

INSPECTION REPORT

Northern County Primary School

Bacup

LEA area: Lancashire

Unique Reference Number: 119190

Acting Headteacher: Mr John Hughes

Reporting inspector: Dr Brian Male

Dates of inspection: 13th – 16th September 1999

Under OFSTED contract number: 707509

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Burnley Road Bacup Lancashire OL13 8PY
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M. Carr
Date of previous inspection:	7 th – 10 th May 1996

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MAIN FINDINGS

What the school does well

At the end of Key Stage 2, standards are well above average in English and above average in mathematics.

There are good standards of behaviour.

Pupils have positive attitudes to their work.

There is some very good teaching, particularly at the top of Key Stage 2.

The acting headteacher is providing outstanding leadership for the school.

Where the school has weaknesses

Standards of attainment are below average in information technology at the end of Key Stage 2.

The role of co-ordinators has not been fully developed.

Pupils need more independence in their learning and personal development.

The school's strengths far outweigh its weaknesses. There is good progress across the school, and above average standards in the key subjects of English and mathematics. The school is now being very well led after a difficult period by an acting headteacher and new deputy headteacher. Under their leadership, it is well placed to continue building on its high standards. The governors will implement an action plan to address the issues identified. This plan will be sent to the parents and guardians of all pupils in the school.

How the school has improved since the last inspection

Standards of attainment in English, mathematics and science have risen significantly since the last inspection. In terms of the previous key issues raised, standards have improved in science and in design technology, and use of the playground has been reviewed. However, little progress had been made in the introduction of new schemes of work and the role of co-ordinators until very recently. The school's development planning still needs improvement. Under the leadership of the acting headteacher and new deputy headteacher, the school is well placed to correct previous weaknesses and build upon its strengths.

Standards in subjects

The table shows the standards achieved by eleven-year-olds in 1998 based on the National Curriculum tests. 1998 is the last year for which comparative data are available.

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	B	A		
Mathematics	C	D		
Science	B	B		

The school improved its scores in the 1999 tests in all three subjects. This continues a three year trend of rising standards. Compared to the provisional national figures, scores in English were well above average (A), which is also the inspection judgement. Scores in mathematics improved significantly to well above average (A), and standards are judged to be above average this year. Science scores did not improve as much as other schools and were in line with the national average (C). Pupils in the present Year 6 are on line to continue these standards this year. Standards in information technology are below national expectations. Standards in religious education are in line with the expectations of the Lancashire Agreed Syllabus.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	satisfactory	good
Mathematics	satisfactory	satisfactory	good
Science		satisfactory	satisfactory
Information technology		satisfactory	satisfactory
Religious education		satisfactory	satisfactory
Other subjects		satisfactory	satisfactory

In the school as a whole, teaching is at least satisfactory in almost 95% of lessons, and good or better in 35%. In 12% of lessons the teaching is very good or outstanding. This is a very pleasing profile. Teaching is satisfactory overall for the under fives, Key Stage 1 and the beginning of Key Stage 2. Teaching is good, and often very good, at the top of Key Stage 2.

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

Other aspects of the school

Aspect	Comment
Behaviour	Pupils behave well in and around the school.
Attendance	Attendance rates are very good.
Ethos*	There is a positive climate for learning. Pupils have good attitudes to their work and there is a general commitment to high standards.
Leadership and management	The acting headteacher is providing a very high standard of leadership and has done extremely well to address so many outstanding issues in such a short time.
Curriculum	The curriculum is broad but focused on elements of numeracy and literacy. This focus has not been balanced by a reduction in the content of other subjects.
Pupils with special educational needs	There is good provision for these pupils.
Spiritual, moral, social & cultural development	Provision for moral development is good, provision for social and cultural is satisfactory overall, although multi-cultural education is limited. There is limited provision for spiritual development.
Staffing, resources and accommodation	Staffing levels are generally good. Accommodation, especially the hall and playground, is restricted. Resources are mainly sufficient except in the provision of books and some information technology equipment.
Value for money	The school gives good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school

- . The standards of attainment of the pupils
- . The standards of behaviour in the school
- . Children like coming to school

What some parents are not happy about

- .There is not enough information about what is taught or about pupils' progress
- .There are too few extra-curricular activities
- .Complaints from parents have not always been handled well

The inspection broadly endorses parents' views. Parents are right to have been concerned in the past about the handling of complaints and the quality of information, although reports comply with requirements. The provision of extra-curricular activities is much reduced from its previous high level. All of these issues are now being addressed by the school under the acting headteacher. The standards of attainment and behaviour are, indeed, good.

· **KEY ISSUES FOR ACTION**

- 1) Raise standards in information technology by:
 - I. making more frequent use of the available equipment
 - II. ensuring systematic coverage of the programmes of study
 - III. recognising and build on the considerable skills many pupils bring from home
 - IV. extending the range of equipment available
 - V. providing further staff training (para 144)

- 2) Continuing the recent development of the role of co-ordinators so that they:
 - VI. monitor the implementation of the new schemes of work to ensure that there is progression between classes
 - VII. ensure that schemes of work for the non-core subjects can be managed in the time available
 - VIII. promote the effective use of assessment to allow lessons to build on prior learning (para 68)

- 3) Enhance the quality of pupils' learning and their personal development by:
 - IX. creating more opportunities for independence in learning
 - X. the use of a wider range of strategies such as discussion and feedback
 - XI. expecting pupils to take more responsibility for the organisation of their work
 - XII. giving pupils more responsibility in areas such as moving around the school
 - XIII. giving more emphasis to pupils' spiritual development (para 38)

The school has already recognised in its development planning the need to raise standards in information technology, and to develop the role of co-ordinators.

Other issues raised by the report that the governors will wish to address include:

- * improving central library provision (para 77)
- * improving classroom book corners (para 77)
- * continuing the development of playground provision (para 79)
- * ensuring there is no unnecessary gender distinction (para 70)
- * giving staff the opportunity to take different year groups (para 80)

- **INTRODUCTION**

- **Characteristics of the school**

1. The Northern County Primary School takes pupils from 4 to 11 years old, and is maintained by the Lancashire LEA. The school was opened in 1910, and still occupies its original buildings at the top of Rossendale. At almost 300m above sea level, it is one of the highest schools in England. It serves the village of Weir, part of Bacup and surrounding villages. This is an area of mixed rented and owner-occupied housing where social conditions are varied. Most pupils start school with standards of attainment generally in line with those expected.
2. There are 194 pupils on roll (98 boys and 96 girls) in 7 classes. All 23 Reception class pupils were under five at the time of the inspection. Eleven per cent of pupils are eligible for free schools meals which is below the national average. Six per cent of the pupils are at Stages 3-5 of the Special Needs Register which is below the national average. There is only one pupil for whom English is an additional language, this is well below the national average.
3. The school was last inspected by OFSTED in May 1996. The school aims to "meet the needs of each child within the framework of the National Curriculum and to prepare her or him to take an active and meaningful role in society."
4. At the time of the inspection, the headteacher was absent and the deputy headteacher had recently retired. An acting headteacher and a new deputy headteacher had only recently taken up their posts.

4. 5. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	16	15	31

¹ Percentages in parenthesis refer to the year before the latest reporting year.

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	12	12
	Girls	13	12	13
	Total	26	24	25
Percentage at NC Level 2 or above	School	90 (89)	83 (89)	86 (93)
	National	80 (80)	81 (80)	84 (84)
4.				
4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	14	13
	Girls	13	14	12
	Total	26	28	25
Percentage at NC Level 2 or above	School	90 (93)	97 (93)	86 (96)
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 22

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

Year	Boys	Girls	Total
1998	15	9	24

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	11	7	11
	Girls	6	5	6
	Total	17	12	17
Percentage at NC Level 4 or above	School	77 (79)	55 (68)	77 (69)
	National	65 (63)	59(62)	69 (69)
4.				
4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	9	11
	Girls	6	6	6
	Total	16	15	17
Percentage at NC Level 4 or above	School	73 (74)	68 (73)	77 (74)
	National	65 (63)	65 (64)	72 (69)

4. **6. Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	0.39
	Absence	National comparative data	5.2
	Unauthorised	School	0
	Absence	National comparative data	0.5

4.

