

INSPECTION REPORT

**Roughlee Church of England
Primary School**

Roughlee, Nelson

LEA area: Lancashire

Unique reference number: 119383

Headteacher: Mrs C. M. Potts

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 29th – 31st January 2001

Inspection number: 189085

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Voluntary Controlled
Age range of pupils:	5 – 11
Gender of pupils:	Mixed
School address:	Blacko Bar Road Roughlee Nelson Lancashire
Postcode:	BB9 6NX
Telephone number:	01282 613613
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs K. Ainsworth
Date of previous inspection:	4 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector	Mathematics Information and communication technology Geography History Physical education Foundation stage	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
19335	Susan Dixon	Lay inspector		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?
21858	John Pryor	Team inspector	English Science Religious education Art and design Design and technology Music Equal opportunities 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

Roughlee C. E. Primary School is situated in the village of Roughlee to the north of Barrowford in the Pendle district of East Lancashire. It is smaller than other schools, with 33 pupils on roll, aged between four and 11 years. The school serves the immediate small rural community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. The proportion of boys and girls varies significantly in different year groups. The school admits children at the beginning of the school year after their fourth birthday. Pupils' attainment on entry is broadly average with a wide range of attainment. The majority of pupils are from white ethnic backgrounds. There are no pupils with English as an additional language. Twelve per cent of pupils have been identified as having special educational needs, which is below average. No children have a Statement of Special Educational Need, which is below average. Thirty-three per cent of pupils are eligible for free school meals, which is above average.

HOW GOOD THE SCHOOL IS

This is a good school that has successfully established an effective climate for learning. There is good teaching and there are very good relationships that promote enthusiasm for the school. From average attainment on entry the majority of pupils make good progress with a significant number attaining standards above national expectations by the end of Key Stage 2, particularly in English, mathematics and science. Leadership is good and governors are actively involved in the overall management of the school. There is a strong commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The school provides satisfactory value for money.

What the school does well

- ◆ Standards are good for the majority of pupils by the end of Key Stage 2.
- ◆ The quality of teaching and learning are good.
- ◆ Very good support assistants help to ensure good provision for the range of ages in each class.
- ◆ Pupils' very good personal development.
- ◆ Partnership with parents is very good and they have a strong impact on the work of the school.

What could be improved

- ◆ The use of information and communication technology across the curriculum.
- ◆ Identification of key personnel, timescales and costs in the school development plan.
- ◆ Clear financial planning for improvements to the premises, utilising the current high carry forward.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good improvement since the last inspection in September 1996. The school has very successfully developed and implemented plans to tackle all the weaknesses identified in the last report. The most significant improvements have been in the quality of teaching, curriculum planning and in developing effective monitoring and evaluation to improve planning, teaching and learning. The school has established good procedures for monitoring pupils' progress and uses the outcomes of assessment well to inform and benefit practice across the school. The school recognises that further progress can be made, for example, in continuing to review the curriculum to ensure it fully meets the changes to the National Curriculum introduced in September 2000. It is well placed to continue to build on its recent improvements and promote high standards of provision and attainment in order to continue to meet the realistic targets it has identified.

STANDARDS

As the number of pupils being assessed in 2000 at Key Stage 2 was less than 10, the national comparative grades and those in similar schools are not reported.

Statistical data for small cohorts of pupils can be misleading. The results in 2000 do not indicate a downward trend but reflect the prior attainment of pupils in that year group. The significant difference between attainment at the end of Key Stage 1 and at the end of Key Stage 2 reflects the significant number of pupils who have transferred to the school between the ages of 7 and 11. There is clear evidence to suggest that when the levels of attainment of these pupils on entry to the school are taken into account they make good progress in their learning.

This is reflected in the performance seen in the current inspection. Levels of attainment upon admission to the school are broadly average but with considerable variation from year to year. Children make good progress in the Foundation Stage and a significant number of children attain standards which are good for their age in all the areas of learning. Standards are good and above national expectations for the majority of pupils at Key Stage 1 and 2 in English, mathematics and science. Standards in information and communication technology are satisfactory at the end of both key stages. In religious education, pupils' knowledge and understanding is appropriate for their ages at both key stages. The school has set appropriate future targets for pupils and good progress is being made towards meeting these targets. There is clear evidence of improvement since the last inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work. The school creates a very positive ethos.
Behaviour, in and out of classrooms	Very good. Pupils are polite and courteous to each other and to adults.
Personal development and relationships	Very good. Pupils take responsibility for their learning and show appreciation for the work of others.
Attendance	Very good. Pupils enjoy school.

These aspects are strengths of the school. There are very good relationships.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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 quality of teaching is good overall. During the inspection, 27 per cent of lessons were very good, 69 per cent were good and the remainder was satisfactory. The quality of teaching in English and mathematics is good. The particular strengths of the teaching are teachers' good subject knowledge and effective teaching of basic skills together with good provision for the range of ages and attainment in each class. Methods ensure that a wide range of strategies is used to interest and motivate pupils. Most pupils show good concentration and work at a good pace. Pupils make good progress in their learning in English, mathematics and science. Progress is satisfactory in all other subjects including information and communication technology and religious education. There are some limitations to progress in physical education due to the lack of suitable accommodation. Pupils with special educational needs develop increasing independence. There is very good use made of time, support staff and resources. The detailed planning provides work that is usually well matched to pupils' prior attainment. Pupils with special educational needs are well supported by the support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good at Key Stages 1 and 2. Satisfactory for children in the Foundation Stage.
Provision for pupils with special educational needs	Good. The support assistants provide very good support. Individual education plans are good. This very good level of support and practice is not always clearly reflected in the register of special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The good provision is planned and delivered effectively across the curriculum and in religious education. There is a strong focus on pupils' cultural development, which is very good.
How well the school cares for its pupils	Good. Assessment and monitoring procedures are good and used well, both in pupils' personal and academic development.

There is a very close partnership with parents, who have very positive views of the school. Apart from the lack of outdoor play for children in the Foundation Stage, the curricular opportunities provide a broad and balanced education. There is a sensitive awareness of all pupils' needs and teachers and other staff value all pupils equally.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is clear vision for the school. The development plan has clear and relevant priorities. Staff give very good support to the headteacher and are fully committed to achieving the school's aims.
How well the governors fulfil their responsibilities	Good. The governing body has a good understanding of its responsibilities and of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. There are effective monitoring and evaluating procedures involving governors, headteacher and staff that inform future planning.
The strategic use of resources	Satisfactory. Learning resources are used efficiently and effectively. The school has a significant carry forward of funds and is aware of the need to develop clear and appropriate spending plans.

The level and quality of support and administrative staff are very good. Learning resources are good, the accommodation, which is used very well, is barely adequate. Leadership provides clear direction for the school and promotes collaboration and high standards. The governing body provides active support in the management of the school. The principles of best value are used well, for example, through the employment of part-time staff with subject specialisms in physical education and music to provide non contact time for the headteacher. This enhances the quality of provision.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Their children make good progress. ◆ The teaching is good. ◆ The school is approachable. ◆ The expectations the school has. ◆ The sense of partnership between school and parents. ◆ The good leadership of the school. 	<ul style="list-style-type: none"> ◆ There were no concerns expressed by parents.

Inspectors fully agree with parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Statistical data for small cohorts of pupils can be misleading. The number of pupils in each year group has varied between one and eight. This has a significant impact on the attainment each year and makes trends from year to year an unreliable measure. The analysis of the value added between the Key Stage 1 national tests of pupils and the test results at the end of Key Stage 2 shows a significant increase in the pupils' levels of attainment in all subjects. This evidence indicates that when the levels of attainment of these pupils on entry to the school are taken into account they make good progress in their learning. The wide variation in the numbers of boys and girls in each year group make any comparative analysis unreliable.
2. The previous inspection in September 1996 reported that standards of achievement overall were broadly in line with national expectations in Reception and Key Stage 1. At Key Stage 2 attainment was in line with national expectations in all subjects except music which was above national expectations and in art where progress was good. Present inspection judgement is that standards have improved. The school has successfully raised standards since the last inspection. The commitment of the headteacher, staff and governors is reflected in their continual drive to further improve the quality of education provided.
3. At the end of both key stages attainment for the majority of pupils is good in English, mathematics and science. Standards in both key stages are satisfactory in information and communication technology. Standards in religious education meet the requirements of the locally agreed syllabus at the end of both key stages. Progress in learning is good across the school.
4. The school has successfully focussed on improving standards in the core subjects. The literacy and numeracy strategies are providing enhanced opportunities for pupils to make good progress. Literacy and numeracy feature highly in the curriculum and good links are often made within other subjects to enhance these skills. Speaking and listening skills have a strong focus in the Foundation Stage. Not only do teachers and support assistants provide clear models for these skills but also they actively encourage opportunities for speaking and listening in all lessons. Children are encouraged to enquire, answer and make suggestions. Time is provided to enable children to discuss their feelings and ideas and teachers encourage the use of appropriate vocabulary in different subjects. Good support is provided for children with lower prior attainment in literacy and for those with special educational needs. The needs of those with communication difficulties are well met.
5. By the end of Key Stage 1, pupils' attainment in speaking and listening are above national expectations. Their attainments in reading are also above national expectations. Pupils' attainment in writing is close to that expected for their age. At Key Stage 2, the results of national tests since 1996 show that that the overall level of performance for the majority of pupils has been above the national expectation. Inspection findings are broadly similar to these results as pupils' attainments in English are judged to be above the national expectations.
6. The youngest children quickly learn to recognise print and to handle books correctly. They make good progress in forming letters and writing their names. Writing is developed well, with most pupils forming words correctly and beginning to use joined handwriting by the end of Year

2. Reading is encouraged by the provision of a good range of books and other materials, these are organised in attractive and efficient ways to enable pupils to select and browse. The impact of the school's provision for English is reflected in pupils' increasingly well presented work, in which they take pride.

