

INSPECTION REPORT

**WHEATLEY LANE METHODIST VOLUNTARY
AIDED SCHOOL**

Burnley

LEA area: Lancashire

Unique reference number: 119702

Headteacher: Mrs B A Hodkinson

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 8th - 11th May 2001

Inspection number: 191178

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Wheatley Lane Road
Fence
Burnley
Lancashire

Postcode: BB12 9ED

Telephone number: 01282 617 214

Fax number: 01282 605 765

Appropriate authority: The Governing Body

Name of chair of governors: Mr I G Wheeler

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23101	Mr B Tyrer	Registered inspector	Science Art and design Physical education Equal opportunities English as an additional language	What sort of school is it? School's results and achievements Pupils' attitudes, values and personal development How well are pupils taught? What should the school do to improve further?
9974	Mr D Singh	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
23319	Mr V J Leary	Team inspector	Mathematics Information and communication technology Design and technology Music Special educational needs	How good are the curricular and other opportunities offered to pupils?
32016	Mrs P Ward	Team inspector	English Geography History Areas of learning in the foundation stage	How well is the school led and managed?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a voluntary aided Methodist school in the village of Fence within the ward of Pendle. There are 211 pupils on roll of whom 116 are boys and 95 are girls. The school population is almost entirely white. The proportion of pupils eligible for free school meals is well below the national average, as is the proportion of pupils identified as having special educational needs. The proportion of pupils having statements of special educational needs is above average. The attainment of children on entry to the reception class is broadly in line with what might be expected nationally.

HOW GOOD THE SCHOOL IS

This is an effective school which is providing good quality education for its pupils. The pupils in Year 6 are reaching standards in English, mathematics and science that are well above expectations and which are an improvement at the higher level over the previous year's national test results. Standards at the end of Key Stage 1 are above expectations and children at the end of the Foundation Stage are set to exceed the nationally suggested targets for their age. The teaching is very good and pupils' attitudes to school are also very good. Pupils' behaviour is excellent and their attendance is very good. The curriculum is good. The leadership and management of the school are very good and are principally responsible for the rise in standards noted during the inspection. The school provides very good value for money when its costs and the quality of education provided are taken into consideration.

What the school does well

- Leadership and management of the school are very good.
- Teaching is very good.
- Attitudes and attendance are very good and behaviour is excellent.
- The curriculum is good and the provision for pupils' spiritual, moral, social and cultural development is very good.
- The school's involvement with parents is very good and the school takes very good care of its pupils.

What could be improved

- The quality of spelling in both key stages.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good improvement since the last inspection in November 1996. The quality of teaching and learning and the leadership and management of the school have improved greatly. The key issues from the previous inspection have been effectively addressed. This has contributed to the rise in standards seen during the inspection. Assessment procedures are now good and teachers' planning is generally very effective. As a result, work is now better matched to pupils' abilities, including those pupils with special educational needs. The inspection confirms that higher numbers of pupils are expected to achieve at the higher levels in the forthcoming national tests. Good work has been done on developing the curriculum. The work done on developing design and technology has been very good, with the result that standards in this subject are now well above expectation. The school development plan is a well thought out document that effectively articulates the direction that the school is to take. Behaviour is excellent and so the requirement to introduce a clear behaviour policy has been well met.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	B	C
mathematics	A	B	B	D
science	C	D	C	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The results in national tests in English have alternated since 1997 between average and above average. Results in mathematics dropped to above average in 1999 and 2000, whereas in the two preceding years they were well above average. Results in science have been average, with the exception of 1999 when they were below average. The trend in improvement has not matched the national trend during this period. When compared with similar schools the attainment of pupils in the 2000 tests was average in English. It was below average in mathematics and well below average in science. The school just exceeded its targets for that year and has set similar targets for the present Year 6 but with the expectation that there will be a higher proportion of pupils attaining at the higher level (Level 5). The results of pupils taking tests at the end of Key Stage 1 have been very good and inspection shows that the attainment of these pupils now in Key Stage 2 is generally well above average in English, mathematics and science.