4. **7. Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

4. **8. Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	12.1
	Satisfactory or better	93.9
	Less than satisfactory	6.1

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

1. Pupils enter the school as four-year-olds with standards of attainment generally in line with those expected for children of this age. They make good overall progress across the school and by the time they leave at eleven years old, standards of attainment are well above average in English, and above average in mathematics. This represents a significant improvement since the last inspection when standards in both subjects were only average. The improvement is associated with the focus the school has given to these subjects, the good attitudes of the pupils, and the quality of the teaching, particularly at the top of Key Stage 2. Standards of attainment are in line with the national average in science, in line with expectations for religious education, but below expectations in information technology. The good overall progress across the school is made up of good progress through the Reception Year, satisfactory progress from Years 1 to 4 and particularly good progress in Years 5 and 6.
2. Pupils under five years old make good progress through the Reception class, and by the time they are five, standards of attainment in all the required areas of learning for many pupils are above those usually found. The good progress is promoted by the pupils' own good attitudes to learning and high level of social development when they first start. This is built upon by the good programme of activities and the high expectations of the teacher.
3. At the end of Key Stage 1, standards in English and mathematics are above the national average. Standards in science and information technology are in line with national expectations, and standards in religious education are in line with those expected by the Lancashire Agreed Syllabus. Standards in all other subjects, except art, are generally in line with those usually found. Standards in art are above those usually found. Pupils make satisfactory progress in subjects, except art, where progress is good. These inspection findings in English and mathematics are consistent with national tests for seven-year-olds in 1999.
4. Scores in national tests for seven-year-olds in 1998 (the latest year for which national comparisons are available) in writing were above average in terms of those attaining the nationally expected level (Level 2), and in terms of those attaining the higher level (Level 3). This brought the overall standard in writing above the national average, and the average for schools of similar background. In reading and mathematics, the 1998 scores were average in terms of those attaining Level 2, but below average in terms of those attaining Level 3. The overall standard for both subjects was average nationally, but below average for schools of similar background.
5. Scores in the 1999 national tests for seven-year-olds rose in both writing and mathematics in terms of those attaining at least Level 2, and the proportion of pupils gaining Level 3 rose very slightly. In reading, the proportion gaining Level 2 fell slightly, but, as the proportion gaining Level 3 increased, the overall standard rose. National figures are not available to compare these scores with other schools. Inspection evidence indicates that the present Year 2 pupils are on line to attain above average standards in both mathematics and English when the four aspects of reading, writing, speaking and listening are taken into consideration. Over the last

previous three years from a very high level, but have improved this year. Standards in writing have stayed the same this year after declining and then improving during the previous three years.

6. In national tests for eleven-year-olds in 1998, the number of pupils attaining the expected level (Level 4), and the higher level (Level 5) was above the national average in English and science, and in line with the average in mathematics. Taking both Level 4 and Level 5 into consideration, the overall standards were above average nationally in English and science, and average in mathematics. Compared to schools of similar background, the overall standards were well above average in English, below average in mathematics and above average for science.
7. In national tests for eleven-year-olds in 1999, the proportion of pupils attaining Level 4 rose in all three subjects. Although national comparative figures are not yet available, it seems likely that standards were well above average in English and mathematics, and average in science. The proportion of pupils gaining Level 5 is likely to be average in all three subjects. Inspection evidence is that the attainment of this year's Year 6 pupils is likely to be in line with these standards in English and science, but mathematics is above average, rather than well above average. Over the last four years, there has been a steady rise in overall standards for all three subjects.
8. In other subjects, by the age of eleven, standards of attainment are below expectations in information technology. In religious education they are in line with the expectations of the Lancashire Agreed Syllabus. Standards in all other subjects are in line with those usually found, except in art, where they are above, and music, where they are below. Pupils make unsatisfactory progress in information technology and music, good progress in art, and satisfactory progress in all other subjects.
9. Throughout the school, pupils with special educational needs make good progress. The progress of high, average and low attaining groups is in line with that usually expected. The attainment and progress of those from minority groups is comparable with others in the school.
10. In English, standards at Key Stage 1 are well above the national average in reading and in speaking and listening, and in line with the national average in writing. By the end of Key Stage 2, standards are well above average in all three aspects. Most pupils are able to read appropriate texts with fluency and accuracy, although research skills are not well developed. Most pupils are able to write accurately with correct spelling and punctuation, and many are able to write sustained independent pieces with lively and thoughtful language. Pupils listen very well across the school, value other people's points of view, and most express themselves well.
11. Ability to use numbers within mathematics is above average at both key stages. By the age of eleven, pupils have a good understanding of the principles of number, although a less strong recall of number facts. There is a good level of attainment in all areas of the subject.
12. Standards in science, by the end of Key Stage 2, are in line with the national average overall, but standards in the knowledge-based elements of the subject are higher than in the investigational aspect. Pupils have been taught the factual elements of the subjects, but have not been given sufficient independence to develop their investigational skills where they are required to devise their own methods of investigation and recording results.

Stage 1, where most pupils are able to use simple programmes effectively and store and retrieve their work. Standards are below expectations at the end of Key Stage 2. Standards are in line with expectations in communication and data handling, but below expectations in controlling, modelling and monitoring, as the school has not in the past provided sufficient opportunities for pupils to develop these skills.

14. In religious education, standards are in line with the expectations of the Lancashire Agreed Syllabus at both key stages. By the age of eleven, pupils have developed a sound understanding of the richness and diversity of religions and religious concepts through their studies of a full range of world faiths.
15. Parents are pleased with the progress pupils make and the standards they achieve.

23. **Attitudes, behaviour and personal development**

16. Pupils have good attitudes to learning. Across the school, pupils settle quickly to the tasks set, and most work hard. Children under five have good attitudes, want to learn, and keep their concentration to stay with an activity. At Key Stage 1, pupils are interested in their work and usually work well. At Key Stage 2, pupils are compliant, listen well and work hard. Pupils' capacity for personal study and their ability to select relevant resources are not well developed due to limited opportunities.
17. Behaviour is good overall. The behaviour of children under five is consistently very good. At both key stages, pupils' behaviour in lessons is good and sometimes very good. In the playground pupils mostly play well together, but the games of older pupils, although good natured, are very rough, and there is the potential for children to get hurt. Pupils are very polite and well mannered. Some of the younger pupils will stand back to allow an adult to pass in front of them and older pupils are keen to open doors for adults. Pupils look after their school well and show respect for others' property. There were no exclusions for the previous reporting year and the rate of exclusions is static. Parents are very satisfied with standards of behaviour at the school.
18. Relationships at the school are good overall. Most teachers have good relationships with pupils, and some teacher-pupil relationships are very good, with a high level of mutual respect. Pupil-teacher relationships are less effective in classes where teachers raise their voice in order to keep control. Pupils mostly have good relationships with each other. They will happily discuss their work and co-operate well when given the opportunity, but opportunities for this are limited. Pupils are sensitive to other people's feelings and beliefs. They do not discriminate against pupils who are less able and, for example, listen carefully to other pupils, regardless of their ability.
19. Pupils' personal development is satisfactory. They are given tasks and jobs to support the smooth running of the classroom, but these are mostly routine tasks which do not give much scope for using initiative. The school is aware of the need to provide opportunities to enhance pupils' personal development, and opportunities for older pupils to contribute to the life of the school are now being developed. A weekly celebration assembly has been introduced which aims to promote the personal and social development of all pupils, but it is too soon, as yet, to assess its impact.

27. **Attendance**

20. Attendance rates at the school are very good and pupils arrive punctually at the start of the day.

28.

28.

QUALITY OF EDUCATION PROVIDED

28. **Teaching**

21. In the school as a whole, teaching is good or better in over one third of lessons and less than satisfactory in only six per cent. This is a very pleasing profile, and an overall improvement since the last inspection. Teaching is strongest at the top of Key Stage 2, particularly in Year 5 where it is predominantly very good and sometimes outstanding.

22. The teaching of pupils under five is satisfactory, with a good level of challenge, and a good working atmosphere created. At the time of the inspection, pupils were attending part time and the teacher was working with very small groups of pupils.

23. At Key Stage 1, teaching is satisfactory overall. Teaching is satisfactory in English, mathematics, science, information technology, religious education and physical education. Insufficient teaching of any other subject was seen for a judgement to be made.

24. At Key Stage 2, teaching is satisfactory overall, and good in almost half of lessons. Teaching is satisfactory in Years 3 and 4, and good, and often very good, in Years 5 and 6. Teaching is good in English, mathematics and art, and satisfactory in science, religious education, history and physical education. Insufficient teaching of any other subject, except information technology, was seen for a judgement to be made. Teaching of information technology during the inspection was satisfactory as the school has just started allocating appropriate time and using equipment effectively. In the past, the teaching of information technology has not enable pupils to make satisfactory progress.

25. Across the school, teachers work hard and have coped well during a difficult period for the school in which the headteacher was absent during the run-up to the inspection, and the deputy headteacher retired.

26. From Years 1 to 4, teachers have a generally secure knowledge and understanding of the subjects they teach, except in some aspects of information technology. Expectations are generally appropriate, although the lack of clear schemes of work in the past has led to some work being inappropriately pitched. The new schemes of work and monitoring by co-ordinators should help remedy this. Lessons are generally effectively planned and prepared. However, few are really exciting in a way that retains the pupils' enthusiasm and attention. Methods and organisation are generally effective. Time and resources are generally used effectively, although some introductions to lessons last longer than is necessary. In the most effective teaching, such as a Year 2 literacy lesson, there is a high degree of challenge, pace is brisk, and effective questioning extends pupils' thinking.

27. There was no common feature of the very few lessons where teaching is

another, pupils were expected to sit and listen for too long, so that they became restless and ceased to give attention. In one case, too little responsibility is taken by the teacher for the teaching of a core subject.

