 The new co-ordinator is using her specialist knowledge to good effect. She has already identified the need to further refine the teaching of geography skills and has made a good start on a comprehensive review of the existing schemes of work and assessment procedures.

## **HISTORY**

98 No history lessons in Key Stage 1 were observed during the inspection so judgements about the quality of teaching in the infants cannot be made. However, scrutiny of work, the teachers' planning and the pupils' comments on the work displayed in class indicate that pupils achieve satisfactory standards by the time that they are seven. They systematically develop sequencing skills through a range of activities such as recording developments of a baby to five years old. They use photos as evidence when studying homes old and new. They are beginning to understand that they can gather historical information from various sources such as grandparents. Year 2 pupils have a clear understanding of the passing of time. A visit to Clitheroe Castle enables them to talk about the work of people such as the blacksmith in medieval times.

99 The oldest pupils' historical skills continue to develop and by the end of the key stage, they have acquired an above average grounding in enquiry skills and a good knowledge of a variety of people and events.

100 Year 3/4 pupils made very good progress in learning about the alphabet used by the Vikings, with the more able engrossed in interpreting the symbols. Well-phrased questions by the teacher prompted careful consideration of the factual information highlighted in the Viking writings and an understanding that it did not necessarily relate to opinions generally held. Pupils make good use of a range of other sources to supplement their knowledge, such as their visit to a Viking village, their 'fact' books, and notes taken when watching a video, and they use information gained from an interactive CD ROM to retrieve information. Most understand the difference between primary and secondary evidence.

101 Year 4/5 pupils show a growing sense of chronology by increasing their awareness that the past can be divided into different periods of time. In studying the Tudor period, they develop factual knowledge and understanding about, for example, the Tudor family tree. They work in groups to research the lives of the rich and poor. The Year 6 class uses a variety of resources such as eye-witness accounts, artefacts, videos and CD ROMs to identify reasons for the fall of Tenechtitlan, which they are able to relate to some aspects of sixteenth century Spanish and Aztec society.

102 The quality of teaching is good. Teachers have good subject knowledge and present history in an interesting way. There is generally a good balance between conveying knowledge and facilitating research opportunities. A particular strength is the teachers' knowledge of the pupils, enabling them to support individuals and to limit unacceptable responses. Teachers use questioning well to check understanding, to focus on the task and to extend horizons. Literacy skills are practised and consolidated during most history lessons.

103 Pupils generally co-operate and collaborate productively. The range of visits and resources, as well as the teachers' enthusiasm, motivates pupils of all abilities. Year 6 pupils respond very well in a purposeful and caring learning environment. There are very keen to succeed.

104 Further training has been arranged for the new co-ordinator who is keen to develop the subject. There is much work to be done as the existing schemes of work and assessment procedures are not sufficiently detailed to ensure that facts, ideas and skills are built up progressively from year to year.

## INFORMATION TECHNOLOGY

105 Most seven-year-olds meet the standards expected. The oldest pupils are very confident when using computers and do very well when using information technology for communicating and handling information. However, because there is not enough equipment for other aspects of the subject, 11-year-olds cannot meet the expected standards. There is an urgent need for resources to enable older pupils to develop skills in control technology and in using sensors to monitor and record changes in the environment, such as changes in temperature and light. Spreadsheet programs the school does have are under-used, which means pupils' experience of this aspect of modelling is limited.

106 Pupils in the infant classes regularly use word-processing programs to draft ideas and edit text. One had written 'drins, lemodec, coke, fea' as a first attempt at a picnic list; using the mouse and pointer, most pupils can edit such mistakes, change the appearance of the text and print out their work independently. Teachers are confident in the subject, which means they can plan opportunities to include information technology in day-to-day work. This is evident in the Year 2 class, where pupils enter information and produce bar charts and pie diagrams showing the height, weight and reach of pupils in the class. The level of this work is above average and not generally expected until Year 3. In learning about maps, the same pupils had used a computer modelling program to draw maps of fictional towns. Introductory work has been done using a programmable floor robot; pupils' understanding is satisfactory, but they need more experience to bring this area of work in line with their very secure grasp of other aspects of information technology.

107 Pupils' general skills are extended well in the junior classes. Their progress is carefully tracked in the Year 3/4 class, where each pupil has a self-assessment booklet in which they record their steps towards the targets clipped to the front of the book. This is an effective system, which could be adopted across the school. Class 4/5 produces a newspaper, which contains many entries that pupils have written independently, experimenting with different texts and layouts to achieve an attractive finished product. The regular *Berry Lane Bullet* school newspaper contains many further examples of pupils' word-processing skills. Older pupils take this further and mix text and pictures, some of which they have copied from a CD ROM or from the Internet.

108 Although little direct teaching was observed, satisfactory or better teaching is evident from the pupils' work; they are keen to discuss their progress and demonstrate their skills. Many have computers at home; they are very confident and willingly share their expertise. They enjoy the challenge of programs which develop and test their spelling skills and they talk enthusiastically about searching for information on the Internet. Older pupils showed a good degree of maturity in their recognition that free access to information could have drawbacks and might lead to children being exposed to inappropriate material.