7. Pupils' mathematical learning is good. They acquire sound understanding of number, shape, space and measurement. The systematic development of skills, knowledge and understanding ensures that pupils use their prior learning to reinforce their understanding of new work. Similarly, pupils make good progress in scientific thinking by the time they leave the school. At Key Stage 1, pupils learn to investigate and experiment, using these skills effectively when learning about new subjects. They develop confidence in carrying out tasks, recognise a fair test and work well collaboratively.

8. Teachers' knowledge and understanding in information and communication technology has improved since the last inspection. Further development and improvement through national initiatives have yet to take place. The subject is well organised and pupils develop confidence in using the computer and other equipment. Pupils attain satisfactory standards in their skills and make satisfactory progress in their learning. There is insufficient use of information and communication technology across subjects to provide a wider opportunity for pupils to learn how to use equipment effectively and efficiently. Pupils show confidence and respond well.

9. In religious education attainment is similar to the levels expected in the locally agreed syllabus by the end of both key stages. Learning is satisfactory. All pupils have a good understanding of Christianity and the other required world religions. They compare this understanding well with other world religions.

10. Attainment is satisfactory and in line with national expectations in all foundation subjects. Progress in learning is satisfactory throughout the school in all foundation subjects. The school is acutely aware of the limitations caused by the lack of a school hall and large apparatus. It makes best use of its available resources to provide a weekly lesson for Key Stage 2 pupils at a local school and a weekly swimming lesson for all pupils.

11. Pupils with special educational needs make good progress in relation to their individual learning targets, particularly in English and mathematics. The individual education plans identify their needs effectively and with appropriate support they achieve the objectives set. Progress in learning of talented pupils is good, particularly for the older pupils at Key Stage 2.

12. The school has carefully analysed pupils' performance as part of its drive to raise standards. It has identified major factors that influence overall performance figures, particularly where pupils have transferred to the school after the age of 7. It has compared performance with similar schools. Whilst comparisons with other schools may be unreliable, the school has identified targets for individual pupils based on their previous level of attainment. Effective measures have been established to raise standards, through detailed curriculum planning and refined assessment procedures. Targets and predicted standards are set for pupils with special educational needs and individual education plans provide clear details of pupils' requirements. Additional literacy support is provided and support assistants play an important part in helping pupils with special educational needs. The school has had a number of pupils transfer during Key Stage 2, many of whom have not thrived in other schools. These pupils have been effectively integrated into the school and are making good progress.

Pupils' attitudes, values and personal development

13. Pupils have very good attitudes to their work. Pupils come to school eager to learn, lessons and activities are approached with great enthusiasm. This has a positive effect upon their learning and creates a purposeful environment. Pupils respond very well to challenging and stimulating questions and they provide full and confident replies. Pupils listen very well to their teachers and each other and instructions are followed quickly and quietly. Pupils throughout the school work hard and maintain concentration throughout the school day. Most pupils have good independent learning skills and are provided with good opportunities to take responsibility for their own learning. This is very well supported in Key Stage 2 by the provision of clear individual targets. Pupils work together well in groups, for example, in a Key Stage 1 lesson where pupils helped each other to understand the principals of movement and direction in mathematics. The high value placed upon pupils and their achievements is evident through attractive displays of work in the classrooms and in the sharing of each other's work in regular celebration assemblies.

14. The behaviour of all pupils is very good, this has a beneficial effect upon their learning and upon the school community as a whole. Pupils behave consistently very well in lessons and assemblies and at lunchtime. Pupils understand the schools expectations well and they receive praise for good work and behaviour with pride. Pupils treat the resources and equipment they use in a sensible way and take care when tidying up at the end of lessons. There have been no exclusions in the past year but appropriate procedures are in place should they be needed.

15. The relationships amongst all members of the school community are very good. Adults in school present good role models and pupils are treated with individual care and respect. In turn pupils are polite and helpful towards each other and to adults. There is a strong family atmosphere in lessons and at playtimes, in particular, pupils display a caring and thoughtful approach to each other and to younger pupils. Pupils' personal development is also very good. Pupils are encouraged to act responsibly and to consider the needs of others. Pupils are given opportunities in lessons and assemblies to express their opinions and feelings and they grow in confidence as they progress through the school. Parents feel strongly that the school does much to help their children become mature and responsible members of the community and inspection judgements agree with the parents' views.

16. Attendance rates are well above the national average and are very good. Pupils arrive in good time and the school day begins promptly. Registration time is brief and efficient. Parents provide the school with good information about absences that are largely due to childhood illnesses. The very good attendance levels and good punctuality in this rural school indicate the strong commitment that parents have to the school and their children's education.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching in the school was very good in 27 per cent, good in a further 69 per cent and satisfactory in the remainder. It was very good in some of the lessons observed for the oldest pupils with very good provision for the wide range of ages and attainment. Levels of staff confidence in subject areas identified as weak, for example, information and communication technology, have been improved through a well focussed programme of staff development and training.

18. The quality of teaching has improved significantly since the 1996 inspection. Significant improvement has been made in curriculum planning and delivery of lessons, particularly for

children in the Foundation Stage and at Key Stage 1. The monitoring and evaluating systems are effective and ensure consistency of approach in many aspects, including expectations of what pupils can achieve. Planning is good, showing clear objectives, and teaching methods are often imaginative, promoting pupils' interest and enthusiasm. Pupils are generally managed well and very good use is made of time, support staff and resources.

19. In the good and very good lessons, teachers' planning shows clear and appropriate learning objectives, which are carefully matched to pupils' prior levels of attainment, reflecting the effective assessment of pupils' previous work. In these lessons a good range of teaching strategies is used and very effective use is made of support assistants. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Key Stage 2 class enthusiastically respond to a mathematical session to develop their understanding of two- and three-dimensional shapes, following good assessment and planning, clear explanation and encouragement from the teacher at levels appropriate to their age and attainment.

20. In all lessons teachers plan carefully, following National Curriculum programmes of study. They give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are appropriate and tasks accurately reflect pupils' needs and challenge pupils, particularly those of high prior attainment. Teachers make good use of questioning to encourage pupils to reason and contribute to discussions. Teachers show sensitive awareness of those pupils with reluctance or difficulty in communicating their ideas. Their sensitive approach is appreciated and used as a model by other pupils, which creates a supportive learning environment for those with lower prior attainment and those with special educational needs.

21. The teaching of children in the Foundation Stage is good. Planning and expectations are good and children are managed well. The teacher and support staff have good relationships that enable children to make good progress. Children feel secure and their personal development is well provided for. The staff give very good sensitive support to the children and make very good use of observation and high quality discussion to provide children with good opportunities to experiment and explore. Group and class activities are very well organised. Good use is made of space and learning resources and objectives are very clear. Other adults who help provide skilled support in the classroom. The broad range of children's prior experience is taken into account when planning activities and additional support is carefully organised where required. Assessment in the Foundation Stage is good. A good system has been established for recording children's attainment on entry and during their time in the Foundation Stage. The assessments that the teachers make are accurate and used effectively as a basis for the future planning of activities for children and work is well matched to their abilities. Resources are used well. The main weakness in the quality of provision relates to the lack of provision for outdoor play with large play equipment.

22. Teaching elsewhere in the school is good. Basic skills are taught well, planning, methods and organisation are good and there is very good use of time, support staff, resources and assessment. Good examples of whole class teaching were observed and teachers carefully built on pupils' prior learning to ensure good progress over time. In the very good lessons, such as in a Key Stage 2 literacy hour, teaching strategies effectively promoted discussions about different types of writing. Time was used efficiently and pupils were keenly challenged. By the end of the lesson, pupils showed good understanding of different formats for writing speech. This resulted in good achievement for their age.

23. The teaching of pupils with special educational needs is particularly good, although not all these pupils are identified in the school's special educational needs register. The range of learning difficulties is wide and, with the considerable movement of pupils into the school, the school has to manage its provision well to cater for some of these pupils' learning difficulties. The quality of the support assistants' work with these pupils is often very good and has a significant impact on the progress achieved. Pupils with higher prior attainment are challenged and have good opportunities to extend their learning in most subjects.

24. Teachers' medium term planning is detailed and follows National Curriculum programmes of study. Teachers have sound, and sometimes good, subject knowledge, good use is made of the part-time cover for the headteacher's non contact time to provide specialisms in music and physical education. Teachers make good provision through literacy and numeracy lessons for the development of pupils' skills.

25. Relationships between all adults and pupils are very good, contributing well to the quality of education. Discipline is good. All staff, including support assistants and other volunteers, collaborate well to the very good relationships that exist.

26. There are good procedures for assessing pupils' attainment and progress and these are used very effectively to inform future teaching. Lesson plans contain opportunities for ongoing assessment and the individual education plans for pupils with special educational needs are concise. Close observations are made of pupils' response and progress and teachers carefully monitor and record this information. The quality of marking is good, with constructive comments provided to help pupils to improve their work. Homework is used effectively to support learning and follows the clear guidelines in the school policy.