28. Teaching at the top of Key Stage 2 is good overall, and often very good and outstanding in Year 5. The variation in teaching across the school results from insufficient monitoring and support of teaching in the past by senior staff, and a pattern of curriculum planning that has not in the past given clear guidance to teachers on the standards to be expected from each year group. The fact that teachers always teach the same year group has not helped the development of a common approach. This is most marked in the approach to discipline.
29. The features of the very good, and sometimes outstanding, teaching in Year 5, are the very high level of challenge, together with a fast pace and a high degree of intellectual rigour. There are good relationships with pupils which allows the high challenge. In particular, questioning skills are very good, and pupils' responses to questions are valued and used in a very effective way to enhance learning. This was particularly evident in a Year 5 history lesson where pupils were interpreting historical photographs. Class management is very good and all pupils are kept engaged during class discussions. This is high quality teaching that promotes some very good progress.
30. At both key stages, a large amount of assessment information is collected, but the amount is often too much to be used easily to decide what to teach next to groups of pupils. Pupils are generally well managed, although at times the level of discipline imposed is over-restrictive and unnecessary as these pupils are well motivated, have good attitudes to their work, and respond well to greater responsibility. Homework is used generally effectively for reading and spellings, but has not been used systematically for other subjects.
31. Across the school, teachers have developed good expertise in a particular style of teaching, and most lessons tend to be very teacher-directed. There are few opportunities for pupils to take responsibility for the organisation of their work, and this is a requirement of the National Curriculum, especially in mathematics and science. In those lessons where pupils are given some independence in their learning and challenged to use a variety of resources, learning is most effective. An example of this was a Year 5 science lesson where pupils had to decide which of a variety of creatures in front of them were related and to give reasons. There are few lessons where teachers use strategies such as pupils discussing an issue or problem in pairs and noting important features. These would also enhance pupils' social and personal development. On the whole, pupils are not given sufficient time to discuss new ideas and so strengthen their concepts. Not all teachers create situations where they can listen carefully to pupils to gain sufficient insights into their understanding. Too little use is made in most classes of short-burst activities that would capture pupils' attention and improve the pace of lessons. All these are matters of balance as teachers are very competent in their preferred style, but the restricted range of strategies does limit learning opportunities
32. There is good provision for pupils with special educational needs. Teachers offer effective support and show sound awareness of the pupils' needs as identified by individual education plans. The special needs assistants offer good support for pupils in lessons. The Code of Practice is fully implemented, and individual education plans are appropriately drawn up and reviewed.

40. **The curriculum and assessment**

33. The curriculum is broad, relevant and mainly balanced, but focused on elements of literacy and numeracy. It successfully promotes the pupils' intellectual, physical and personal development, and generally prepares them well for secondary school. The curriculum makes an effective contribution to the educational standards achieved by all pupils. The curriculum meets statutory requirements in all National Curriculum subjects and in religious education, which is taught in line with the Lancashire Agreed Syllabus. Sex education and drugs education are taught in line with the policy agreed by parents and governors.
34. The school has worked hard to raise standards in the core subjects. The arrangements for the literacy hour are successfully in place and the school is successfully implementing the numeracy strategy. The school gives additional time to English and mathematics, but is still trying to cover all the other subjects in less time, rather than being selective in the non-core subjects, particularly in history and geography
35. The curriculum provision for children under five in the Reception class is good. It is effectively based on the 'Desirable Learning Outcomes' recommended for children of this age. An effective scheme of work provides good guidance for planning for continuity and progression, and the curriculum prepares the children well for the National Curriculum.
36. The school provides equality of access and opportunity for all pupils to learn and make progress. Pupils with special educational needs are able to access fully a curriculum that is appropriate to their needs. Appropriate targets are identified in individual education plans.
37. The issues on planning raised by the last inspection are being addressed. An agreed planning format is now in place and teachers' medium term planning for the delivery of the curriculum to their class is sound. It is detailed and well thought out. New schemes of work, which follow national guidelines, have recently been introduced for most subjects, and the school now needs to use them selectively and evaluate their effectiveness. These schemes should now ensure that planning sufficiently takes account of what has gone before and what will follow.
38. The extra-curricular provision offered by the school was previously good but, because of recent difficulties in the school, the provision is now limited. There is a football club and an astronomy club, and clubs are planned for netball and gymnastics. Pupils have few opportunities to represent the school in sporting competitions.
39. There is a sound range of assessment procedures in place from which the school gains valuable information. Performance Indicators in Primary Schools (PIPS) data are available for all year groups, but are only now being carefully analysed to provide information to improve performance and identify areas for improvement. The acting headteacher is now encouraging staff to be more analytical and to interpret their own data. Staff use common formats for assessment and recording, but they are somewhat unwieldy and assessments are not sufficiently specific to inform future planning. The acting headteacher, in consultation with staff, is already beginning to provide refined systems. The present Pupil Profile is very time consuming for staff and is being reviewed with a view to simplification, but at the same time providing more focused assessment which will inform continuity and progression within and

40. Clear assessment is now in place for children on entry to the school and other assessment arrangements for children under five years old are sound, but the resulting information does not always fully inform curriculum planning.

41. There are good procedures in place for the identification of pupils with special educational needs. The resulting targets in the individual education plans are sufficiently specific to allow clear assessment of pupils' progress within appropriate time scales.

49. **Pupils' spiritual, moral, social and cultural development**

42. Pupils' spiritual development is unsatisfactory. This is because there are too few good opportunities for pupils to reflect on their own and other people's lives and beliefs, or to think in a meaningful way about the world they live in. There are opportunities for pupils to share their ideas and think about their relationships with others, but these are not well developed throughout the school to enable pupils to reflect in a way that develops their spiritual insight. The good relationships in the school result from pupils being taught that it is appropriate to behave towards others in a polite and well mannered way, rather than from a sense of self-knowledge leading to an awareness of the needs of others. Collective worship, as taken by the acting headteacher, is now enabling pupils to participate well and look forward to the well-told stories. Good use is made of this time to remind pupils about personal safety.

43. Pupils' moral development is good, and pupils have a good sense of the difference between right and wrong. Some classes have developed their own classroom rules, and this effectively helps pupils to understand about rule making. Older pupils have some opportunities to discuss issues which help to extend their understanding of the world, for example, the work in Year 6 last year about the rights and wrongs of experiments on animals.

44. Provision for pupils' social development is satisfactory. Pupils have a good understanding of group rules and work and play well together. The Year 6 residential visit, and the work done in Year 3 about kindness, and in Year 4 about sharing, effectively contribute to pupils' personal and social development. When given the opportunity to work together, pupils co-operate well, but opportunities for this are limited. In some classes, some pupils have jobs as monitors, and although this is being developed to enable older pupils to take more responsibility, at the present time most duties do not give pupils sufficient responsibility, or allow them to use their initiative. School routines, especially in the dining room, do not give pupils sufficient independence.

45. Provision for pupils' cultural development is satisfactory overall. Pupils visit a range of museums and places of interest. They have good opportunities to study their local culture, but there is not a whole-school approach to multi-cultural education, and opportunities to study other cultures are not well developed throughout the school. For example, in the Reception class pupils learn about cultures other than their own, both European and non-European, but this is not developed in a consistent or progressive way to ensure that pupils continue to have good opportunities to appreciate the richness and diversity of other cultures as they move through the school.

inspection.

54. **Support, guidance and pupils' welfare**

47. The school is in the process of reviewing its policies in this area with a view to clarifying procedures and addressing issues. The acting headteacher has already identified the need to ensure a thorough and consistent approach to the monitoring of academic progress which should enable teachers to provide appropriate support for pupils. The present methods for monitoring pupils' behaviour, personal development and attendance are based on the personal knowledge that class teachers have about their pupils. The acting headteacher has taken on responsibility for child protection in the school and the interim arrangements are satisfactory.
48. The school is effective in ensuring good discipline, but its approach is often over-restrictive and practice is sometimes inconsistent. There is a policy document to promote discipline and good behaviour, but this does not give clear guidance and the school is aware that this needs to be reviewed. Pupils generally relate well to one another and parents report that there is very little bullying, and if it does occur it is dealt with well.
49. The arrangements for children starting school are satisfactory and mean that most children quickly and happily settle into school routines.
50. There is a well thought out policy and sound arrangements for monitoring health and safety. The school makes good use of opportunities to remind pupils about health and safety issues, for example, when a pupil was knocked off his bicycle this incident was used to impress upon pupils the importance of wearing protective clothing. Although the school is generally concerned for the welfare and well-being of pupils, when pupils are unwell there is nowhere for them to sit or lie comfortably whilst waiting to be collected. The toilet doors, especially for Key Stage 2 pupils, are too low to give adequate privacy.

58.

58. **Partnership with parents and the community**

51. The school has a sound partnership with parents and good links with the community.
52. Information for parents is satisfactory overall. The prospectus is welcoming and friendly but, apart from a detailed list about what is taught in the Reception class, there is very little about the curriculum. The prospectus also includes a very impressive list of extra-curricular activities, but many do not now take place. Pupils' annual reports are mostly good. The best reports have clear information about the progress pupils have made, what they are good at, what they are not good at, and what they need to do to improve.
53. Information about the curriculum is limited. Parents have not had information about the literacy or numeracy strategies, but a meeting is now planned. Information is sent to the parents of pupils in Year 6 about the work they will be doing, but this practice is not consistent throughout the school. Most parents are very keen to support their children's learning, and a significant number of parents say that they do not have sufficient information about the curriculum. The inspection findings support this view. The absence of the headteacher has resulted in delays in issuing the home-school contract. Parents have been consulted but, as yet, have not had the final document. At the start of this academic year the acting headteacher sent parents an events

54. There is a very active Parent Teacher Association that works very hard organising events throughout the year and raising large sums of money to support the school.
55. A number of parents and friends support the work done in classrooms, and the school is particularly good at using their skills and experiences to enhance lessons. The Reception class is especially aware of the value of parental contributions and takes every opportunity to use parents to support curricular provision. For example, pupils visit a local restaurant owned by a parent, and learn about pizza making.
56. The school has good links with the community. Local people bring their skills and expertise into the classroom. The school joins in with local community events, such as the carnival, and a local person was invited into school to celebrate her 90th birthday. Pupils visit local shops, factories and museums to support the curriculum. A local business makes an annual donation to the school and the school is establishing good links with the public library.