109 Good headway has been made since the previous inspection. Computers are used more widely and pupils have more frequent opportunities to work with them. Teachers are more confident. As well as including information technology more frequently in lessons, they increasingly use it at their own level for writing reports, planning and record keeping. All staff have registered for further training. Developments have been driven well by the co-ordinator who has worked hard to acquire adequate resources and to link the school to the *National Grid for Learning*. This has been somewhat frustrated by the change of policy by the local authority which meant the school did not receive all the funding it was led to expect.

110 The school needs to build on the shared commitment to improve by providing more detailed guidelines for teachers and devising a manageable assessment system. Additional resources are needed to ensure that the National Curriculum is fully covered, and further training will be required in the aspects of the subject which are not currently taught at Key Stage 2.

## MUSIC

111 Music plays an important part in the life of the school and contributes to pupils' rich experience. All pupils enjoy singing and standards are high. Due to timetable arrangements, only two lessons were observed but other evidence indicates that teaching is effective. There is currently no music specialist, but teachers use a comprehensive scheme, which includes opportunities for singing and for learning about aspects of music such as rhythm and pitch.

112 In a very good Year 2 lesson, pupils were learning the effect of using different beaters when playing a variety of drums. They were keen to experiment with different techniques and listened carefully and made sensible comments when others were demonstrating. The lesson concluded with pupils singing two favourite songs; they sang tunefully and very expressively, thoroughly enjoying the experience. Evidence from the two lessons observed in the infants, plus the quality of singing in assemblies, indicated good teaching at Key Stage 1.

113 No music lessons were observed in the junior classes, but singing in assemblies was controlled and tuneful. The choir practice and subsequent performance in the church assembly were a joy to hear. A retired music specialist returns to the school on a voluntary basis and leads the choir. Under her excellent direction, about sixty pupils drawn from the junior classes work extremely hard and produce a delightful sound. They interpret the music sensitively, using their facial expressions to emphasise the mood and closely following the conductor's lead to achieve *crescendo* and *diminuendo* and to sing in harmony. The choir performs frequently outside school and took part in a live broadcast of the BBC's *Morning Service*.

114 Eleven pupils are learning instruments including strings and brass. The brass players performed well together in an assembly, showing the good progress they have made in a relatively short time. All pupils are involved in school productions, which are very well supported by parents and much appreciated. More informal occasions include musical performances such as the recent *Stars in their Eyes* event, which the pupils were very keen to discuss. The musical life of the school is enhanced by concerts in school, for example by the Longridge Brass Band and the regional jazz band.

115 Music makes an important contribution to pupils' spiritual, moral, social and cultural development. They have opportunities to make a personal response to live and recorded music; choir members and instrumentalists have to make important decisions about priorities and commitment; mixing with different adults and children in and out of school develops social skills, and cultural development is enhanced by the variety of music pupils encounter.

## PHYSICAL EDUCATION

116 The Key Stage 1 sports day took place during the inspection. All pupils took part in a variety of running and other races. They participated well, despite the steep uphill gradient of the track, and also appreciated the efforts of others. They were well supported by parents and other carers, and the whole event was extremely well organised by the teaching and other staff. It was not possible to observe any lessons in Key Stage 1, but from teachers' plans, it is clear that the full range of gymnastics, games and dance takes place during the year.

117 Although it was not possible to observe the oldest pupils in Key Stage 2 being taught, games, gymnastics and athletics lessons were observed in other classes. Standards are at least as expected for pupils' ages, and often better.

118 In games lessons, pupils show catching and throwing skills that are normal for their age. They apply these skills well in small rounders or cricket-type games. The majority of pupils have developed a good sense of fair play and abide by the rules of the game. Teachers plan these lessons well with a variety of activities to develop pupils' skills, although sometimes there are too many activities, and pupils do not have sufficient time to complete each satisfactorily before moving on to the next. Teachers use pupils well to demonstrate skills. They assess pupils' progress during lessons, making suggestions for improvement which enhance learning. Overall, the quality of teaching at Key Stage 2 is good.

119 In the gymnastics lesson observed in Year 3, pupils worked well on a range of apparatus to improve their balance and the shape and direction of their movements. They also showed a good awareness of safety in getting out and putting away equipment. The teacher ensured that pupils warmed up properly before the lesson and provided good prompts to help them improve their performance. The teacher planned well to provide a range of activities which the pupils enjoyed. They participated eagerly and responded well to instructions. In the athletics lesson observed a good range of equipment was provided to enable pupils to develop their throwing, including foam javelins. Pupils worked well to improve their own performance, which they used a variety of methods to measure, thus reinforcing their numeracy. However, the emphasis on the development of skills was too limited, in the short time available in this lesson, to enable pupils to make good progress.

120 Although it was not observed during the inspection, the school makes provision for pupils to swim in Years 4 and 5; the great majority learn to swim, as well as acquiring water skills. There is provision for outdoor and adventurous activities, such as walking, climbing and abseiling, on the Year 6 residential visit. The school also provides a good range of extra-curricular activities for Years 5 and 6, including kwik-cricket, short tennis, football, rugby, and netball; it competes successfully with other schools in football, netball, cross-country and swimming. The school has built up a good range of resources, although some are now nearing the end of their useful life, and these have been supplemented well by equipment from the *Top Play* and *Top Sport* schemes. The co-ordinator has monitored the teaching of the subject well, identifying some weaknesses which have now been remedied; the quality of teaching is now good. This has contributed well to the good improvement made since the previous inspection, when standards were mixed and sometimes below expectations. Standards overall are now good.