27. The headteacher has created a good climate for teaching and learning. All staff and governors collaborate well and are committed to further raising pupils' self-esteem and achievement. Policies, plans and assessment systems provide good guidance but their practical application often outweighs what is written. The commitment of staff and governors is justifiably rewarded by parents' very positive views of the school and its aims for their children.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

28. Good developments in curriculum planning have taken place since the last inspection. These have included the adoption and adaptation of the National Strategies for Literacy and Numeracy as well as the recommendations from the Qualifications and Curriculum Authority for other subjects. This has ensured that the curriculum provided by the school meets the requirements of the National Curriculum 2000 regulations, though there is a weakness in the provision for outdoor play with suitable equipment for the children in the Foundation Stage. The religious education scheme drawn from the Lancashire agreed syllabus and utilising the Blackburn diocesan suggestions for religious education in church schools meets the requirements for that subject. The good quality planning of the teaching and learning derived from these sources also ensures that the learning opportunities provided for all the pupils are of a high quality.

29. The allocation of time to the subjects on the curriculum and the addition of voluntary extra-curricular activities, including French, sporting, musical and artistic activities, makes for a broad range of curricular experiences for the pupils with a good balance between the various areas of study, skills and personal development.

30. Good provision is made for pupils with special educational needs. They are provided with extra support from committed and experienced support assistants. The teachers' planning of work for all the pupils is directed to providing for individual needs so that those pupils with special educational needs are also successfully cared for in this system. The same is true for pupils with special talents and skills who also receive support and challenge to do the best work of which they are capable.

31. The school's adaptation of both the literacy and numeracy strategies for use in classes containing, in each case, several year groups has been carefully done and is effective in providing good learning opportunities which have been successful in developing the pupils' skills and understanding. The school is at pains to ensure that all pupils have equal access to the whole curriculum and that no individual or group of pupils is disadvantaged. One example is the decision by the governing body to fund the tuition for recorders to make sure that every child has the chance to learn an instrument.

32. The curriculum provided by the school effectively covers education in personal and social skills. This area of the school's work is supplemented by the supportive management of the school which reflects the worth given to individuals. Health education is included in the science programme and there are policies covering sex education and drugs awareness. Additionally there is a police sponsored safety programme provided for the school.

33. The staff and governors make good use of the willingness of the community to support the work of the school. There is a good involvement with the wider community for the pupils in this small rural school. For example, commercial companies have provided support and encouraged the designing of a garden. The school has been involved in the Pendle Improvement Project in designing a pamphlet. Burnley football club has been involved in soccer training in the school. The staff of the school are active members of a local small schools' group and there is additionally a link with an urban school in Flixton, Manchester. The pupils are also involved in the small schools' group choral and sporting activities.

34. The school makes good provision for the pupils' spiritual, moral and social development. The provision for their cultural development, especially with reference to their understanding of cultures other than their own, is very good. This is largely carried out through the religious education programme and especially through the good quality and very good quantity of multicultural and multi-faith books and resources. In this way the pupils are taken beyond their own immediate environment and helped to understand about the wider world of beliefs and behaviours.

35. The good quality spiritual development is fostered by the acts of collective worship that provide good opportunities for the pupils to reflect on matters of personal concern. Good use is also made of visitors with special gifts and points of view whose contributions are carefully linked to the school's programme. Pupils also explore feelings and ideas through drama, both that brought into the school by visiting companies and that enjoyed on trips to the theatre.

36. The pupils' moral and social development are supported well by the organisation of the school. The good quality behaviour policies and practices encourage a sense of community among the pupils and staff. The idea that people matter colours the way the school is run and this approach helps the pupils to relate concepts of right and wrong to individual and social occasions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school is successful in providing a caring and supportive environment in which pupils feel safe, are able to develop their confidence and independence and concentrate on their learning. Personal support for the pupils is good. There is a positive atmosphere and teachers know their pupils well. They take every opportunity to react positively with them and raise their self-esteem. Pupils are happy to come to school. Pupils support each other well during lessons and in their play.

38. The school has good arrangements for the care and protection of its pupils. Pupils are all very well known and well supported by the very good relationships that exist throughout the school. Health and safety procedures are good and these benefit from the close involvement of the governing body. Pupils are encouraged to be aware of their own safety and to act responsibly. This is well supported by the good provision for personal, social and health education. For example, older pupils take part in a safety awareness event that tackles a variety of issues surrounding personal safety both at home and elsewhere. There is a good child protection policy and appropriate written guidance is available for staff. All adults in the school have a suitable level of knowledge and awareness.

39. The procedures for assessing pupil's attainment and monitoring their academic and personal progress are good. Individual records are detailed and include information gained from a variety of tests and assessments. This information is analysed and allows pupils' progress to be closely tracked. Individual academic and personal targets are carefully set using this information. This is particularly well developed in Key Stage 2. The use of assessment information to inform the planning of the curriculum and of work to meet individual needs is also good. Teachers and support assistants discuss and evaluate the success of each lesson and adjust the content of the next lesson accordingly.

40. There are clear and effective procedures for the early identification of pupils with special educational needs although not all pupils identified as having special educational needs are clearly recorded in the school's register of pupils with special educational needs. The provision is good and pupils make good progress. Each of the pupils on the register has an appropriate individual education plan with suitable realistic targets. The school gives good, consistent support to these pupils in the development of their skills.

41. The procedures for monitoring and promoting good behaviour are good. Teachers are consistent in the use of praise and they provide clear messages about unacceptable behaviour should any occur. Pupils understand the schools expectations well and these are clearly conveyed to parents. At present this system is not formalised and subsequently information for pupils and parents lacks detail and clarity.

42. The procedures for monitoring and improving attendance are good. Attendance is closely monitored and the administrative arrangements are efficient. The school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day.

43. The school provides a happy, caring environment, in which pupils' welfare is given suitable priority. There are good procedures and guidelines for the support and guidance of the pupils. Staff know their pupils well and provide appropriate supervision. Pupils' individual needs are well catered for and there is good provision for those with special educational needs.

Pastoral matters are dealt with promptly. There is a welcoming atmosphere and a very high level of supervision and care is provided.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The parents' views of the school are very good. Parents are very appreciative of the education provided for their children. In particular they feel that the teaching is good, that their children are expected to work hard and that they are making good progress. They feel that the leadership and management are good, that the school is approachable and responsive and that there is a strong partnership between them and the school. No areas of concern have been expressed. The inspection findings support all the very positive views of parents.

45. The effectiveness of the schools links with parents is very good. Parents are welcomed into school and are closely involved in the life of the school and their children's education. Despite restricted accommodation parents are invited to regular assemblies, performances and special events. For example, to celebration assemblies and curriculum evenings, most recently about mathematics. The relationships between the staff and parents are very good and all in school are readily available at the start and finish of each day. Questions about their children's progress or their work are welcomed.

46. The impact of parents' involvement on the work of the school is very good. A good number of parents are able to offer to help in the classrooms and on school trips. Specialist skills and interests are well used to support the curriculum. The Parent Teacher Association provides strong support for the school. They hold a variety of fund-raising events which are very well supported. Funds raised provide the school with welcome additional resources and improvements to the school environment.

47. The quality of the information provided for parents is good. The school brochure, governors' report and newsletters are well written and keep parents well informed about the life of the school. Information about the curriculum is conveyed through the school brochure and by the good day-to-day communication with parents. The school has good plans to extend this information to include current work and the expectations of pupils. Information about pupils' work and progress is provided in satisfactory written reports and with consultation events. Written reports offer good information about pupils' areas of difficulty and guidance for improvement is given. The information about pupils' achievements and the level at which they are working is at present brief, the school recognises this and has good plans for improvement.

48. The contribution that parents make to their children's learning at home and at school is good. Homework is consistently provided and well supported by parents. It is closely linked to class work and often includes imaginative and popular research, for example, in Key Stage 1 pupils were asked to find examples at home of things that rotated in preparation for a lesson in mathematics on movement and direction.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is well led and managed. The headteacher provides good leadership and a clear sense of direction. She receives very good support from her colleagues. There are very good relationships and equality of opportunity for all pupils. The headteacher, governors and staff have a shared commitment to improvement and good capacity to succeed. Significant improvements had been made since the last inspection in 1996 in teaching and planning due to

the constructive teamwork led by the headteacher with the full support of all members of staff and the governing body.

50. The school has produced a comprehensive set of aims. Parents are very supportive of these aims. They cover both personal and academic development. The school has a positive ethos. The hard work of all the staff reflect the good staff appointments and management of the changes since the last inspection.

51. The headteacher has a strong commitment to the school and is clearly dedicated to the improvement of the quality of education provided and the children in her care. The educational direction for the school is clear there is effective day-to-day management and responsibility for the co-ordination of all subjects and aspects of the school's work is delegated effectively. Weaknesses were identified in curriculum leadership in the previous inspection and this has been fully addressed.

52. There is an effective system for monitoring teaching. Provision has been made for formal monitoring and evaluation of classroom work by the headteacher. This monitoring identifies the strengths and weaknesses observed. Teachers and governors appreciate this clarity. There are well-organised systems for governors and teachers to monitor both planning, teaching and pupils' work. For example, teachers moderate examples of pupils' work together to track pupils' progress. The school has begun to track the value added to pupils' attainment using data from the national tests. This analysis has been used effectively to focus curriculum provision, for example, through the additional literacy support and to set individual targets. Funds have been effectively allocated for the observation of teaching by a local authority advisor. The critical reflection by the headteacher and staff on the work of the school in both teaching and learning is a key factor in the continued improvement in standards and the quality of provision.

53. There is a good ethos that has had a significant impact on standards. Subject responsibilities are suitably delegated. There are positive attitudes to monitoring and evaluating and staff willingly share best practice. The headteacher maintains a close overview of the school. The school has developed procedures for detailed target setting to reflect the needs of individual pupils, a process to which all staff contribute.

54. The governing body fulfils its responsibilities effectively and statutory requirements are met. There is an appropriate range of committees which meet regularly and have a clear understanding of the school's strengths and weaknesses. They take an active role in all school matters and have a clear vision for the school's educational direction and development. Governors evaluate standards, taking an active role in monitoring work in classrooms and the school's results in the National Curriculum assessments. They are fully involved in determining priorities for development and their costs.