64.

64. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

64. **Leadership and management**

57. The acting headteacher had only been in post for one week at the time of the inspection, but was already providing very strong leadership for the school and was establishing a clear educational direction. He had already instituted many changes that, with time, will significantly improve the quality of education provided, particularly in the area of curriculum planning. He has achieved a great deal in a very short time.
58. The previous weaknesses in management are already being addressed, and effective planning and monitoring arrangements are now being put in place. The role of curriculum co-ordinators is being developed, particularly in the areas of monitoring and evaluation. This was an issue raised by the last inspection report, but which is only now being addressed. The school has recently addressed the issue of curriculum planning and schemes of work that was also raised by the last inspection report. The National Strategies for Literacy and Numeracy have given structure for these areas and the school has very recently adopted for other subjects the planning materials developed by the national Qualifications and Curriculum Authority. These have served to fill a gap, but will not provide effectively for progression until the arrangements for monitoring, evaluating and supporting the teaching, already instituted by the acting headteacher, have had time to take effect.
59. The information that has been given to governors in the past has not always allowed them to gain a clear overview of the school's performance, or to recognise the weaknesses in the leadership and management of the school. The governors have only recently become aware that little progress had been made by the school towards some of the targets set by the last inspection in 1996. In particular, schemes of work have only just been drawn up for some subjects, and the role of co-ordinators has only been clarified by the acting headteacher. The information gained by governors suggested that these matters were in hand or had been dealt with. The governors now have a good awareness of the need to be rigorous in holding the school to account for its actions.

issues but, until very recently, their role in terms of educational developments had not developed significantly since the last inspection, when it was described as being "largely to approve what has been produced by the school staff". The governors are now active in their support of the school and, with the guidance of the acting headteacher, they are well placed to ensure that it can build on the clear direction now being set.

61. The role of co-ordinators is being developed to ensure that they are able to monitor the implementation of new schemes of work to ensure that there is progression between year groups. In the past, co-ordinators have not been given the opportunity to influence the work of the school significantly. Their closer involvement in the work of other classes would also enable them to promote a greater consistency in approaches, and such improvements as the more effective use of assessment to allow lessons to build on prior learning. The school has not had time to re-allocate curriculum responsibilities after the retirement of the previous deputy headteacher and this, together with the absence of the headteacher, makes the present distribution of responsibilities inequitable.
62. In the past, the school has not taken many steps to evaluate and analyse its performance. Assessment data have been collected, but not analysed effectively, nor have areas of the curriculum been evaluated. The acting headteacher has very rapidly collated the data that were available, has made some very perceptive analyses, and developed a good overview of the school's performance.
63. The school has a general set of aims that are met in terms of meeting the needs of children within the framework of the National Curriculum. The aims are not set out in the development plan so that it can build upon them, and the practices of the school are not driven by any recent deliberate matching of practice to aims. The school generally provides equality of opportunity, but the formal policy covers ethnicity but not gender and disability issues. The school has not been monitoring the attainment of pupils by gender, and in some classes there are unnecessary gender distinctions in language and practice.
64. There is a positive ethos in the school and the pupils' good attitudes to their work creates a positive climate for learning.
65. The school development plan is a fairly comprehensive document, but remains the over-ambitious document described in the last inspection report. Some of its elements, such as the analysis of PIPS to inform curriculum targets, have not been met except in the Reception class. The acting headteacher has already put into place procedures to re-evaluate the plan and ensure that essential targets are met. All statutory requirements are now met.
73. **Staffing, accommodation and learning resources**
66. The school has sufficient experienced and appropriately qualified teachers and support staff to match the demands of the curriculum. There is a combination of experienced and newer staff, with both the acting head teacher and the deputy head teacher newly arrived just prior to the inspection week. Administrative and site management staff make an effective contribution to the work of the school.

67. Arrangements for the professional development of staff are sound with staff attending a wide range of in-service training. The professional development is now guided by the school development plan, the needs of individual teachers, and recent government initiatives.
68. The school is in a two storey Victorian building which does not lend itself easily to the demands of the late twentieth century curriculum. It is well cared for and made attractive by the good quality displays in the classrooms and around the school. There is an adequate provision of classrooms, but overall the accommodation is unsatisfactory with a narrow hall, limited library space, no space to withdraw children for small group work, or if they are ill.
69. Outside, there is a small playground with a steeply rising path up to the playing field. The field is spacious, but the playground is small and therefore limiting for physical activities. It provides a sterile environment for pupils with no seating or play equipment. Since the last inspection, staff have helpfully divided the children for playtimes to allow for more safe movement for the younger pupils, but this has not increased the recreational or educational opportunities available. The school grounds and the local environment are sometimes used to support the curriculum in history, geography and science.
70. The school is generally adequately resourced with good provision for art, and unsatisfactory for music. Library provision is satisfactory, but the provision of books within classrooms, as commented on in the last inspection, is not satisfactory, and book areas are unwelcoming. The last inspection report identified shortages in resources for design technology and English with a limited range of reading books. While English resources are now satisfactory, fiction books still limited. The resources for design technology are now satisfactory. Plans are in hand to improve the tuned and untuned musical instruments. Resources are satisfactorily stored and some are easily accessible. The school makes satisfactory use of resources beyond the school, including visits to a shoe factory and places of local interest.

The efficiency of the school

71. The acting headteacher has very rapidly gained an excellent overview of the school's financial position and its future needs. He is in a very strong position to advise the governors on overall financial planning. The quickness and thoroughness with which he has worked to gain this overview is to be commended. In the past, the school has exercised an effective oversight of day-to-day expenditure, but educational developments have not always been supported through careful financial planning. A very large budget surplus was allowed to build up, some of which is now being used to avoid a reduction of staffing. The school development plan is not fully costed, and the planning system would be more effective if the link between the plan and the budget were more explicit and the targets were used as a basis for assessing value for money. The acting headteacher has already started a review of this plan and its relation to the budget.
72. Generally effective use is made of a difficult and restrictive school building. Teachers have worked hard to make the classrooms and corridors attractive and stimulating through displays of pupils' work. The restricted size of the playground makes it difficult to develop its recreational and educational opportunities, but little has been done to improve it. The classroom libraries are neither well-resourced nor particularly

library is small, and is also used to house staff resources. This reduces its effectiveness. The location of the deputy headteacher in a room away from other classes reduces her ability to be aware of, and influence, what goes on in the rest of the school.

73. Teaching staff are deployed generally effectively, but have been given insufficient opportunity to develop their professional expertise through taking different year groups. Such movement would also assist in ensuring effective progression for pupils as teachers gained a wider experience of the whole curriculum. The deployment of classroom support staff does not always reflect need, and their use during the literacy hour needs reviewing. Across the school, effective use is made of resources, except that computers have not always been used effectively in the past.
74. The school is effectively administered, and systems of financial control are sound.
75. The school receives an income per pupil below the national average. Pupils start with standards of attainment generally in line with expectations. They make good progress across the school, and leave with standards well above average in English and above average in mathematics. The school therefore provides good value for money.

CURRICULUM AREAS AND SUBJECTS**83. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

76. The overall attainment of children on entry to school is in line with that generally found nationally, but varies greatly from child to child. They make good progress through the Reception year and by the age of five, achieve levels above those expected of their age group. At the time of the inspection, all of the class were under five years old with twenty three pupils attending on a part-time basis for an introductory period. These introductory arrangements are rather drawn out.
77. The Reception classroom is a stimulating environment. It is soundly organised with due regard to health and safety. There is no outdoor play space attached to the classroom, but a small corridor area outside the classroom used for role-play.
78. Children make satisfactory progress in social and personal development. Children work alongside one another well, and co-operate with others when given opportunities to do so. They show appropriate self-respect and most have good self-confidence. Most are able to establish effective relationships with adults and other children. When classroom management allows, they demonstrate independence in selecting activities and equipment and in personal hygiene. Their behaviour is good.
79. There is good progress in language and literacy development. Children listen attentively in large and small groups. They use a growing vocabulary with increasing fluency to express their thoughts. They join in well with singing rhymes and songs. Elementary reading and writing skills are quickly established, and by the end of the year children are able to recognise initial sounds and blends and use them to spell simple words. The start of this process was observed in one good lesson where children were joining in with the teacher by coming to the front of the class to add initial sounds to the letters "at" to form simple words. By the end of the year, most have begun to read confidently and with expression, form letters correctly, and write clearly.
80. Attainment in the mathematical area of learning is above expectations, and children make good progress. Mathematical skills are promoted appropriately both through practical and mental activities. Pupils are learning to use mathematical language well to describe amounts, quantity and time. By the end of the year, they are able to sort, make simple patterns, order and match objects. A few are able to count to a high number. Most pupils can add numbers up to ten, and some above ten, and undertake subtraction accurately.
81. Children make satisfactory progress in their knowledge and understanding of their environment. They are involved in a range of suitable activities. They are able to talk about where they live, their environment and their families. They are becoming increasingly familiar with how things change over time. Many children can describe features of their school environment and lives well, such as their work about their families.
82. Satisfactory progress is made in the development of children's physical skills. They develop sound skills of physical control, mobility, co-ordination, and awareness of space. Satisfactory provision is made for children to play with a wide variety of resources. such as water and plasticine. in order to develop their co-ordination.

play equipment. The class makes appropriate use of the school's physical education equipment for physical development, but only on a weekly basis. This is insufficient to promote better development.