Since 1996 the performance of boys in English at the end of Key Stage 2 has mirrored that of boys nationally in that it has been lower than that of girls. Exceptionally this was not the case in the national tests for 2000 where boys reversed the national trend very significantly. The very high scores by boys in the 2000 tests for English have, as a result, produced average figures that show that their performance over time is higher than that of the girls. Inspection shows pupils are achieving in line with their ability regardless of their gender.

Standards in other subjects for pupils aged 11 are well above expectation in design and technology. They are above in geography, history, art and design, and physical education and are in line with expectations in music and information and communication technology. Pupils are generally achieving well, standards are high enough and the targets they have been set are realistic. Attainment for children at the end of the Foundation Stage is above the expectations for that age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils like school. They work hard and enjoy all aspects of school life.
Behaviour, in and out of classrooms	Excellent – pupils are mature and sensible. They work and play well together.
Personal development and relationships	Excellent - pupils are well prepared for the next stage of schooling and enjoy the best of relationships with fellow pupils and all staff.
Attendance	Very good – it is well above the national average and there is no unauthorised absence and very little lateness.

TEACHING AND LEARNING

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

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

Teaching and learning are very good. All of the lessons observed were satisfactory or better. Seventeen per cent of lessons were satisfactory, 37 per cent of lessons were good, 26 per cent of lessons were very good and a further 20 per cent of lessons were excellent. The teaching of English is very good and in mathematics teaching is good. Literacy and numeracy are well taught and pupils make good progress learning the basic skills. Teachers plan work to meet the needs of all pupils well as they do for those pupils who have special educational needs and English as an additional language. There are occasions when there is insufficient attention paid to the marking of spelling. Greater emphasis needs to be placed on the teaching of spelling skills, as the school recognises in its development planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good- there is a good number of extra-curricular activities for pupils and the quality of the curriculum has improved since the last inspection.
Provision for pupils with special educational needs	Very good- these pupils are well supported and all staff work very well together towards this end. Good assessment procedures allow new and realistic targets to be set.
Provision for pupils with English as an additional language	Good – the very small number of pupils for whom English is an additional language are well provided for, are able to function well and make very good progress in their classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good in all aspects except the cultural side which is good – the school has plans to bring this up to match very high provision as is seen in the other three areas.
How well the school cares for its pupils	The school takes very good care of its pupils. There are very good procedures for child protection and good steps are taken to measure and record pupils' progress and personal development.

The school works very well with parents and they speak highly of the school in return. The school benefits from parental support in general but also from a number of parents who support as individuals.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good – the headteacher provides excellent leadership and has produced a team that is bringing about continuing improvement.
How well the governors fulfil their responsibilities	Very good – they are supportive and constructive. They define the school's priorities and understand their responsibilities well.
The school's evaluation of its performance	The school has very good systems for evaluating progress and for the effectiveness of its decisions.
The strategic use of resources	Very good – staff are particularly well deployed and all funds are effectively accounted for.

There are sufficient staff and their deployment is very effective. The accommodation is good and there is a good supply of resources. The governing body makes careful financial decisions and operates the principles of best value effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • That behaviour is good. • That they feel comfortable approaching the school. • That the school expects their children to work hard. • That the school is well led and managed. 	<ul style="list-style-type: none"> • The amount of homework given to their children. • The information about children's progress. • The range of activities that the school provides.