55. The headteacher effectively monitors and evaluates teaching and learning across the school. Despite an almost full-time teaching commitment, she uses small amounts of part-time teaching by subject specialists well to enhance the curriculum at the same time as providing her time to fulfil her management duties. The headteacher regularly monitors planning, teaching, assessment and learning to ensure there is appropriate content and that work matches the needs of all pupils and she and the staff together determine areas for action.

56. There are effective procedures for monitoring attainment throughout the school. Pupils' performance is carefully analysed and the school has recently begun to project pupils' potential

achievement, using baseline and Key Stage 1 assessment results. Staff are fully included in analysing performance to identify strengths and weaknesses.

57. The school development plan shows priorities for development. There is insufficient detail regarding the personnel involved, the timescale within which work is to be carried out and the projected costs. Pupils benefit from wisely targeted spending, such as that for information and communication technology, additional support and increased resources for literacy and numeracy to effectively meet the needs of national initiatives. Appropriate targets have been set for raising standards further in literacy and numeracy. It also plans to continue to develop the use of information and communication technology and the Internet within the curriculum. Effective evaluation systems exist regarding improvements. Regular reviews of progress are undertaken and recorded. Standards have improved since the last inspection as a result of the school's clearly identified priorities for improvement.

58. The school's accounts were audited in summer term 2000 and the day-to-day control of finances was reported to be good. A few minor recommendations were immediately acted upon. Private school funds are properly audited each year and approved by the governors. Financial control and school administration is good. The school administrative assistant manages the school office and related matters efficiently and effectively. She offers good support to the school, staff and visitors.

59. Financial planning is satisfactory. There is insufficient costing of the school development plan. The governing body has identified an appropriate carry forward of £10,000 but has yet to identify clear plans for the significant amount above this which is currently being carried forward. Much of this amount is due to an unexpected significant increase in devolved funding. There are expectations for the need to attend to the boundary walls and to the electrical installations but these have yet to be formalised into clearly costed plans.

60. Good use is made of grants. For example, good use is made of money designated for raising standards through a joint project with other local schools to provide additional support for the development of pupils' literacy and mathematical skills. The school has significantly improved its resources for information and communication technology, which has had a strong impact on raising standards. There remains a need to upgrade some hardware and obtain a greater range of software to increase the use of information and communication technology across the curriculum.

61. The school uses the principles of best value by comparing itself with other schools. The leadership and management of the school have agreed that good staff and pupil ratios are important in meeting the needs of pupils of different ages and attainment within the same class. A good number of experienced support assistants are successfully deployed to support pupils' many differing needs.

62. Effective use is made of new technologies by the headteacher, staff and office staff. Most information, such as planning, newsletters, policies and accounts are undertaken using information and communication technology systems. The school has yet to gain access to the Internet. There are good plans for its use when the telecommunications within the locality are upgraded.

63. There are sufficient qualified and experienced teachers and a good number of support staff. Arrangements for the professional development of staff are good. All teachers have undertaken recent training to extend their expertise in their responsibility area. Support staff

attend training where appropriate. Teachers work well with the support staff in updating their expertise. For example, expertise in literacy and numeracy is developed to provide effectively for the support of the wide range of ages and attainment in each class. Induction and mentoring arrangements are good. New staff to the school are given clear guidance of the school's procedures.

64. The accommodation is adequate, apart from the lack of a hall and grassed playing area, and is well maintained. It is kept very clean. Standards of display are good throughout the building with all spaces used effectively. Resources are good. The new resources for literacy and numeracy are attractive. Equipment for the Foundation Stage has been improved and is good with the exception of facilities for outdoor play which are unsatisfactory. Resources are well organised in a variety of different areas. They are easily accessible to both staff and pupils. The use of resources to complement learning is good. Resources are used very well by staff and have a positive impact on raising standards.

65. Pupils enter the school with attainment similar to what is expected for children of their age. All pupils make good progress in their learning. Attitudes and personal development are very good. All teaching is good or better. The cost per pupil is well above the national average. Taking all this into account the school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- ◆ improve the use of information and communication technology skills across the curriculum by:
 - *improving the range of software available;*
 - *identifying appropriate opportunities in medium and short term planning to incorporate the use of skills in information and communication technology across the curriculum;*

(paragraphs 8, 60, 108, 108, 115, 138 and 144)

- ◆ improve the school development plan by:
 - *clearly identifying key personnel;*
 - *identifying an appropriate time scale for undertaking and completing initiatives;*
 - *including clear estimates of anticipated costs;*

(paragraph 57)

- ◆ develop clear plans for the use of the significant carry forward by:
 - *clearly identifying and formally recording an appropriate level of contingency funding;*
 - *developing clear and costed plans for the use of the remaining carry forward to further improve the level of provision and quality of education offered;*

(paragraph 59)

In addition to the key issues above, the school should include the following less important weaknesses for improvement. These can be found in paragraphs 21, 23, 28, 40, 64 and 66:

- ◆ ensuring all pupils with identified special educational needs are entered in the register of special educational needs;
- ◆ improving provision for outdoor play for children in the Foundation Stage.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	7

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	27	69	4	0	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

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	33
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	4

English as an additional language	Number of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	Number of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

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

As the number of pupils being assessed in 2000 at Key Stage 1 was less than 10 the school is not required to publish its results.

Attainment at the end of Key Stage 2

As the number of pupils being assessed in 2000 at Key Stage 2 was less than 10 the school is not required to publish its results.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	6
Bangladeshi	0
Chinese	0
White	16
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: YR – Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	13.2 : 1
Average class size	14.5

Education support staff: YR – Y6

Total number of education support staff	0
Total aggregate hours worked per week	0

FTE means full-time equivalent.

Financial information

Financial year	1999/00
	£
Total income	109,210
Total expenditure	105,557
Expenditure per pupil	3,640
Balance brought forward from previous year	16,430
Balance carried forward to next year	20,083

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

33

Number of questionnaires returned

20

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	20	0	0	0
My child is making good progress in school.	90	5	5	0	0
Behaviour in the school is good.	75	25	0	0	0
My child gets the right amount of work to do at home.	45	50	5	0	0
The teaching is good.	95	5	0	0	0
I am kept well informed about how my child is getting on.	80	20	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	95	5	0	0	0
The school expects my child to work hard and achieve his or her best.	95	5	0	0	0
The school works closely with parents.	90	10	0	0	0
The school is well led and managed.	90	5	0	0	5
The school is helping my child become mature and responsible.	75	20	0	0	5
The school provides an interesting range of activities outside lessons.	70	15	5	0	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children are taught in a mixed Foundation and Key Stage 1 class. In the previous inspection report concerns were identified about the quality of teaching and learning. Following the appointment of a new member of staff, there has been marked improvement. The quality of teaching is now good and the curriculum provided for the children in the Foundation Stage is now satisfactory overall with some good and very good features. There remains a lack of sufficient provision for regular and easily accessible outdoor play with large wheeled and other play equipment. The provision for the children in the Foundation Stage enables them to make a good start in the school, to make good progress and quickly become members of the school community.

67. Many of the children who start in the school under the age of five have previously attended local playgroups. The baseline assessments administered soon after the pupils begin school indicate that the levels of attainment and social and personal maturity vary significantly both within year groups and from year to year and are broadly average overall. By the end of the Foundation Stage they have made good progress and the majority have achieved the early learning goals for their age. This enables them to quickly move on to the National Curriculum programmes of study. The children settle into the class very quickly and the transition to the more structured work is accomplished smoothly.

Personal, social and emotional development

68. The children have good relationships with each other and with adults. They are polite and helpful, such as in saying “please, thank you” and “excuse me”. Children confidently relate to each other when sharing resources. For example, in role-play, children take turns to prepare meals. They determine their roles, undertaking household tasks and holding sustained conversations with each other. Children take turns to tell the others their news. They listen carefully and show appreciation. All have opportunities to take responsibility, such as in taking messages and in setting out and tidying away equipment. In keeping with the school’s Christian ethos, children pray and sing praises together, clearly and confidently.

69. The very careful and close attention paid to the pupils’ personal development throughout the school is very successfully initiated. Appropriate emphasis is given to the need for all children to think about other people’s feelings. They are encouraged to relate to one another and to the staff with consideration and care for their feelings. The younger children are included in the circle time activities and develop a good level of sensitivity towards other people’s feelings, as well as a growing ability to talk about their own. There is a lack of opportunity for children to develop social skills through outdoor play with large apparatus.

Communication, language and literacy

70. The well planned activities provided for the younger children develop their confidence in speaking and listening, through play as well as in more formal conversations with adults and each other. They share equipment, learning resources and toys with increasing willingness. Many of the learning and creative activities involve them in co-operating with one another, such as working in pairs to create patterns with blocks or shapes or sharing in games. They learn

how to take turns. The work in circle time gives very good opportunities to the youngest children to express their feelings and to share in those of others.

71. The class teacher and the other adults successfully encourage the children to talk clearly and to listen carefully to what other children and the adults say to them. Both formal and informal conversations are encouraged through imaginative play in identified and constructed corners in the classroom. An example is the work on Noah's Ark where stimulating objects and songs encourage play and imaginative talk. The staff regularly encourage clear speaking; they develop the children's vocabulary well through their conversations with the children in a variety of ways, in both serious and light hearted situations. This approach increases the children's confidence in speaking in class and before the whole school in assemblies.