83. Children make good development with their creative and aesthetic skills. The teacher provides a wide range of activities including art, craft, music, movement and imaginative play. Children do well in expressing their ideas in drawing, painting and modelling. They are appropriately developing skills of observational drawing. Children's art, in various media, is well displayed.
84. The overall quality of the teaching for the under fives is sound, with many good lessons observed. Teaching and support staff collaborate well to make an effective team. The teacher's subject knowledge is secure, but methods are sometimes narrow. For example, opportunities are sometimes missed to encourage speaking and listening by enabling pupils to co-operate in pairs or small groups. There are mostly appropriately high expectations for the full range of abilities of pupils. Pupil management is satisfactory, but with pupils over controlled at times. Relationships with pupils are positive. There is a happy yet work centred atmosphere, in which children feel secure and eager to learn. Preparation is thorough and planning is effective, using the Desirable Learning Outcomes. However, formal assessment and record keeping is not based on these and so assessment records are not easy to use. Reports to parents are written under the National Curriculum subject headings. Assessment of pupils is undertaken on entry to the class. It is not quickly built on to inform precise learning objectives for individual pupils, and the level of challenge for all pupils is not always appropriate.
85. Early education is soundly resourced and co-ordinated. The curriculum is broad, balanced, and well planned and delivered. The six areas of learning are appropriately covered and effectively linked to the Key Stage 1 curriculum. Parents are given useful information, both verbally and in written form, prior to their child starting school. The written information is not sufficiently clear or welcoming. Arrangements for liaison with parents and carers are satisfactory.

93. **ENGLISH, MATHEMATICS AND SCIENCE**

93. **English**

86. At both key stages, standards of attainment have risen since the last inspection. This continues a three year trend of rising standards.
87. By the end of Key Stage 1, pupils' attainment is above average. Pupils make sound progress through the key stage.
88. In national tests for seven-year-olds in 1998 (the last year for which national comparative figures are available) the percentage of pupils attaining the national expectation (Level 2) is above that found nationally in reading, and in line with the average for writing. The number exceeding the national expectation is above average in reading, but below average in writing. The 1999 national test results are not significantly different, and, although national comparisons are not yet available, would suggest that standards in writing are still above average but that the number

tests for speaking and listening, but the teachers' own assessments in both years judged standards of attainment to be slightly above average.

89. Inspection evidence suggests that standards this year for all three aspects are broadly in line with the 1999 tests and assessments. The overall standard is, therefore, above average.
90. By the end of Key Stage 1 almost all pupils start to reveal confidence and usually listen carefully, making appropriate responses. Many show an understanding of the main points in discussion and begin to be aware of Standard English and when to use it. There are, however, too few structured opportunities for speaking and listening to extend pupils to Level 3.
91. Almost all pupils' reading of simple passages of writing demonstrates understanding and is usually accurate. Many read independently, establishing meaning through appropriate strategies, and employ alphabetical knowledge in locating books and information. Comprehension skills are above average.
92. By the end of the key stage, most pupils use interesting vocabulary in their writing and develop their ideas into a sequence of sentences. Their work is sometimes punctuated with capitals and full stops, and monosyllabic words are usually spelt correctly. Many pupils are confident spellers. Handwriting is legibly formed and accurate, and is beginning to be joined. However, higher attaining pupils are not sufficiently challenged to attain Level 3.
93. In national tests for eleven-year-olds in 1998, the number of pupils attaining and exceeding the national expectation is above average when compared with schools nationally, and well above average when compared with schools of a similar background. Scores increased in 1999 and, although official national figures are not yet available, it seems likely that comparisons will be similar to 1998.
94. Inspection evidence indicates that pupils' standards at the end of Key Stage 2 are consistent with the well above average results of national tests. This shows a significant improvement since the last inspection.
95. By the age of eleven, most pupils listen with concentration and respond appropriately when engaged in oral comprehension and discussion. They employ some of the core features of Standard English vocabulary and grammar appropriately. However, there are limited opportunities to extend pupils fully across a wide range of speaking and listening activities.
96. Pupils understand the significant ideas of what they are reading and can talk about events and characters. They are developing use of inference and deduction and make reference to text when explaining their views. They locate, and make use of, information from books and CD-ROM, but their library research skills are not well developed as the library is cramped and does not afford opportunities for independent study. Although pupils study a range of extracts from texts in the literacy hour, the over-reliance on scheme books, particularly for the older pupils, does not sufficiently extend their experience of literature at a high level. It is inappropriate, for example, for pupils in Year 6 to be engaged at the same level on a reading scheme.
97. Pupils begin to extend meaning in complex sentences and make good use of paragraphs. Their writing, in a range of forms, is lively and thoughtful. Spelling.

punctuation including apostrophes and inverted commas. Handwriting is generally fluent, joined and legible.

98. Progress is sound in Key Stage 1 and the early years of Key Stage 2. In Years 5 and 6, pupils make good progress as a result of more challenging teaching. Pupils start Key Stage 1 with above average attainment and make steady gains in all aspects of English. They are developing steadily the early skills of reading and writing and show growing confidence in speaking. They learn a widening range of letter blends and make good gains in their reading skills. In writing, they are extending their range of writing but higher attaining pupils are not sufficiently challenged to progress to Level 3.
99. In Years 3 and 4 pupils continue to make steady progress across all aspects of English in lessons and over time. They build on basic skills and make sound progress in extending the range of writing and producing sustained writing, both in English lessons and in other lessons. Pupils make good progress in developing their basic reading skills in both fiction and non-fiction. Pupils in Years 5 and 6 make more rapid progress, which leads to the high standards attained at the end of the key stage. However, they have limited opportunities to work independently or to use information technology to support their work.
100. Higher attaining pupils make sound progress, except in writing at Key Stage 1. Pupils with special educational needs make progress in line with their peers, and particularly good progress when receiving additional support from skilled support teachers and assistants.
101. Pupils' attitudes to learning are good. They generally behave well and concentrate on their work. They try hard and are keen to improve on their first drafts. They take pride in their presentation and produce neat work. In the few observed group tasks, they discuss their work sensibly and maturely. Relationships between the pupils and the staff are positive. Pupils respect their teachers and one another. They generally enjoy books and extend their reading at home.
102. The quality of teaching is consistently sound in Years 1 to 4. It is good in Years 5 and 6, with examples of very good and outstanding teaching. Teachers generally show good knowledge of the subject and plan their work well in line with the expectations of the Literacy Framework. They generally manage pupils effectively and relationships are good. Classes are well organised and good use is made of resources. All teachers are implementing the Literacy Framework confidently and successfully. In the best lessons, teachers use skilled questioning to extend pupils' thinking, and there is a very clear focus for teaching and learning. Teachers have high expectations and set highly challenging tasks, which really extend pupils. An example of this high challenge is evident in the Year 5 lesson on the study of characterisation in Dickens.
103. The contribution of other areas of the curriculum to pupils' competence in English is sound. Pupils are developing appropriate mathematical, scientific and technical vocabulary. They listen well in physical education, and follow instructions carefully and safely. Reading and writing skills are adequately developed across all subjects, and there are good examples of imaginative writing in history, particularly in Year 5, where last year's pupils produced noteworthy Victorian novels.
104. As a result of the changes in staff, there is no designated co-ordinator at present. The subject is, however, being well managed by the acting headteacher and the new

continuity and progression against the Literacy Framework.

105. Resources are adequate in terms of core and scheme books. The range of fiction in both the library and classrooms, however, is very limited. The use of computers to support the subject is not well developed. It is mainly limited to word processing and some software to support basic skill development. The library provision is poor both in terms of its space and as a centre for learning. Book areas in classrooms are also poor as reported in the previous report. There is no area in the school where pupils can sit comfortably, browse or enjoy books. There is little in the way of displays to promote books and an enjoyment of reading.

113. **Mathematics**

106. At both key stages, standards of attainment have risen since the last inspection. This continues a three year trend of rising standards.

107. Inspection evidence indicates that standards of attainment at the end of Key Stage 1 are above the national average in all aspects of mathematics. Pupils make satisfactory progress across the key stage.

108. The results of the 1998 National Curriculum test for seven-year-olds showed that the percentage achieving the level expected for their age [Level 2] was broadly in line with the national average, but below when compared to similar schools. The proportion of pupils achieving the next higher level [Level 3] was below that expected nationally, and below when compared to similar schools.

109. Scores increased in the 1999 tests, with a greater proportion of pupils attaining Level 2 and Level 3, but national comparisons are not yet available. This is broadly consistent with the inspection findings.

110. Across the key stage, pupils demonstrate satisfactory knowledge of number facts. They are developing good understanding of number patterns, for example, the pattern evolved from counting in tens. By the end of the year, many children are beginning to understand multiplication and can add confidently add and subtract money to 20 pence. Pupils can describe accurately properties of shapes, and complete simple measurement tasks.