The inspection team concurs with what parents find pleasing. It is felt that a sensible balance is struck with homework and that parents are generally well informed about their children's progress. The school makes parents welcome and does have very good links with them and pupils, albeit mainly the older ones, do have a good range of extra-curricular opportunities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the Foundation Stage in the reception class in the year in which they are five. Their attainment on entry is broadly average with some children being above average and others below. Because of the very good teaching they receive they make very good progress and, for the most part, achieve and then exceed the expected goals in all the areas of learning before beginning National Curriculum work in Year 1.
2. The results of national tests for seven year olds in 2000 showed that:
 - standards in reading, writing and mathematics were well above the national average;
 - standards were above those in schools where a similar proportion of pupils are eligible for free school meals.
3. Attainment in all reading and writing has been well above, (and in the case of reading in 1999 was in the top five per cent) over recent years. This confirms standards now found in Key Stage 2. Teachers' assessment for science in 2000 was below the national average.
4. The results of national tests for eleven year olds in 2000 showed that;
 - standards in English and mathematics were above the national average;
 - standards in science were average;
 - in comparison with similar schools, standards in English were average, were below average in mathematics and were well below average in science.
5. The pupils' performance over time at the end of Key Stage 2 for pupils aged 11 has been variable in all subjects. For example, in English it has either been average or above average. In mathematics it has gone from well above average to above average. In science, it has generally been average with the exception of 1999 when it was below average. On the basis of average points scored this trend has not kept pace with the national trend.
6. Whilst the school has generally outperformed the national average areas for development were identified as a result of analysis of test results. Planned action has been undertaken, with the result that inspection shows improvements in standards for pupils at the end of Key Stage 2.
7. Inspection indicates that attainment for pupils at the end of Key Stage 1 is above expectations for English and science and is well above expectations for mathematics. The standard reached by pupils aged eleven at the end of Key Stage 2 is well above expectations in all three subjects. A greater proportion are on track to reach the higher than expected level (level 5) this year. This confirms that the quality of teaching has improved and that measures to target work better to pupils of varying attainment (a key issue) has been successful.

8. Pupils of differing abilities are equally well provided for as are pupils with special educational needs and those for whom English is an additional language. They all make appropriate gains in their learning. The national trend at the end of Key Stage 2 in English has been for girls to outperform boys. This was not the case at Wheatley Lane in 2000 when the boys markedly outperformed the girls in English. However, there is no evidence from inspection to show that, with the present Year 6, boys or girls, regardless of levels of attainment are learning and making progress at different rates. Pupils are generally achieving well, standards are high enough and the targets they have been set are realistic.
9. At the end of Key Stage 1, pupils are mostly on line to meet national expectations in English with a significant proportion who are set to exceed them. The lower attaining pupils are able to use their knowledge of the alphabet and of picture clues to establish the meaning of words and sentences. They identify the main characters in books they read and understand the work of authors and illustrators. Higher attaining pupils read with confidence and expression. They are able to use contents and index pages in their search for information and show they know the differences between fact and fiction. In their writing pupils in Key Stage 1 experience stories, poetry, letters, plays, instructions and they make lists. Most pupils write with a fluent style and the higher attainers are beginning to use a joined script. They are able to write accounts which detail, for example, what happened to the sunflower when they took it home for the weekend. They write in complete sentences which are demarcated with capital letters and full stops. Like their counterparts at the end of Key Stage 2 many pupils show that they do not have a sound grasp of spelling patterns and techniques and so, on occasion, spell common words incorrectly. At Key Stage 2, pupils' writing is well organised. Paragraphs are used effectively and pupils use complex sentences. They tailor their style to meet the required effect and produce work in a hand that shows individual style. The computer is also effectively used in the initial drafting process. Pupils at the end of Key Stage 1 speak clearly and confidently. They listen carefully when being spoken to and can give explanations about what they have done. Higher attaining pupils are beginning to use interesting vocabulary, which they incorporate into responses that can be two or three sentences long. At the end of Key Stage 2, pupils show high levels of maturity in their speaking and listening. This is due in part to the fact that an emphasis on, for example investigative science, requires them to evaluate and then report back their findings. They are able to take in difficult concepts and can later follow demanding instructions. They speak sensibly to visitors and show no hesitancy in doing so. They are quite happy to read out loud when the occasion demands and this they do with very good expression. Most pupils are able to talk easily about, for example characterisation or personification in books they are reading.
10. In mathematics pupils at the end of Key Stage 1 show that they are able to add and subtract accurately and that they know about multiplication and division. They are beginning to recognise patterns and are acquiring a range of strategies that will enable them to solve number problems effectively. Pupils name common two- and three- dimensional shapes and use technology to illustrate their understanding of symmetry. At the end of Key Stage 2, pupils have a good grasp of operations using the four rules of number and involving one or more stages of computation. They can work with fractions, decimals and percentages. They use the strategy of approximating well and are able to check the accuracy of their answers. They are familiar with using and compiling data and use technology in the form of spreadsheets or graphs of results. In science, pupils at the end of Key Stage 1 are able to identify similarities and differences in humans. Their experiments, for example in growing seeds, show that they understand the need for fair testing. They hypothesise about