72. The younger children are encouraged to begin the process of writing and reading. There is a good supply of pre-reading books for the youngest children. They recognise their names and learn how to handle books. They recognise letters and understand that words convey meaning. All are ready to embark on more formal reading activities by the end of the Foundation Stage, though some begin to do so before then.

73. The quality of teaching of language and literacy is good. The teacher and classroom assistants are always fully aware of the needs of children of different abilities. They effectively encourage children to participate in discussions and engage successfully in conversations that help to develop skills in speaking and listening. The teacher ensures that all writing activities provide good challenge for all pupils. Good opportunities are provided for children who have achieved the early learning goals in this area to improve their language and literacy skills through the Key Stage 1 curriculum.

Mathematical development

74. The majority of children achieve the early learning goals for mathematics by the end of the Foundation Stage. They make good progress in developing their mathematical understanding. There is a good emphasis on the use and understanding of language relating to mathematics, such as heavy, light, tall, short and same. They recognise and name simple two-dimensional shapes such as squares and circles, as well as three-dimensional ones such as balls and bricks. Games and other planned activities establish their understanding of terms such as "in front of" and "behind" as well as comparative sizes. A basic understanding of shape is emerging as many pupils are able to recognise circles, triangles, squares and rectangles. Children's mathematical understanding is successfully developed through sorting and counting objects and recognising, naming and understanding numbers up to 10, as well as larger ones around the school. They successfully join in number games and songs. They add and take away simple sums and record the results of counting or subtracting activities. They sing number rhymes and counting songs to develop their knowledge and understanding of numbers. Children add and subtract small numbers easily. They enjoy singing number songs such as "Five Little Frogs" and "Five Currant Buns".

75. The quality of teaching in mathematics is very good. Group and class activities are very well organised. The children are given many opportunities to use resources and equipment to help them understand the value of numbers and the names of shapes and coins. There is good curriculum provision for the children's range of attainment. Group activities are well planned with an appropriate focus on practical activities and recording. Children are given challenging and interesting work that helps them to make good progress.

Knowledge and understanding of the world

76. Children develop their knowledge and understanding of the world effectively through well-structured activities. The younger children develop their knowledge and understanding of the world as they join in with work planned for the older pupils in history and science. They look at various kinds of houses. They meet with people from the community, such as the local clergy, and look at the surroundings of the school. They look at the plants and creatures to be found there. In “share and tell” sessions they are encouraged to bring things of interest into the class and to talk about them to the others. They develop early investigative skills. Younger children experiment to see whether objects float or sink and use plastic tubing to blow bubbles. They discuss different types of weather, understand the difference between day and night and learn about nocturnal animals and hibernation. Children are introduced to early computer skills and are able to use the keyboard to type words and play games. Children are skilful with construction kits and they enjoy making models of everyday objects such as vehicles and imaginary creatures and monsters. Children experiment with containers in the sand-tray. Observational skills and a sense of location and direction are developing well. Children look closely at things and observe changes. The regular opportunities for discussion about matters of interest encourages children's growing understanding of many aspects of day-to-day life.

77. The quality of teaching is good. The teacher provides a range of opportunities for children to explore the environment both inside and outside their classroom. The good experiences she provides through whole class discussions enable children to relate their own experiences to those around them. Good attention is paid to safety issues.

Physical development

78. By the end of the Foundation Stage children make satisfactory progress and develop sound physical skills. They run, jump, climb and balance with satisfactory levels of control and co-ordination and are aware of space as they move about in the classroom and outdoors. They have a very small area to extend practical activities adjacent to their own classroom. Children build effectively with large construction kits and bricks. They develop increasing control of paintbrushes, scissors and the computer mouse. Children gain more control as they play with malleable materials and are involved in cooking activities, painting and drawing.

79. The teacher's good planning and provision for these activities enhance the children's progress. Staff build effectively on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and increasing skill. The school is aware of the limited provision and space available for physical education. This does not satisfy the needs of the youngest children for regular outdoor play using a variety of wheeled toys as well as climbing apparatus to stimulate their co-ordination and adventurous activities. They play games outdoors with the older pupils when the weather allows, so that they learn to run, jump and hop and to use a variety of large and small balls.

Creative development

80. In creative development, children make good progress and achieve the early learning goals by the end of the Foundation Stage. They use pencils, crayons, pastels, chalk and paints to create a range of colourful pictures linked to their study of the story of Noah and paint vibrant pictures of the Rainbow which was seen at the end of the flood. They experiment with colour in painting, draw and make three-dimensional shapes and models in malleable materials. They cut out and colour shapes. They make and decorate objects out of card, learning to cut and stick a

variety of materials. They make good progress in learning to express their own ideas creatively. Children listen to different types of music and learn the tunes and actions to many songs. They join in singing energetically and make music with obvious enjoyment. In the home corner children use their imaginative play to help understand the world about them. The quality of teaching is good. Children are encouraged to express their feelings and a range of materials to challenge and develop their learning is used to good effect.

81. The school has established a good system for the introduction of the younger children into the school. The class teacher makes careful provision for the new children to visit the school. The ethos of the school is such that the older pupils consider the welfare of the younger ones. There is a generous supply of support assistants, parent and governor helpers in the class. The level of partnership between the class teacher, support staff and helpers is very high and is effective in raising standards and providing a supportive environment for all the children. Parents are very appreciative of the ease of access they have to the headteacher and teaching staff. This is seen as being particularly important in the early years of schooling. In turn, the parents are very supportive of the school.

ENGLISH

82. Standards in English throughout the school are generally good and never less than in line with national expectations. In the current Years 2 and 6 the proportion of pupils who, on the basis of the school's careful analysis of test results, are likely to reach the expected levels of attainment, or higher, are better than the current national figures for all schools. They are much higher than the current expectation for similar schools. This indicates that learning is good throughout both key stages. The small size of the year groups in the school means, that the arrival or departure of even one child with a different level of ability could lead to a wide fluctuation in the reported results. This has accounted for the apparent fluctuations in the performance of the school in English over time and has disguised the steady improvement in standards since the last inspection. The general raising of standards is due to developments in the quality of teaching and classroom support.

83. By the end of Key Stage 1, pupils' attainment in speaking and listening are above national expectations. Their attainments in reading are also above national expectations. Pupils' attainment in writing is close to that expected for their age. Pupils make good progress in reading. They enjoy a wide variety of books which they read for pleasure as well as to find out about things that interest them or to which they are directed. The well-planned literacy lessons maintain this interest and develop their skills in writing in a variety of forms. In one lesson looking at the story of Goldilocks and the Three Bears, the youngest pupils were locating the words and phrases they recognised in the story, while the older, 6 and 7 year olds were discussing with considerable insight the ways the characters in the story responded to events. Then they wrote interesting character profiles. On display were other types of writing, both in prose and verse. The pupils understand about the use of adjectives and use them to enliven their speaking as well as their writing which is generally accurate with the proper use of full stops and capital letters. Standards in spelling are good; words are either spelled correctly or make phonetic sense.

84. At Key Stage 2 pupils also make good progress so that by the time they are 11 they are accomplished readers; able to make sense of most of the pieces of writing they meet. Most of the pupils read books for pleasure and they are familiar with the standard authors writing for their age group. They also read for information and are well able to discover facts about matters that interest them using a library with confidence. The older pupils can distinguish between myths

and other forms of storytelling and have a good idea of how myths are constructed to be told. They write well both critically and creatively using a rich vocabulary. The development of language use is helped by the way in which they are encouraged to use specialist vocabularies related to different subjects. Good standards in handwriting and spelling are maintained throughout the key stage as the pupils continue to take a pride in their work.

85. Throughout the school the standard of speaking and listening is good. The pupils reply to questions using sentences or complex phrases rather than single words. They speak interestingly about things that matter to them and are equally at home talking about feelings and emotions as they are dealing with factual matters. They are familiar with the social conventions of discussions and conversations and use them naturally both when talking to adults and with each other.

86. In both of the classes the teachers' very good planning, which is based upon the national literacy strategy, is detailed and makes good provision for the needs of individuals and small groups of pupils, including higher attaining pupils. This means that those pupils known to have special educational needs are provided with the particular help they need and make good progress alongside the others in the class. In addition the classroom assistants and other adult helpers give these pupils good quality support.

87. The individual attention, which all pupils receive, is a strength of the teaching of English, as of other subjects, in the school. Teaching in English is never less than good; it is marked by the teachers' good knowledge and understanding of the subject and of how pupils learn. The teachers make very good use of support staff, making sure that they are well briefed so that they are very effective in the classroom and play a significant role in the good standards that are achieved. The lessons in both classes are very well planned and proceed at a good pace. This coupled with the good, or very good, management of the pupils which maintains their close attention and good behaviour, ensures that no time is wasted.

88. Teachers analyse the results of tests and other forms of assessment closely, they make full records of the results and these are used well in planning individual targets for the pupils to attain. These are shared with the pupils so that they have a good grasp of how they are doing and what they need to do to improve further. The teachers have high, but realistic, expectations of their pupils and they live up to them, being challenged to do so by the work planned for them. Homework for English, usually in the form of reading to be done, spellings to be learned or information to be found out, is useful in developing the pupils' independence in learning and plays a significant role in their academic and personal achievements. Parental support with reading is generally satisfactory. Pupils are encouraged to read at home regularly and develop a love of books and other reading matter.

89. The resources provided for the subject are good in quality and generous in quantity. The library is broad in its content, supporting all areas of the curriculum well. There is a better ratio of books per pupil than is usually the case and the library is well used. The provision of computer software to support English is satisfactory and the pupils compose stories and poems using standard word processing programs. The provision for English in the school is good, it plays an important part in developing the pupils' self esteem, through, for example, participation in poetry writing competitions, and it supports the rest of the curriculum very effectively in raising and maintaining good standards.