111. Pupils enter Key Stage 1 with above average attainment. They make satisfactory progress in relation to their prior attainment across the key stage. They are acquiring and consolidating knowledge at an appropriate rate. All abilities of pupils make satisfactory progress. Progress in mental recall of number facts and using and applying their mathematical knowledge is slower than other aspects.

112. Inspection evidence indicates that standards of attainment at the end of Key Stage 2 are above the national average in all aspects of mathematics. Pupils make satisfactory progress across the key stage.

113. In national tests for eleven-year-olds in 1998, the percentage of pupils attaining the national expectation [Level 4] was in line with the national average for all schools. It

was below the average when compared to similar schools. The proportion of pupils achieving the next higher level [Level 5] was again in line with that found nationally for all schools, and below the average when compared to similar schools.

114. Scores increased in the 1999 tests, with a much greater proportion of pupils achieving Level 4 and a greater number attaining Level 5. This is broadly consistent with the inspection findings.
115. Across Key Stage 2, pupils demonstrate a good understanding of the principles of number, and sound knowledge of number facts and tables. They are developing good ways for working things out and many pupils can explain their methods clearly. A good example observed of this was children successfully finding strategies for adding to near multiples of ten. They are developing measuring and recording skills through a range of practical activities, such as measuring their heights and comparing it with measurements taken six months ago. By the end of the key stage, pupils have achieved a good level of attainment in a wide range of mathematical areas. However, it is less strong in mental recall of number facts and problem solving. They are developing good knowledge and understanding of the four rules of number. They can quickly halve whole numbers and identify the resulting pattern, order large numbers, and double table facts to achieve the answers they need. They can record measures and add money using decimal notation. Some pupils have the appropriate skills to work independently and follow their own lines of enquiry.
116. Pupils make good progress in relation to their prior attainment overall, with stronger progress being made towards the end of the key stage. They are acquiring and consolidating knowledge at a good rate. Progress for pupils with special educational needs is good. They are provided for satisfactorily by teachers and support staff. Progress is slower when pupils investigate a range of solutions, solve problems or recall facts mentally.
117. At Key Stage 1, pupils' interest and enthusiasm for the subject are sound. At Key Stage 2, they are good. Pupils have a lively interest in their mathematics work. They respond enthusiastically, mostly listen well, and are keen to share their knowledge and show what they can do. Most pupils sustain concentration well. They co-operate well when given opportunities to do so.
118. There is some satisfactory use of mathematics in other areas of the curriculum, such as design technology, but little use is made in science. Information technology is well used to support the teaching of mathematics.
119. The quality of teaching is sound at Key Stage 1. At Key Stage 2, it is good with some very good teaching at the top of the key stage. The teachers plan the lessons well and most have appropriate clear learning outcomes. Pupils are mostly well managed. The most effective teaching is characterised by pupils being told precisely what they are learning within the lesson, clear exposition, brisk pace, and interesting tasks well matched to lead them on from what they already know and understand. When effective, ways are found to ensure that all pupils contribute to mental arithmetic sessions, and a pertinent range of teaching styles is used.
120. Most teaching is competent within a single, fairly teacher-directed style. However, within this style, opportunities are often missed for children to co-operate with others. Pupils are given good opportunities to engage in situations where they investigate a range of solutions, ask questions, generalise, or are asked to select appropriate

Sometimes children are not given information about the length of the activity and are given too long to complete tasks. Some lessons are not sufficiently challenging for the more advanced pupils, or teachers are not sufficiently aware of pupils' prior knowledge. In some cases, teachers' own subject knowledge is not sufficient to make their explanations clear.

121. The subject is soundly managed by the subject co-ordinator and there is a satisfactory level of learning resources. There is a policy for the subject, and the new government documents are being used as the starting point for long term planning, which is satisfactory. Assessment and record keeping practice is cumbersome, and not helpful in clearly identifying what children know or what they need to learn next. Some monitoring and evaluation is undertaken, though more needs to be done to ensure that standards continue to improve for all attainment targets.

129. **Science**

122. At both key stages, standards of attainment in science have risen since the last inspection. This continues a four year trend of rising standards. During that time, the school's scores national tests at the end of Key Stage 2, have risen in line with the significant rise in national standards. At both key stages, attainment is higher in terms of knowledge than in terms of investigational skills.

123. At the end of Key Stage 1, standards of attainment are in line with national expectations, and pupils make satisfactory progress.

124. There is no national test in science for seven-year-olds, but assessment by teachers in 1998 suggests that attainment was average in terms of the number of pupils attaining the expected level (Level 2). No pupil attained the higher level (Level 3), and this was below average when compared with schools nationally. In 1999, the number of pupils assessed at each level rose to above the national average.

125. Inspection evidence indicates that standards are in line with the national average. By the age of seven, pupils recognise that different living things are found in various habitats and use simple classifications to sort living things into groups. They know the parts of a plant, such as root, stem, seed and leaves. They identify properties of materials and describe how some materials are changed by heating and cooling. They know about the forces of pushing and pulling. Attainment is not so high in the investigational aspect of the subject, where few pupils have learned to select a range of equipment, or to record their investigations in a variety of ways as this has not been a feature of the teaching.

126. At the end of Key Stage 2, standards of attainment are in line with national expectations, and pupils make satisfactory progress.

127. In national tests for eleven-year-olds in 1998, (the last year for which national comparative figures are available) the percentage of pupils attaining the national expectation (Level 4) was above the national average and the number attaining the higher level (Level 5) was also above average in comparison with schools nationally, and in comparison with similar schools. This was a considerable improvement over

previous years when standards were below the national average. In 1999 the scores at both levels rose again, but not as fast as the unofficial national figures, and are likely to be in line with the national average.

128. The findings of the inspection show that standards in the knowledge-based aspects of science (Attainment Targets 2-4) are higher than in the investigational aspect (Attainment Target 1). As the national tests focus on the former scores can appear higher in the tests than in the pupils' work and actual overall attainment.
129. By the age of eleven, most pupils demonstrate appropriate knowledge of life processes in their study of plants and invertebrates. They show knowledge of materials and their properties, and their classification into solids, liquids and gases. Many are able to give a lucid account of the relative movements of the earth and sun to cause day and night and the seasons. For many pupils, however, the concepts underpinning the knowledge are not secure, and pupils find it difficult to apply knowledge to other areas. This is linked to the under-development of investigational skills which have not kept pace with the knowledge-based elements of the subject. There has been some good investigational work in Year 5, but elsewhere few pupils are able to plan investigations, identify the key factors, make a series of observations or record measurements systematically in graphs. These are the requirements of the higher levels of the National Curriculum.
130. Pupils make overall satisfactory progress in the knowledge-based aspects of science as they move through the school, but slower progress in the investigational aspect. Overall progress has been satisfactory through Key Stage 1 and through the beginning of Key Stage 2, but quicker at the top of Key Stage 2. However, progress has been uneven between classes as the scheme of work has been developing slowly. Some work, such as that on magnets, is still being repeated. Pupils with special educational needs make satisfactory progress across the school.
131. The pupils have good attitudes towards science. They generally listen attentively to their teachers and are keen to contribute their ideas. They work with concentration and show sound co-operation on the few occasions when they are involved in group investigations. They show respect for living things and are aware of caring for the environment.
132. The quality of teaching is satisfactory overall across the school, and sometimes very good at the top of Key Stage 2. Most teachers show sound scientific knowledge and understanding, but there are some occasions, such as explaining how sound travels, when it is not secure. There is a good approach to the teaching of knowledge, but too few opportunities for pupils to design their own investigations or decide how to record results. There is a limited contribution to mathematics through the use of graphs or tables, and there are also few opportunities for pupils to deepen their understanding through discussions amongst themselves. In the very good lessons in Year 5, there was a very high degree of challenge and pupils are given scope to investigate and sort out their ideas. In the very few lessons that were unsuccessful, work was repeated or too much teaching responsibility was left to volunteers.
133. The curriculum planning in the past has not set out clearly the progress that is expected as pupils move through the school. This term, the school has adopted, with some modifications, the Lancashire Science Scheme. This should help the school ensure appropriate progress, but will need careful monitoring to ensure that the practice matches the theory of its implementation. The school also needs to ensure

the subject. The subject co-ordinator is very able and enthusiastic and well placed to take the subject forward.