expected outcomes and then evaluate this on conclusion of their experiment. They are able to classify materials and can comment on the ways in which materials can be changed. At the end of Key Stage 2, pupils perform sophisticated experiments where there are several variables. They record and analyse results well and arrive at sensible conclusions. Much of their work is of an investigative or experimental nature and so they are able, with their knowledge of solubility and of liquids and solids, to devise ways of breaking solutions into their constituent parts, separating solids in suspension or even separating immiscible liquids, such as oil and water.

11. The attainment of pupils in other areas of the curriculum is often high. It is well above expectations in design and technology at the end of both key stages and is above expectations in geography, art and design, history and physical education. It is in line with expectations at the end of both key stages in music and information and communication technology.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school are very good. They are very enthusiastic about their work and eagerly take part in all its aspects. Parents report through the questionnaire and at the meeting that their children have very positive views about school and that they like coming to school. The reasons for this are many and varied but, essentially, relate to the very good quality of education and the very good care that the school provides. Ninety eight per cent of parents responding to the questionnaire felt that their children liked school and inspection found this to be the case. Pupils' very good attitudes are apparent wherever they are to be found in school and in whatever activities they are engaged upon. They work hard in lessons and take full advantage of extra-curricular activity. They readily accept responsibility.
13. Pupils' behaviour is excellent. They are mature and sensible. No examples of unsatisfactory behaviour were observed. Parents confirmed that it was their experience that the pupils were well behaved, both inside school and out. An example of their excellent behaviour was noted at the swimming pool when they waited patiently for their lesson to begin. There have been no exclusions. Pupils understand what is expected of them and are more than willing to comply. They demonstrate obvious care and concern for people and property and no evidence was found to the contrary during the inspection. In an almost totally white school there was no evidence of racial intolerance nor of bullying or sexism.
14. These pupils have well defined social awareness. They understand that what they do can affect the lives of others and that others are not always as fortunate as they are. They value what they have and are careful with one another with the result that the youngest child in the reception class feels able to tell everyone what her friend is good at. Pupils know that they can express feelings or demonstrate something without fear of ridicule. Their respect for the values feelings and beliefs of others is excellent.

15. Pupils willingly undertake the usual school tasks, which they do in a quiet unassuming and effective way. They show great maturity in the way they talk with visitors and are quick to offer help if they feel it is necessary. They are confident and polite because of the excellent relationships they enjoy with staff and each other. They are excellent ambassadors for their school.
16. Their attendance reflects all that has been said about them so far. It is very good. There is no unauthorised absence and the attendance levels are well above the national average. There is almost no lateness.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching and learning is very good. Of the lessons observed there was no unsatisfactory teaching at all. Seventeen per cent of teaching was satisfactory and 37 per cent was good. Twenty six per cent was very good and 20 per cent was excellent. This is a big improvement from the time of the last inspection when some unsatisfactory teaching was noted and eight per cent was good or better. The quality of teaching is very good in all phases and all teachers taught some lessons during the inspection that were very good or better. This improvement in the quality of teaching contributes greatly to the standards achieved by pupils and is a strength of the school. Teaching is very good in English, history, geography and design and technology. Whilst it is satisfactory in information and communication technology and music, it is good in mathematics, science and physical education. Not enough lessons were observed in art and design to make a judgement.
18. Children enter the Foundation Stage in the year in which they are five. The teaching they receive is very good and it is excellent for their mathematical development. The class teacher and the nursery nurse work very well together and this ensures that children quickly feel confident and settle easily into school routines. As a result, these children become deeply involved in their learning and make very good progress.
19. The teaching of literacy is very good. The national strategy has been effectively introduced and lessons follow the suggested format, which is interpreted in an interesting and challenging manner. The teaching of mathematics is good and again shows the beneficial impact of national initiatives. Basic skills are well taught in both subjects.
20. The teaching of pupils with special educational needs is very good overall. All teachers have an appropriate understanding of the curriculum needs for pupils who have individual difficulties especially in English and mathematics. Teachers take care to plan activities that take account of pupils' capabilities. This has a significant impact on pupils' learning because it means that they are able to make very good progress.
21. The very best lessons are inspiring and cannot be faulted. In such lessons, teachers show high levels of imagination in their planning. (This was an issue in the previous inspection report). An example of this could be seen in a Year 6 art and design lesson when pupils were asked to listen to music and then talk about the colours it suggested to them. They were then given a very good range of tasks and materials which challenged them, amongst other things, to arrange artefacts into a display prior to making observational drawings and paintings. Lessons are designed to present high, yet attainable, levels of challenge and are presented in lessons where, because relationships are excellent, teaching and learning are a pleasure. A key issue of the previous inspection was to ensure that there was a behaviour policy that was