MATHEMATICS

90. Standards in mathematics throughout the school are good. On the basis of the school's careful analysis of test results and evidence gathered during the inspection, the majority of pupils are likely to reach the expected levels of attainment, or higher by the end of both key stages. They are higher than the current expectation for similar schools. The small size of the year groups in the school means that there is a wide fluctuation in the reported results. This has accounted for the apparent fluctuations in the performance of the pupils in mathematics over time. The performance of pupils on the school's register of special educational needs significantly influenced the results. When this is taken into account available evidence indicates that there has been a steady improvement in standards since the last inspection. Inspection evidence confirms the trend of gradual improvement. The general raising of standards is due to developments in the quality of teaching and classroom support, particularly at Key Stage 1.

91. At the time of the last inspection standards in mathematics were identified as being similar to those expected nationally throughout the school. Progress was satisfactory throughout the school. The quality of teaching was satisfactory at Key Stage 1 and good at Key Stage 2. Since then, there have been considerable improvements in mathematics, particularly with respect to the quality of teaching at Key Stage 1 and the progress in pupil's learning. The initial improvement preceded the introduction of the National Numeracy Strategy, the adoption of which has enhanced it. The school is setting targets for improvement and has good plans for further improvements in the teaching of numeracy. At the end of both key stages, the majority of pupils are attaining levels higher than that expected of pupils aged 7 or 11 nationally. The school makes regular and detailed assessments of the progress of individual pupils as a basis for an efficient programme for setting targets. This indicates that learning is good throughout both key stages.

92. At Key Stage 1, younger pupils confidently count in tens up to and back from 100. They create repeated patterns of shapes and colours. The older pupils with higher prior attainment make repeat patterns with regular variations of shape and size and colour. They calculate quickly and accurately using known number bonds up to 10. They successfully arrange lists of one and two digit numbers in ascending and descending order. Pupils also answer and devise their own 'number stories' and use the same techniques to apply mathematics to other subjects, such as design and technology. They learn and use correct mathematical terms with increasing confidence. For example, they can classify a variety of everyday objects found in the classroom according to their two-dimensional shape and older higher attaining pupils confidently describe three-dimensional shapes. Learning at Key Stage 1 is good overall.

93. At Key Stage 2, pupils continue to make good progress in their learning. They handle increasingly more complex calculations with confidence. They try different ways of solving problems and explain why they have chosen a particular method. Pupils readily use these skills in other subjects, such as science and design and technology. They become confident in using fractions and simple percentages. By the end of the key stage, those with higher prior attainment readily convert these into decimal fractions, including eighths. The pupils make good use of earlier studies to further develop their knowledge and understanding of mathematics. For example, they were able to study nets for the construction of three-dimensional shapes and correctly identify the shape that they could construct and were able to explain why some nets shown were incorrect and would not make the intended shape. The encouragement in the use of previous knowledge to discover new facts or skills is a strong feature of the teaching. It develops a good knowledge of their learning among the pupils and supports their skills, knowledge and understanding. In handling data, links are established between the work in mathematics and that

in information and communication technology. The pupils discuss the merits of different types of graphs for different sorts of information.

94. Pupils respond well. Their behaviour is good and they have positive attitudes to learning. Pupils and teachers have good relationships. Pupils respond well to the clear introductions to lessons and are confident in answering and asking questions.

95. The quality of teaching is good throughout the school and makes a significant contribution to the good progress made by pupils by the time they leave the school. This is an improvement since the last inspection, particularly at Key Stage 1. All teachers have secure knowledge and understanding of the subject. They manage the pupils very well. They have a clear expectation of what their pupils can do and encourage them to achieve the best standards that they can. Some good teaching strategies are used. For example, in Year 1 identifying two-dimensional shapes is made into a game by the teacher. Teachers use their knowledge well to introduce pupils to the correct mathematical language. As a result even the younger pupils talk confidently about two-dimensional shapes using the correct vocabulary.

96. Teachers use the National Numeracy Strategy well. Lessons are well planned with clear objectives and activities. In the best lessons planning is very good with clear objectives for what pupils of different ages and attainment are to learn, a clear structure to the lesson and a range of activities planned to develop pupils' learning. Questions are used well to encourage pupils to use their prior knowledge and to ensure all pupils answer appropriate questions. Good, clear explanations are given followed by activities to allow pupils to consolidate and practice what they have learned. There are high expectations that pupils will succeed with the challenging work they are set. In all lessons very effective use is made of discussions at the end of each lesson to share pupils' experiences and to review what they have learned.

97. Very good use is made of support staff, which is a significant factor in the improvement in standards. The style of teaching employed in mathematics, which encourages the pupils to think for themselves, is designed also to raise their self-esteem. It gives them confidence to tackle new work and maintains their interest in the subject, which most enjoy.

98. Work for pupils with special educational needs is planned to be similar to that undertaken by the rest of the class but at appropriate levels of difficulty or complexity, so that their progress is maintained and their confidence enhanced. Some pupils with particular mathematical talents, particularly in the class with the older pupils, are given special attention and work to enable them to work successfully towards their potential. The pupils with special educational needs make good progress as a result of the good support they are given through the well devised and well managed individual education plans. Support assistants, who provide the support, are well informed and know when to provide direct help and when to encourage pupils to make the discovery for themselves.

99. Teachers' assessment of pupils' learning is good. They analyse the results of tests and other forms of assessment closely, they make full records of the results and these are used well in planning individual targets for the pupils to attain. These are shared with the pupils together with helpful comments as to what they need to do to improve further. The teachers have high expectations of their pupils, which are appropriate to their previous learning. Homework includes learning number bonds to help with basic numeracy skills and plays an important part in their progress.

100. Although there are marked differences in standards in mathematics from year to year, there is an underlying improvement over time. This is the result of careful planning and skilful

teaching applied consistently throughout the school. The successful co-ordination of the subject has had to take account of the considerable differences in numbers and distribution of year groups between classes. Resources and the accommodation are good for mathematics.

SCIENCE

101. Standards in science throughout the school are good. The proportion of pupils in both Years 2 and 6 who are currently attaining the standards expected of pupils aged 7 and 11 is clearly high. The number of pupils in different age groups is small and new pupils tend to join the school, so there is variation in these scores from year to year. There is a steady underlying progress in learning in all aspects of science throughout the school and over time.

102. The planning of the science curriculum, which is based upon national guidance materials, is well adapted to the needs of this small school. A good balance between the various attainment targets is maintained throughout the school. At Key Stage 1 the pupils develop the skills needed for scientific investigation at an early stage, by using and understanding the principles of fair testing. This is further developed in Key Stage 2. It is used in the study of the various topics in the curriculum, such as their investigations into their own reaction times, as well as to a study of the patterns of growth in plants.

103. In an investigation of the factors that determine how far different toy cars would roll the skilful use of questions by the teacher encouraged the pupils to discover for themselves how to set up a controlled experiment. The better than average results in science are clearly the result of the good, or very good, teaching which is found throughout the school. The consistency of good teaching in this, as in other subjects, is the most significant improvement in the school since the last inspection.

104. In both classes the planning carefully matches the work to the stages of development and the previous knowledge and understanding of individuals and small groups of pupils. Planning is related to the careful analysis of test results and other assessments in the subject. Full records are being built up to assist in the setting of group and individual targets. These targets are shared with the pupils so that they know how well they are doing or where they need to make even more effort. The teachers' enthusiasm for the subject and imaginative presentation of the tasks motivates the pupils to think hard and strive for deeper understanding. The teachers share their good knowledge and understanding of the subject with the pupils very effectively, as they clearly understand how pupils learn science. This high level of teaching competence also contributes to the good response the pupils make to the lessons they receive in both classes; they clearly enjoy the subject.

105. Pupils throughout the school make good progress in the subject as their skills are developed and their knowledge and understanding increase. The detailed planning and individual target setting provides successfully for those pupils with identified special education needs as well as for those with particular interests and skills in the subject. The well planned use of support staff who are seen as partners in the classroom adds materially to the good quality of education all the pupils, and particularly those with special educational needs, receive.

106. The resources provided for science are good in quality and adequate to the needs of the curriculum and the numbers of pupils in the school. The school makes good use of its surroundings and this goes some way to make up for the shortage of space in the infants' classroom. The subject is well managed and longer term plans for it are appropriate.

107. The teachers encourage the pupils to learn and use specialist science words and to express their ideas using scientific terms. Numeracy skills are also used in handling experimental data. The use of information and communication technology to support science teaching and learning and for the display of pupils' findings is at an early stage of development. Science is well established in the school's curriculum, progress is steady and the good teaching coupled with the pupils' enjoyment of the subject establishes a firm foundation for further progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. By the end of both key stages, pupils' attainments are similar to the levels expected nationally. In the 1996 inspection report no judgement was made on standards of attainment in information and communication technology. Pupils' skills are satisfactory overall but they have insufficient opportunity to apply these skills across the curriculum due to limited resources. There has been a good improvement in the provision for information and communication technology.

109. At Key Stage 1, the youngest pupils build on their early experiences with the computer and make satisfactory progress. They use computer programs for learning number work and spellings, as well as using listening centres for listening to stories and following them in books. They are well supported by the teaching assistant and other adult helpers who ensure that the time available is used efficiently. Word processing skills are used to record ideas and to write short accounts of pupils' experiences. Pupils in Year 2 correct text accurately and change the size of fonts of parts of their text confidently. They are introduced to new programs step by step as they learn new techniques and features of the programs. These are followed up by periods of practice with clear and simple instructions to remind them of the lesson. The pupils understand about CD-ROMs and some can use them to gain information. They also identify the range of uses to which information and communication technology can be put. By the time they are 7 pupils attain levels of competence which are similar to those expected of pupils of that age.