141. OTHER SUBJECTS OR COURSES

Information technology

134. By the end of Key Stage 1, attainment is broadly in line with the national expectation and pupils make overall satisfactory progress.
135. By the age of seven, pupils can generate and communicate ideas using text and pictures. They show appropriate knowledge of the keyboard and confidently and competently use the mouse. They use the features in a variety of programs. They can use information technology simulations to explore imaginary situations.
136. By the end of Key Stage 2, pupils' attainment is overall below the national expectation, and pupils make unsatisfactory overall progress across the key stage.
137. By the age of eleven, standards of attainment are in line with expectations in communicating and handling information, but below in controlling, monitoring and modelling, where the school does not provide sufficient opportunities for pupils to build systematically on their skills. Pupils make unsatisfactory progress in these areas. This was also the finding of the previous inspection.
138. By the age of eleven, most pupils show an awareness of audience when using text for a variety of purpose. They use a variety of fonts, colours and sizes, and can import clip-art and borders. They have, however, few opportunities across the curriculum to use these skills. Although many pupils have access to the Internet and e-mail at home, they do not yet have the facility to use these at school. The use of data handling is less well developed and they have not been given sufficient opportunity to control events in a predetermined way, sense physical data, or explore patterns and relationships with the aid of information technology simulations or models.
139. Pupils make generally sound progress at Key Stage 1 and are reasonably confident users for their age. Discussions with pupils and a scrutiny of a limited amount of previous work show that pupils at Key Stage 2 have made unsatisfactory progress in controlling, monitoring and modelling, but satisfactory progress in handling information. Pupils with special educational needs make progress in line with their peers.
140. Pupils have good attitudes to their learning. They enjoy working with computers. They work sensibly and show good co-operation when working in pairs. They show appropriate independence and persevere well when faced with difficulties.
141. The school has just started to teach discrete information technology lessons in all classes, and in these lessons pupils are now beginning to make satisfactory progress. In the lessons observed teaching is now satisfactory, and in Year 6 it is good. The teacher has good knowledge and skills and ensures good development of technical vocabulary. Other evidence shows that teachers have varying levels of skill and understanding in the subject. They have worked hard to increase their skills and they are all at least competent within the range of software allocated to their class at

fully exploit the capabilities of new systems. When pupils are working on computers, teachers show sound awareness and intervene appropriately. There are many instances, however, when computers are not in use. There is a lack of awareness of the skills that many pupils bring from computer use at home and, consequently, these skills are not built upon or used to support other pupils' learning.

142. The acting headteacher and deputy headteacher have taken over the co-ordination of the subject as an interim measure. They have put in place national guidelines to ensure that the subject is taught systematically and a new skills-based assessment system is now in place. A weekly whole class period of teaching has been successfully introduced.
143. Resources, in terms of the number of computers, are broadly satisfactory in number, but many systems are now in need of up-grading. Pupils do not have access to modern technologies, such as scanners, digital cameras, e-mail or the Internet, but plans are in place to remedy this.

151. **Religious Education**

144. Across the school, standards of attainment are in line with the expectations of the Lancashire Agreed Syllabus. At both key stages progress is satisfactory.
145. By the age of seven, pupils know about the main Christian festivals such as Christmas and Easter. Through listening to stories from a wide range of sources and religious traditions, they show sound awareness of moral values and a sense that people may have different beliefs than their own.
146. By the time they are eleven, pupils have developed an appropriate understanding of the richness and diversity of religion and religious concepts through their studies of a full range of world faiths. They recognise that some ideas and practices are shared by many faiths but are expressed differently. Through discussion, pupils show their ability to form thoughtful views on religious issues. Pupils have satisfactory knowledge of the Christian faith and its beliefs. They know some of the major events and the significance of those events. They know some stories mainly from the New Testament of the Bible, such as the "widow's mite", and understand its underlying message. They also know some stories from other religious traditions. Pupils are developing a satisfactory awareness of the values and beliefs at the heart of the different traditions. They are beginning to understand the nature of values that govern their lives.
147. Pupils make satisfactory progress across the school. In Year 2, they discuss "feelings" and ways that they value one another, and can demonstrate that value. In Year 3, they build on their knowledge of what makes a good leader to start their study of Christian leaders. By Year 5, they are studying the roles of sacred books in major world faiths and the part that religions play in people's lives. For example, in one lesson pupils were asked to list what they thought was in the Bible and what the Bible does. This gave sound support to the English curriculum by making good use of speaking and listening.
148. Pupils have sound attitudes to religious education and are, in the main, fully engaged with the activities presented. They respond soundly to the challenges set. They mostly listen attentively and are keen to answer questions, confidently offering their own ideas and points of view. Satisfactory relationships enable some co-operation and

and relationships with others.

149. At both key stages, teaching is satisfactory with some good teaching observed. Teachers have good relationships with pupils and, by including aspects of pupils' own life experiences, lessons are made interesting and meaningful. In one good lesson observed, the teacher used effective questioning to explore what they thought the Bible was for and to build on their understanding of it. More, however, could be done to enliven teaching and to ensure that knowledge and understanding is developed systematically.
150. The subject has a sound policy. Whole school planning lacks clear guidance to ensure progression. The subject co-ordinator is clear about what needs to be done in order to support the subject. The co-ordinator recognises the need to continue to update and develop more detailed planning. Resources are generally satisfactory, and the school is planning to widen the range of books and update visual aids.
158. **Art**
151. At both the key stages, standards of attainment in art are above those normally found. Pupils' progress through the key stages is good.
152. The older pupils in school record their experiences and knowledge well. They sometimes use a sketchbook to record ideas and to perfect techniques, but rarely do they evaluate or change their design. They are developing some good knowledge and skills in areas such as printing and drawing, with shading techniques being well reinforced at the time of the inspection. Knowledge of famous artists is satisfactory. The younger pupils in school work with a good range of materials, tools and techniques such as clay, oil pastels and collage. Links with other subjects provide opportunities for pupils to draw, print and paint.
153. Pupils show positive attitudes to art. They are mostly keen to learn and respond well to the challenges set. They work with perseverance and patience. Pupils mostly listen attentively and respond well to questioning. Pupils take pride in their work. They share materials sensibly. They are able to evaluate and modify their own ideas when encouraged to do so. Throughout the school, progress is good for pupils of different ability groups, including those with special needs. The overall provision and range of planned experiences contributes to pupils' personal development.
154. The quality of teaching is good. Teachers' subject knowledge is good, with very good use being made of demonstration to show skills and techniques. Teachers' planning is satisfactory and, at its best, shows how art activities are sequenced to build on one another. Pupils are provided with a good range of materials and techniques and starting points, but the range could be wider still. Pupils are rarely given opportunities to select their own materials to achieve a desired effect. Sometimes teaching and adult intervention is limiting children rather than developing them creatively. The range of artists chosen to study is narrow.
155. The subject is well co-ordinated. There is a sound policy and whole school planning documents to encourage progression. Art is displayed well throughout the school and it makes a good contribution to other areas of the curriculum, such as history.
163. **Design & Technology**

156. Only one lesson was observed during the inspection, and there was a very limited amount of previous work from which to make overall judgements on attainment and progress.
157. In this Year 6 lesson, pupils showed appropriate knowledge of a range of materials and how slippers are made. They used appropriate technical terms and knew that users have preferences. They used sketches for design and showed an awareness of constraints, such as price. Their design work is appropriate to their age, and they make good progress in using information sources to aid design, and in producing ideas for their product with regard to their purpose and users.
158. Finished products by last year's Year 3, such as balancing toys and wind buggies, show making skills appropriate to the age of pupils.
159. In the lesson observed, pupils enjoy design and technology. They enjoy working collaboratively and in teams, and enjoy problem solving and working practically. The teaching is good. The teacher has planned well for a series of lessons and shows good knowledge of the subject. She manages the lesson very well and provides good resources.
160. The curriculum is now planned in line with published national guidelines to provide a well-balanced curriculum with appropriate attention to both designing and making. This shows an improvement since the last inspection. Resources are satisfactory. There is an adequate range of tools and materials, which are efficiently stored.
168. **Geography**
161. Across the school, standards of attainment are in line with those usually found, and pupils make satisfactory progress. Very little geography was being taught during the inspection, so judgements are based on a survey of work and discussions with pupils.
162. Pupils make generally satisfactory progress across Key Stage 1. In Year 1, they are able to talk about the times of buildings and houses in the surrounding area, and some have a very good knowledge of countries of the world. They are able to identify England and the United States on a map of the world, and some are able to name the major oceans. By Year 2, most pupils are able to talk about aspects of the environment, such as pollution, and can make contrasts between their village and the surrounding area.
163. The sound progress is continued through Key Stage 2, and they widen their knowledge well in studies of places such as Burkina Faso in Year 3, and a village in India in Year 6. There is some good work in Years 3 and 5 on contrasts between Bacup and cities in Lancashire. There is a particular focus on geography in Year 3, with some good work on physical aspects such as river systems. There is little emphasis elsewhere, and most work is covered fairly superficially as the school is still attempting to fit all the programmes of study into a reduced time. By the end of the key stage, pupils' knowledge of countries and features of the world is not well developed outside the areas they have studied, and few pupils are able to offer explanations for patterns in either human or physical geography.
164. There was little geography taught during the inspection, so no overall judgement can be made about the quality of teaching. Some good teaching was seen in Year 3.

Ordnance Survey map of the area. There is little contribution to literacy through extended pieces of writing in geography, or to mathematics from the use of graphs and tables. The survey of past work suggests that there are few opportunities for pupils to carry out their own investigations or discuss issues. Pupils' attitudes to geography are good across the school. They are keen to discuss the areas they have studied, and have learned to care for the environment.

165. As with history, the school has adopted the national curriculum materials wholesale, and has not yet considered how they can best be fitted into the time available to allow pupils to gain a good understanding as well as some knowledge.

173. **History**

166. Standards of attainment are in line with those usually found, and pupils make generally satisfactory progress across the school.

167. Pupils make satisfactory progress at Key Stage 1, and most pupils have appropriate historical knowledge and are able to discuss with some confidence differences between the past and present relevant to their own lives. They are able to discuss the people in history about whom they have been taught, such as Florence Nightingale and Grace Darling. Most pupils are able to make comparisons between past and present, for example, Year 2 pupils have made a chart of changes in transport. Many pupils are able to suggest the reasons why people acted as they did.