understood by all. In view of the excellent behaviour in classrooms it is evident that this requirement has been most effectively achieved.

22. Teachers show that they have mastery of the subject content and are adept at weaving skills and knowledge from other areas of the curriculum into their lessons. Because of this, pupils can see that what they are learning elsewhere is relevant and has meaningful uses. Teachers are very careful to plan the best opportunities for pupils with differing levels of attainment, as well as pupils with special educational needs and those for whom English is an additional language. This again shows a very good response to the previous inspection findings. Classroom assistants make a very valuable contribution to lessons and are effectively involved in designing work and support for individual pupils. There is a very positive attitude to inclusion. For example, at registration in a Key Stage 1 class, pupils who are used to answering the register in different languages are able to do so in the home language of one of the class, thus making her feel welcome and at ease.
23. Teachers make satisfactory use of homework and parents report that it is usually connected with ongoing work in class. Good use is made of information and communication technology and this becomes particularly effective when combined with the task of researching. Teachers are careful to mark work and usually encourage pupils further by setting tasks or targets. Whilst teachers may rightly be concerned with the objectives of the lesson, which they invariably communicate clearly to the class, there are times when either the misspelling by pupils of specialist vocabulary or common words is left uncorrected. Because the quality and presentation of pupils' work is so high this becomes an important issue and one that needs to be addressed.
24. Pupils respond very well to the high quality of care they experience from their teachers and other members of staff. It is apparent that they understand the high expectations that people have for them. The pupils respond very favourably because the whole learning process is challenging and enjoyable. Relationships are excellent. This has arisen because pupils know that their teachers are working hard for them and that all staff value their efforts. Teaching and learning in the classroom do not happen in isolation and very much reflect what is happening in other areas of the school. Teaching and learning benefit from the school ethos whilst at the same time contributing to it. Consequently maturity and commitment are to be found in everything pupils do.

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

25. The curriculum opportunities offered to the pupils are good and prepare them well for the next stage of their education. There is now a coherent whole school plan for the curriculum, representing an improvement since the last inspection. The curriculum provision for children at the Foundation Stage is good, covering the recommended areas of learning. Children are provided with a very effective and well-planned range of learning opportunities that allow them to develop their skills well in the reception class.
26. For pupils in both key stages, the school provides a good range of learning opportunities. The curriculum includes all the required subjects of the National Curriculum. Planning of the curriculum has improved significantly since the last inspection, particularly in information and communication technology and design and technology. There is a policy for each subject and the school has adopted

government recommended guidelines for National Curriculum subjects. These ensure that pupils' learning opportunities cover the required ground and build effectively on what they already know and can do.