110. The pupils in Key Stage 2 continue to make satisfactory progress in their computer skills, their understanding of the machines and of the programs available to them. By the end of Key Stage 2, pupils are skilled at word processing, being able to edit, amend and print their text. Pupils have limited experience of entering and using information on a database or of using spreadsheets to control data. Younger Key Stage 2 pupils have basic control of a computer mouse to move the cursor and to highlight words. They use number and spelling games appropriately. Pupils can write text on screen and edit their work; their word processing skills are good. They are confident in following instructions and have a good understanding of the retrieving and storing of work. The school is beginning to develop the use of information and communication technology to support learning in other subjects. For example, pupils in the use of a digital camera to photograph their work in design and technology when making purses and wallets.

111. The pupils have very positive attitudes to information and communication technology and enjoy the work. They co-operate well with one another. Their competence in the subject is regularly assessed and they are kept aware of what they need to do to make progress. This information is used in setting targets for groups and individuals.

112. The pupils' overall attitude to learning in information and communication technology, their behaviour and the quality of their relationships throughout the school are very good. Whenever they are given the opportunity, pupils enjoy working on the computer. The pupils take pride in their work, which is completed well, and are proud to talk about what they have done. Their behaviour while working on the computer is good and they handle equipment properly and carefully. When working together in pairs, pupils are co-operative and helpful towards each other and are good at sharing and taking turns.

113. Pupils make satisfactory progress and develop a sound understanding of communicating and handling information. Pupils with special educational needs make good progress. They have good support from programs that reinforce their literacy and mathematical skills. Pupils enjoy working with computers. Those using computers during the inspection were interested and worked conscientiously. They talked about their work well and tried to produce good quality work. Discussions showed that they understood most functions and appreciated the value of using information and communication technology to solve problems and to find information. Pupils worked well together, with more experienced users helping those who were less secure. Pupils with interest in computers and who have their own personal computers at home willingly undertake some independent research, such as in history.

114. No class teaching of information and communication technology was seen. There was good teaching of individual pupils and pairs of pupils working at the computer in their literacy and numeracy lessons. It was marked by a familiarity with computing skills and the programs used in the school. Teachers use information and communication technology as part of their everyday work. Teachers' lesson plans do not clearly identify the skills involved when information and communication technology is used to support learning. Good use is made of support assistants and parents to enable the pupils to make good progress. This is a good example of the high quality of relationships between pupils and with the staff which is a strength of the school. Pupils with special educational needs are provided with good quality support that ensures that they make good progress.

115. There is a suitable policy and scheme of work based on national guidance materials which provides clear guidance on coverage of the aspects of information and communication technology. There is insufficient identification of the use of information and communication technology skills in different areas of the curriculum. There are a good number of computers. The school is aware of the need to ensure these are upgraded when necessary and has good plans to further enhance provision across the curriculum, including the purchase of additional software to develop the use of information and communication technology throughout the curriculum.

RELIGIOUS EDUCATION

116. The religious education provided by the school is of a good standard throughout and pupils make satisfactory progress. The teaching is good and the planning ensures that the pupils have a wide experience of religions found in contemporary Britain. The work in religious education plays a significant role in the establishment and maintenance of the school's Christian values on which it justifiably prides itself.

117. At Key Stage 1, by the time the pupils reach the end of Year 2 their standards in religious education are in line with what is expected of pupils of the age of 7. This is true of their knowledge and understanding of the stories they have heard. Their skills in discussing what the

stories mean, or what was the intention of the author of the story is better than that normally expected of pupils of that age. This is apparent not only in the religious education lesson but also in the teaching aspect of the daily assemblies, for example, when the pupils made their contribution to the story of creation, or recalled the teaching of a Sikh Guru. The work done in religious education is also used as a stimulus for other learning activities. For example in art and design with the younger pupils, the story of Noah is used to develop careful planning of the colour sequence in rainbows. The same story is used to develop their understanding of the social and moral implications of making and keeping promises.

118. The pupils make good progress at Key Stage 2. By the time they reach the end of Year 6 their levels of knowledge and understanding of Christianity and other religions such as Islam and Sikhism is at least in line with what is expected of pupils of that age. In the breadth of knowledge and level of understanding of what the topics they have studied mean they are in advance of what is expected of pupils of that age. The pupils develop their understanding of the parables of Jesus with the older pupils reading the text fluently and confidently from a modern version of the Bible. They retell the stories accurately and add their interpretation of what Jesus was seeking to teach. They relate this to their own lives. These standards are the result of the careful planning and good teaching of the subject throughout the school coupled with the re-enforcement that the subject receives from the acts of collective worship.

119. The teaching of religious education is good throughout the school. The teachers have a good knowledge and understanding of the subject and recognise how pupils of various ages and stages of development learn about religion. They are sensitive in their approach to their pupils' feeling and beliefs and this acts as a good model for the pupils' own behaviour in this respect. The teachers are careful to develop the specialist vocabularies that are appropriate to the religions studied and this gives an accuracy and fluency to the pupils' discussions.

120. The planning of the work in religious education is done well, it is based on the Lancashire agreed syllabus supported by the suggestions from the Blackburn diocesan syllabus. The latter provides a useful means of assessing the pupils' attainment in religious education; the school does not yet fully and formally adopt this. The teachers have high, but realistic, expectations of the quality of work that their pupils will produce. This is shared with the pupils and helps to maintain good standards. This is true for pupils with special educational needs, as well as for those with particular strengths in the subject. Both groups are well supported by the staff and make good progress.

121. Religious education makes a very important contribution to the good provision for the pupils' spiritual, moral, social and cultural development. It provides insights into the spiritual values of Christianity and the other religions studied in ways that enable the pupils to relate them to their own lives. In the sensitive attention paid to the beliefs and practices of religious believers the pupils are able to develop the ability to think about and discuss important matters of belief with courtesy and sympathy. This contributes also to the accepting and encouraging atmosphere of the school.

122. The resources available for religious education meet the needs of the curriculum well. The range of books of various levels of difficulty, on faiths other than Christianity, provided in the library is particularly good. The subject is well managed and the school is committed to its continuing development.

ART AND DESIGN

123. Standards in art and design throughout the school are broadly in line with what is expected of pupils of primary school age. Pupils make satisfactory progress throughout the

school. The younger pupils record their careful observations of various fruits and make them into pleasing pictures. They then develop an imaginative use of textiles to represent the fruit to create a fabric collage, experimenting to find the best way to place the fruit shapes on their chosen background. The older pupils experiment with deliberately limited ranges of coloured and textured papers to produce repeat and all over patterns based on symmetry. This is carefully related to work in mathematics. They explore texture, tone and harmony in both the colour and the position of the elements in the pattern. In both key stages the pupils discuss what they have done, making sensible and sensitive evaluations of their own and each other's work.

124. The lack of a policy and scheme of work to support the subject identified in the last inspection has been overcome. The teachers plan their work following a well-structured policy and basing the work on national guidance materials. These are being adapted for the needs of this particular small school where the entire Foundation and Primary age range is catered for in two classes. In the Key Stage 2 class there is less difference in the work planned for, and expected from, the different groups of pupils than in other, core, subjects such as English. The good level of class management and teaching skills deployed by the teacher ensured that all pupils were clear what they needed to do, and that individual work and imaginative and personal responses led to at least satisfactory work, with much of it good in artistic quality. In the Key Stage 1 class the differences in work planned for the groups leads to rapid and positive response and the quick development of good quality individual work. The teachers have a very good knowledge and understanding of the subject and an enthusiasm for teaching it. This is shared by the support staff who make a good contribution to the pupils' experience in the subject.

125. The resources made available for art and design are of a good quality and sufficient in quantity for the needs of the pupils and the curriculum. The range of resources is narrow. There is little evidence of three-dimensional work having been undertaken. The provision for art and design is satisfactory and the close linking of art with other subjects to their mutual advantage, especially design and technology, is a good aspect of the teaching of the subject in the school. For example, sketches of a variety of housing are made to support a geographical investigation of the village and careful drawings of growing plants support the science of living things. The links with other areas of the curriculum while maintaining the development of specific subject skills is a good feature of the teaching in the school.

126. The teaching of art and design is usually good and never less than satisfactory. The methods used successfully encourage the pupils to experiment with different sorts of paints, colours and textures of paper or textiles, and to be self-critical so as to improve the quality of their creations. The teachers expect the pupils to work hard, to want to improve their skills and to produce good quality artwork. In this they are not disappointed and the pupils enjoy the challenge to do well.

127. The pupils are familiar with a satisfactory range of paintings by different European artists and the range of art from non-European cultures to which they are introduced is good. The school library and other resources, which the pupils use well, provide support for this aspect of the work.

128. The subject is being well managed and developed over time. The introduction of the policy and scheme of work has been a step forward; it also provides a basis for the structured assessment of the pupils' standards of work. This is not yet in place. There are good links between pupils work in art and design and their work in design and technology. The small size of the school and the ethos of detailed planning for individual needs ensures that those pupils with special educational needs, as well as those with particular talents, are well provided for. Art and

design plays a significant part in the provision made for the pupils' spiritual and cultural development and is an important part of the whole curriculum for the school.

DESIGN AND TECHNOLOGY

129. Art and design and design and technology are taught as complementary subjects throughout the school and the standards of attainment in design and technology of pupils are broadly in line with what is expected nationally in both planning and making. Throughout the school pupils make satisfactory progress.

130. At Key Stage 1 the pupils design and plan puppets based on Pooh Bear. They improve their designs after trying out their paper patterns, then making the puppets in cloth and decorating them. The completed puppets demonstrate the pupils' developing skills in measuring, cutting out and sewing. The wall display also shows the effective ways in which the pupils had planned the work and improved on their first designs.