168. The satisfactory progress continues at Key Stage 2, where most pupils have appropriate knowledge of the periods they have studied, and can discuss the reasons for the main events and changes. A Year 3 topic on Vikings develops well the pupils' knowledge of invaders and settlers in Britain. In Year 5, some very good work on the Victorians has made good use of local history to develop pupils' understanding and empathy for the period. There was no history being taught in Year 6 during the inspection, but work by last year's pupils on Britain since the 1930s was at a fairly perfunctory level. Most pupils can make appropriate contrasts between past and present, but few have developed a good understanding of the characteristic features of periods of history, or an ability to make links between these.

169. Pupils have generally good attitudes to the subject and are keen to talk about their work.

170. There was insufficient history taught during the inspection at Key Stage 1 for a judgement to be made about the quality of teaching. Teaching is satisfactory overall at Key Stage 2, with some very good teaching in Year 5 where, in one lesson, pupils were guided very skilfully to interpret photographs and paintings of Victorian England. The degree of challenge was high, there were good opportunities for pupils to discuss their ideas, and their responses to questions were valued and used skilfully to enhance their learning. There is some good contribution to literacy from extended writing in history, particularly some Year 5 writing in the style of a Victorian novel.

171. The school has very recently adopted curriculum materials produced nationally by the Qualifications and Curriculum Authority. As these cover all the programmes of study of the National Curriculum, the school will be doing far more than is required, even though it is giving more time to literacy and numeracy. The scheme of work needs reviewing for content, and monitoring closely as it is implemented.

179. **Music**

172. There was limited opportunity to observe lessons in Key Stage 2 during the inspection. Judgements are based on lessons observed mainly at Key Stage 1, discussion with staff and pupils, a scrutiny of planning and record keeping, and the few opportunities that were available to hear children make music.
173. The standards in music are in line with those normally found at Key Stage 1, and below those normally found at Key Stage 2. Pupils make satisfactory progress at Key Stage 1 and unsatisfactory progress at Key Stage 2.
174. At Key Stage 1, pupils are able to sing a satisfactory range of songs to a sound standard of performance. They sing fairly tunefully, often from memory, with some satisfactory diction. They satisfactorily control the volume and pitch of their voices, but their singing lacks confidence. Most pupils at both key stages sing with an appropriate level of involvement and enjoyment.
175. At Key Stage 2, pupils lack the skills and knowledge required by the National Curriculum. They explore and create sounds to reflect moods and situations when given opportunities to do so, but few pupils have secure knowledge of musical terms, such as pitch and tempo. Some can repeat and improvise musical patterns with their voices and hands, but lack the skills and experience to play tuned and untuned musical instruments to the expected standard. The singing mostly lacks confidence and skill.
176. Pupils who have an aptitude and a liking for music learn to play the recorder or guitar. The school hopes to extend these opportunities.
177. Pupils' response to music is generally satisfactory. Throughout the school, pupils are mostly willing to participate in music and particularly enjoy using percussion instruments. They show positive attitudes to learning music. They demonstrate enthusiasm and interest and participate well in large and small groups. Pupils with special educational needs have equal access to all musical activities. They are well supported and make satisfactory progress.
178. The quality of teaching is satisfactory at Key Stage 1, with lessons varying from good to satisfactory. At Key Stage 2 not enough teaching was seen to judge. Teachers' subject knowledge is generally satisfactory, but unsatisfactory in the areas of percussion and composing. Some appropriate teaching strategies are being employed. The management of pupils and standards of discipline are mainly satisfactory. Some lessons have sound objectives, satisfactory planning and an appropriate level of challenge. Pupils are appropriately encouraged to use their imagination, and sometimes to appraise the quality of their work. There is a satisfactory policy for the subject. The over-reliance on a published scheme of work and little school wide planning guidance has led to a lack of progression in the development of knowledge and skills at Key Stage 2. Resources are unsatisfactory, but plans are in hand to improve them quickly.

186. **Physical Education**

179. At both key stages, standards of attainment are in line with those usually found. Pupils

attain the national expectation in swimming.

180. By the age of seven, pupils show appropriate attainment in ball control and working in pairs and groups. In a Year 1 lesson, pupils respond appropriately to music and show average space awareness.
181. By the age of eleven, pupils can practise and improve their own performance, working alone, in pairs and in groups, or as team members. They evaluate their own and others' performance, and apply it to improving their own variety, quality and accuracy. They sustain energetic activity over suitable periods of time and show they understand the effect of exercise on their bodies, appreciating the need for careful warm up and cool down.
182. Pupils make generally sound progress in refining their skills. Higher attaining pupils have limited opportunities to be involved in a range of school teams in inter-school competitions. Pupils with special educational needs make progress in line with their peers.
183. In Year 1, pupils develop their response to music in a dance lesson, and in Year 2, they practise skills of throwing, catching and aiming small balls. In Year 3, they build on movement skills using different pathways and directions and develop a sequence using basic jumps. In Year 6, pupils make satisfactory progress in developing ball skills for netball/ basketball. In a Year 5 gymnastics lesson, as a result of very skilled teaching, pupils made very good progress in using symmetrical and asymmetrical balances and building a sequence using small apparatus
184. Pupils respond well in physical education lessons and show good attitudes. They behave sensibly and safely. They all change quickly into appropriate kit and enjoy physical activity. They take part enthusiastically in physical activities and co-operate well in pairs, groups and teams.
185. The quality of teaching is sound in Key Stage 1 and the early years of Key Stage 2. In Year 6 teaching is good, and is very good in Year 5. Teachers generally have sound knowledge of developing physical skills and generally encourage pupils to evaluate performance. Teachers show good management and control, establishing their ground rules for safe and sensible behaviour. Where teaching is very good, the teacher is very confident and shows high level skills in developing pupils' awareness of gymnastic movement. He makes very good use of pupil demonstration and involves pupils well in the planning of sequences. He makes very good use of technical language and extends pupils' knowledge of physiology. He shows very good management of the class and has high expectations.
186. The co-ordinator offers sound leadership in the subject. She has provided a sound policy and useful scheme of work, which ensures appropriate skill development and full coverage of the curriculum. She has ensured sound resources for the subject. She has received no time away from her class to monitor the subject, but is always ready to offer advice and support to colleagues. The school has limited facilities for physical education. There is a well-maintained field, but it suffers from poor drainage and is often out of action. As mentioned in the previous report, the hall is cramped but is used effectively for gymnastics and dance. The playground is used whenever possible for games. The school offers a very limited range of clubs for sport. There is a football club and clubs are planned for netball and gymnastics. Two teachers are involved and there is good participation, but the school rarely competes on an inter-

INSPECTION DATA**194. SUMMARY OF INSPECTION EVIDENCE**

187. The inspection was carried out by a team of 4 inspectors. During the inspection all, or part, of 57 lessons were inspected, and a total of over 56 hours spent in classes, in discussion with pupils and teachers, and in evaluating work. A range of assemblies, registration sessions and extra-curricular activities was also inspected.
188. Inspectors looked at the work of a wide range of pupils, including a sample of three pupils from each class. Informal discussions were held with many pupils and a sample was heard reading.
189. Planned discussions were held with the headteacher, other teachers and governors. Informal discussions were also held with members of the non-teaching staff.
190. A wide range of documentation provided by the school was analysed before and during the inspection.
191. Twenty parents attended a meeting with the Registered Inspector to give their views on the school. The inspection team considered the 31 responses to a questionnaire sent to parents about the school, and the additional comments sent by some parents. Informal discussions were held with individual parents during the inspection.

DATA AND INDICATORS

199. 200. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y7	194	7	43	22

199. Teachers and classes

199. 201. Qualified teachers (YR – Y7)

Total number of qualified teachers (full-time equivalent):	7.7
Number of pupils per qualified teacher:	25.2

199. 202. Education support staff (YR – Y7)

Total number of education support staff:	2
Total aggregate hours worked each week:	19

199. 203. the school

Average class size in

Average class size:	28
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199.

199. 204. Financial data

Financial year:	1998 - 1999
	£
Total Income	289,834
Total Expenditure	283,364
Expenditure per pupil	1,461
Balance brought forward from previous year	29,065
Balance carried forward to next year	35,535

199. 205.
SURVEY

PARENTAL

Number of questionnaires sent out: 138
Number of questionnaires returned: 31

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	51.6	6.5	12.9	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	35.5	51.6	12.9	0	0
The school handles complaints from parents well	29	25.8	29	16.1	0
The school gives me a clear understanding of what is taught	16.7	43.3	13.3	26.7	0
The school keeps me well informed about my child(ren)'s progress	20	50	10	20	0
The school enables my child(ren) to achieve a good standard of work	36.7	43.3	13.3	6.7	0
The school encourages children to get involved in more than just their daily lessons	23.3	36.7	16.7	16.7	6.7
I am satisfied with the work that my child(ren) is/are expected to do at home	20.7	58.6	13.8	3.4	3.4
The school's values and attitudes have a positive effect on my child(ren)	26.7	60	13.3	0	0
The school achieves high standards of good behaviour	25.8	58.1	9.7	6.5	0
My child(ren) like(s) school	48.4	41.9	9.7	0	0

199.