27. The National Literacy and Numeracy Strategies are being implemented successfully. Teachers' planning is consistently and securely based on these strategies. Medium- and short-term planning is generally good in all subjects. This provides a consistency of approach that was lacking at the time of the last inspection, and proving effective not only in raising standards achieved by pupils, but also in raising teachers' expectations of what pupils can do. In literacy, this is evident in pupils' competence in handling a broad range of written texts, and in numeracy, in pupils' sharp mental arithmetic skills. The daily acts of worship comply with legal requirements and provide very good support for pupils' spiritual and moral development.
28. Provision for personal, social, and health education is good. The curriculum, notably in literacy, science, and physical education, includes appropriate provision which is continuous through both key stages, with good elements of health and sex education, including learning about the dangers of substance misuse. Lessons, assemblies and 'circle' time make a significant contribution to the sustaining of good behaviour and personal development. The school's very positive and inclusive atmosphere reflects the good provision in this area.
29. The school makes very good provision for pupils with special educational needs and for the very small number of pupils for whom English is an additional language. The school has great success in involving such pupils in all aspects of school life. Very effective teaching and support is a major strength of the provision. Provision for pupils with special educational needs has greatly improved since the previous inspection, where there were weaknesses in the assessment of pupils and individual plans. Now pupils' individual targets are well thought out, and their progress is reviewed regularly. These include goals for literacy, numeracy and behaviour. The needs of pupils with statements of special educational needs are met very well, and their annual reviews provide a good focus for further improvement.
30. Provision for extra-curricular activities is good. There is a very comprehensive range of after school activities in the seven to 11 age group. These include netball, rugby, football, badminton and cross-country running. These activities are generally well attended. The school is a very strong participator in many local inter-school sporting events, having notable success in sporting competitions.
31. The school provides a good range of visits and visitors to extend and enrich the curriculum. Useful visits are made to areas beyond their locality, for example Chester to enhance their learning about times gone by. Pupils make visits to the Pendelfin factory in Burnley to develop further their understanding of design and technology and ceramics. They also use the local area to carry out geography surveys. Annually, the upper juniors participate in residential visits to Askrigg Outdoor Pursuits Centre in the Yorkshire Dales. These visits make a positive contribution to their learning and to their own personal development. The school also has useful and effective links with other groups and organisations, such as Blackburn Rovers and Burnley football clubs. Local businesses support the school. A garden centre provides seeds and plants for the school. The school has good links with other educational institutions. Year 6 pupils make visits to the many high schools they move onto and appropriate records are passed on. There are strong and developing links with other primary schools that involve working closely on areas of the curriculum, such as information and communication technology and the sharing of school facilities. For example, the

school currently shares its physical education facilities with another Pendle school. There are also strong links with the local pre-school groups. The school provides placements for students from nearby schools and colleges.

32. There is very good provision overall for pupils' spiritual, moral, social and cultural development. Since the last inspection, the previous high quality provision has been developed further. The school provides a welcoming and very caring environment in which all pupils are encouraged to work together in harmony and learn to respect and be sensitive to the needs of others.
33. Provision for pupils' spiritual development is very good. In class, pupils are given daily opportunities for reflection and prayer, for example concluding the day by reflecting on 'their day' and thinking about their personal contribution to the quality of life in the class. Good quality assemblies further enhance the pupils' spiritual awareness. These are carefully prepared and are effective acts of collective worship allowing pupils to reflect and pray, often using individual and class prayers. Music is used to provide a spiritual uplift for the beginning and end of assemblies. Pupils are given the opportunity to reflect on their relationships in the community, in the family and with their friends. The Methodist church, which is adjacent to the school, is used by the pupils for prayer, worship and provides other opportunities for reflection in a quiet environment. Pupils' spiritual awareness is also raised in a range of lessons. In English, their poems and other creative writings vividly captured their special feelings, for example their creative work on the rainforests. In science, where Year 1 pupils in their topic on 'growth' shared a special moment with a parent who brought in her new baby. The school uses opportunities very well to enable pupils to gain understanding, through reflection, on their own distinctiveness and others' lives and environments.
34. Provision for pupils' moral development is very good. It is promoted through the school's mission statement in which the school sees as a significant responsibility its provision of a secure and orderly learning environment. There is a very strong moral framework where, in a positive atmosphere, high expectations of behaviour, self-discipline and good relationships are fostered. Pupils are provided with clear boundaries for good behaviour. They have a very good understanding of right and wrong. School rules are displayed prominently in classrooms. Staff are good role models, showing respect and concern for the individual needs of all pupils. A strong feature of pupils' moral development is the way they are taught about wider moral issues through the subjects of the curriculum. Pupils in Year 6, in their English lesson, shared with their teacher and developed in their writing, opinions on environmental issues. This resulted in pupils displaying sensitivity to the needs of their local community when raising health and safety matters with the local council about the proposed further development of an industrial estate in their community. Assemblies and end-of-school day prayers are used effectively in providing opportunities for pupils to reflect on positive personal qualities such as tolerance, kindness and sensitivity to others needs and rights.
35. Provision for pupils' social development is very good. There is a wide variety of experiences for the vast majority to develop an awareness of how to relate to people in different circumstances. Good relationships are a strong feature of the school. Achievements in work and behaviour are celebrated weekly in the 'celebration' assemblies, with certificates for good work and good behaviour. Opportunities are provided for pupils in both key stages to take on responsibilities that contribute to the smooth running of the school. In all classes, pupils are encouraged to take some responsibility for keeping their classrooms tidy and orderly. Older pupils carry out the roles of house captains, vice captains and monitors for the whole school. They