131. At Key Stage 2 the pupils design and make purses. They select appropriate materials to use, develop their design by evaluating and then improving on their first thoughts after trying the design out in paper. The purses are decorated in interesting and personal ways, and the fastenings that are used are selected for their appropriateness to the function of the purse. The wall displays of this activity clearly indicate the processes that the pupils went through in achieving the successful making up of the designs.

132. The standards achieved are the result of the good quality of the teaching. The teachers in both classes are secure in their knowledge and understanding of the subject and of how pupils can best learn the principles of designing and making. Their planning enables the pupils in mixed age classes to develop at the rate appropriate for their age and stage of development. The curriculum planning has been improved since the last inspection. It is based on national guidance materials for the subject and is directed towards the development of skills. Using this approach the designing and making of a purse is used to develop the skills and challenge the ingenuity of pupils in Years 3 to 6 in the same class very effectively. The teachers challenge the pupils to achieve high standards by presenting them with clear targets for the activities planned in the lessons. The good level of classroom management and the strong motivation for the pupils to succeed, which are marks of the good teaching in the school, ensure that no time is wasted in lessons. The pupils' behaviour is good and their attitudes to work are positive. The pupils, particularly at Key Stage 1, are encouraged to be independent and to make judgements for themselves; this approach is less noticeable among the older Key Stage 2 pupils in the junior class where it would be expected.

133. The support staff in the classrooms make a good contribution to the standards achieved by all the pupils and especially by those with special educational needs and those with particular talents in the subject. The subject is well managed; the resources are well matched to the needs of the curriculum and the pupils both in quality and quantity. The subject plays a full part in the broad and balanced curriculum which the school provides for all its pupils.

GEOGRAPHY

134. No lessons were seen in geography during the week of the inspection due to the organisation of the timetable. Evidence from pupils' work, displays, teachers' plans and discussions with pupils shows that pupils, including those with special educational needs, achieve satisfactory standards and make good progress throughout the school. This reflects a marked improvement since the school's inspection in 1996.

135. The younger pupils in Key Stage 1 recognise the features of their own locality. They recognise differences and similarities between their homes and, from their work in history, understand that homes have changed over the years. Older pupils compare places further afield, consider human effects on the environment and understand the influence of weather.

136. At Key Stage 2, where pupils study the wider world, they show good understanding of maps. Pupils know the major cities in the world and use an atlas effectively. Literacy is developed well through geography, such as in pupils' persuasive writing regarding environmental issues linked to their study of their own local environment. Here, they show good understanding of the effects of major developments, economics and environmental issues.

137. The work seen in geography is often of a high quality. Pupils present their work well. The subject supports pupils' developing research skills, which are also enhanced by the provision of research tasks for homework. Planning is good, showing a range of suitable objectives and using a variety of resources. There is a satisfactory policy and scheme based on national guidance materials. Opportunities for assessment are included in teachers' plans and the information is used to inform future teaching.

138. Resources for geography are satisfactory. There is insufficient identification of appropriate opportunities for the use of pupils' information and communication technology skills. For example, in handling data when recording observations of the weather conditions over time. The school's rural position is used well as a resource for fieldwork. Opportunities are also provided for pupils to visit nearby towns, such as Burnley, to look at similarities and differences between localities. The school is in a somewhat isolated position but makes best use of its surroundings as a resource. The accommodation is satisfactory for teaching geography.

HISTORY

139. Few lessons were seen in history during the inspection. Evidence from those lessons observed, the scrutiny of pupils' work, plans and discussions shows that pupils, including those with special educational needs, attain satisfactory standards and make satisfactory progress across the school. In 1996 the quality of teaching in history was unsatisfactory overall. There has been a significant improvement and teaching is now good.

140. At Key Stage 1, pupils have looked at homes and families. They understand that things change over time and know about some major events, such as inventions. They know about some famous people, including Florence Nightingale, and have written letters imagining they were her patients in the hospital at Scutari. They have a sound understanding of different sources of information. Pupils have learned about life in Tudor times, where they study costume, homes and lives of famous people. They understand the effects of change, such as during the different years of Tudor monarchs.

141. At Key Stage 2, pupils continue to compare and contrast periods in history. The pupils learn about architecture, myths and legends connected with different periods in history,

enhancing their knowledge and supporting their literacy development. The older pupils in the key stage have good understanding of the main features of life in Victorian times and are aware of the variations in sources of evidence. For example, pupils know from their recent work in the literacy hour that there are many types of writing and that some can be factual and some may be less factual than it first appears. This shows a good awareness of the need to select from a range of sources.

142. Pupils enjoy history. They listen attentively and behave well. In a Key Stage 2 lesson, pupils collaborated effectively, selecting their particular focus for a walk to study the different architectural styles in their village and using their investigative skills well to identify buildings built during Victorian times. They worked closely to record their findings, showed a mature approach to taking responsibility and discussed their findings sensibly sharing their information with the whole class.

143. In the few lessons seen, the quality of teaching was good. Lessons were planned well and proceeded at a good pace. Teachers explained work carefully and encouraged pupils to participate in discussions. In history, teachers reinforced pupils' basic skills by encouraging good handwriting, spelling, sentences and punctuation. Pupils' speaking skills also benefit from the good opportunities provided for pupils to discuss, question and make suggestions. Teachers assess pupils' progress and used this information well to inform future teaching.

144. The subject is carefully led and managed with good use made of national guidance materials. There is insufficient identification of appropriate opportunities for the use of pupils' information and communication technology skills, for example, in researching information. Resources for history are good overall, though there are few artefacts available in the school. The accommodation is satisfactory.

MUSIC

145. A specialist teacher is employed to teach music on Fridays, consequently no music lessons were available for inspection. From a scrutiny of the teacher's planning, discussion with pupils and other staff and the observation of singing in collective worship it is clear that standards in music and progress in pupils' learning throughout the school are at least satisfactory. The quality of singing is in line with what is expected of pupils in the primary years.

146. Pupils enjoy the opportunities that they are given for singing and making music. This occurs both within the school and in the wider community. The pupils join with others from similar small schools in joint choral work. They entertain local groups of people, especially at Christmas. Those who play recorders and other musical instruments are pleased with their accomplishments and take a pride in what they can do. The school ensures that everyone who wants to learn the recorder can do so.

147. The specialist teacher plans the work to meet the requirements of the National Curriculum and this work is undertaken during the weekly music sessions. The other teachers maintain interest in music throughout the week with an emphasis on singing in assemblies, and particularly with the younger pupils in singing games for literacy and numeracy. There is a carefully planned progression in the development of skills, involving for example the recognition and use of rhythm and pitch coupled with voice control in the infant class. The older pupils recognise octaves by sound, they use their experience with recorders to compose simple tunes thinking how best to use their three note tune in a longer composition.

148. The resources provided for music are suitable in quality and quantity to meet the needs of the curriculum for all the pupils in the school. Those pupils with special educational needs, as well as those with extra talent, are provided with encouragement and support by the staff. The subject is satisfactorily managed and the planning ensures that requirements are met and that the records of pupils' attainment, though slim, are adequate. Music plays a significant role in the pupils' personal development, enhancing their self-esteem and their enjoyment in working together to a common end. It broadens their means of self-expression and thus provides good support for their spiritual, moral, social and cultural development and their sense of belonging.

PHYSICAL EDUCATION

149. Only one lesson was seen in physical education during the week of the inspection. Evidence from the lesson seen in the Key Stage 2 class, planning and discussions with teachers and pupils shows that pupils make satisfactory progress. By the end of Key Stage 2, pupils have a satisfactory knowledge and understanding of games' skills. Insufficient evidence was seen at Key Stage 1 to make judgements. Pupils at Key Stage 1 have a weekly lesson in the larger Key Stage 2 classroom or outside, weather permitting. At the time of the previous inspection in 1996, there were many shortcomings in the subject; the school has made good use of facilities off site to improve its level of provision.

150. In the lesson seen, Key Stage 2 pupils showed good understanding of the need for warming up activities, recognising the effect of exercise on their bodies. They could throw a ball with reasonable accuracy. They developed their skills of running and passing the ball and then applied these skills in a team game. Pupils responded well, working with a partner and as a member of a team. They enjoyed the activity. Pupils with special educational needs participate fully in the lessons and are well supported.

151. The quality of teaching in this lesson was good. The teacher ensured that tasks were developed progressively, providing increasing challenge for pupils. She made good use of demonstration and questioning to encourage pupils to refine their work. All pupils, including those with special educational needs, were fully included in the lesson. Pupils were managed well. The teacher interacted closely with all pupils to ensure they fully understood the aims and objectives of the lesson.

152. The policy and scheme makes good use of national guidance materials for physical education to ensure there is as full a coverage of the programmes of study as is possible within the restrictions of the facilities available. Although the school lacks a hall for physical education, good use is made of the outside play area in good weather. Visits are made by Key Stage 2 pupils to a local school to ensure pupils experience the use of large apparatus for gymnastics, whilst all pupils, including the younger pupils, receive swimming lessons. Co-ordination of the subject is good. There are regular evaluations of the school's policy, along with evaluations of organisation and teaching.

153. Resources are satisfactory. Equipment is stored safely. The school recognises that the lack of a hall restricts pupils' development in some aspects, such as using large apparatus for gymnastics. The isolated site means that additional time and money has to be allocated to travelling, such as to the swimming pool, to enable pupils to receive their entitlement. Best use is made of available resources though the headteacher fully recognises the effect of the limitations of the accommodation towards developing more effective provision in this subject.