prepare the hall for assemblies; some help to look after the younger pupils during wet lunchtimes and help in organising playtime equipment. There are occasions for pupils to develop further an understanding of citizenship. Through their house point system at Key Stage 2, Year 6 pupils are given opportunities to encourage the younger pupils in the development of their social skills. Pupils are involved in community activities. They visit the local senior citizen's home at various times of the year, singing and playing carols. They take an active part in church events. Charity work, such as fundraising for national children's charities and the local hospice, is a strong feature of school life. Educational visits are an important aspect of social provision. In Year 6, pupils take part in a residential outdoor pursuit visit to Askrigg, in the Yorkshire Dales, and all classes experience a range of visits. The school also involves its pupils in local community sports competitions. This high level of provision is very effective in developing the pupils' social skills and enhancing their personal self-esteem.

36. Provision for pupils' cultural development is good. Pupils are provided with a curriculum at both key stages which promotes an understanding of their local culture, whilst also giving them opportunities to discover and understand a multi-cultural society. Pupils from different ethnic backgrounds are encouraged to share their experiences and customs. In lessons, opportunities are found to promote understanding of the wider cultural diversity of their community. In literacy, history, art and design and music the pupils' awareness of the multi-cultural nature of their society is raised. In their writing, they demonstrate a developing knowledge and an understanding of the rights and importance of different cultures. For example, Year 5 pupils express in their writing positive and sensitive views about the Bosnian and Serbian cultures and also gypsy traditions. Some displays and art work throughout the school feature aspects of cultural diversity, such as the geography display on rainforests and the African art display. The diversity of educational visits and visitors also has a positive impact on pupils' cultural development. Pupils visit mosques and synagogues and visits are made into the local community to explore its rich cultural traditions. The school participates in the Pendle schools' Arts Festival. Visitors include professional sportsmen, musicians and ministers of different faiths. The school, through its varied provision, successfully teaches its pupils to appreciate their own culture and the diversity of other cultures. The management has identified the need to improve the provision further and is currently developing links with schools whose pupils are from different ethnic backgrounds so as to share different experiences and customs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The overall provision for pupils' care, support, guidance and welfare is very good. This evidently contributes to the priority the governors and staff give to health and safety. It is further complemented by the arrangements for child protection, which are very good and enable the school community to learn in a very safe and secure environment.
38. The school cares well for its pupils who have special educational needs and this caring attitude is reflected in the Christian ethos of the school. Pupils know they are very well cared for and valued, and this has a positive impact on their learning. The pupils are involved in the management of their own learning. They sometimes evaluate their own learning, for example, "I like these pieces of work because they are set out neatly". The boosting of pupils' self-esteem is a high priority in the school.
39. Teachers enjoy a very constructive, trusting and purposeful relationship with pupils. They celebrate and reward pupils' achievements, both inside and outside the classroom. Teachers and support staff provide effective supervision, during lunchtime, and listen attentively to pupils' concerns. They provide good quality, educational advice and guidance. This ensures that pupils feel secure, confident and self-assured, which in turn leads to high standards of achievement.
40. The health and safety policy ensures very good practice. The school has been complemented by the local education authority, who recently provided a health and safety audit. All aspects of safety, including the procedures for and reporting of accidents, were thoroughly inspected. The school's health and safety committee works closely with the headteacher and site supervisor and regularly monitors all aspects of health and safety. Parents are informed of all accidents which involve their child. These practices ensure that pupils and staff are safe and secure. The personal, social and health education programme provides pupils with informed choices and enables them to understand the harmful effects of drugs.
41. There are very effective procedures in place for monitoring and raising existing levels of attendance. The headteacher and other staff implement a very effective system, which ensures that all absences are thoroughly investigated, monitored systematically and the subsequent information used effectively to discourage further absences. Pupils and parents work alongside the school and support their efforts to sustain existing levels of attendance which are well above the national average.
42. The procedures for monitoring and promoting positive behaviour are very good. Pupils are consistently encouraged to follow the school's code of conduct and behave in an orderly and mature manner. Staff, particularly the headteacher and class teachers, deploy very effective strategies that enable pupils to achieve excellent standards of behaviour and care for each other in both formal and informal learning environments. Pupils appreciate and value the reward system that is used consistently and fairly by all teachers. This ensures that pupils' attitudes and behaviour are constructive and purposeful. Their excellent behaviour and very good attitudes are recorded and celebrated both inside and outside the classroom. Pupils' work is well displayed. This creates a stimulating and creative environment for further learning and helps pupils to take pride in their work. It also raises their confidence and self-esteem and reinforces the values of good behaviour. Parents are rightly proud of their children and make an invaluable contribution to the school environment and to the support of the school community.

43. Procedures for monitoring and eliminating oppressive behaviour are good. The care and control policy for pupil behaviour clearly illustrates that bullying is unacceptable and outlines a code of conduct, which ensures the safety and well being of the school community. The policy encourages pupils to report all types of anti-social behaviour. In practice, all incidents of inappropriate behaviour, which have been rare, are thoroughly investigated. There is a system in place for recording, monitoring and reporting to parents. The headteacher is considering a system for recording and reporting incidents of racist behaviour to parents and the local authority. Racism is not an issue for the school. Parents and pupils rightly value the school as a place which is safe, secure, friendly and happy.
44. Arrangements for monitoring and supporting pupils' personal development are very good and good procedures are in place for monitoring their academic performance. Praise is consistently used to very effectively encourage efforts and raise pupils' self esteem. Significant achievements, both inside and outside the classroom, are celebrated daily in class, assemblies and through informal contact with teachers and parents. For example, one parent offers his skills as a rugby player and assists the school by offering rugby coaching to both boys and girls. This raises pupils' confidence, self-esteem and ensures equality of opportunity for both boys and girls.
45. At the time of the last inspection, assessment procedures were unsatisfactory. There were very few examples of assessment being used to guide teaching and learning. The process of assessment is now good and much clearer. It is continually re-evaluated by the senior management team within which the deputy headteacher acts as the co-ordinator for assessment. Teachers strictly follow a system, which enables them to formulate clear teaching aims and use assessment effectively to guide their future work. They also implement the procedures for curriculum planning, reporting, record keeping and assessment as recommended by the local education authority. An audit of results has considerably improved the assessment procedures by highlighting pupils' strengths and weaknesses at the end of national curriculum tests. Because of these arrangements, teachers set work, which is well matched to their pupils' capabilities. Analysis of attainment over time, by gender, shows that boys have performed better than girls in English which is contrary to the national trend. No evidence was found during the inspection to show that this continues to be the case.
46. Inspection evidence indicates that all children starting school are assessed using an accredited baseline assessment scheme, during their first six weeks in reception. This arrangement enables teachers to plan and manage the learning experience of the individual child and identify difficulties which impede learning. All eligible pupils in their final year of Key Stage 1 and 2 are assessed using statutory assessment tests. This enables staff to identify the stage that learning has reached and set targets for improvement. The use of school based standardised tests is an integral part of the assessment process.
47. The school meets all the requirements for those pupils who have statements of special educational needs and all are well supported. Teachers consistently use the information well to help them set appropriate targets for the pupils and to reassess their needs.
48. Since the last report, the school has made significant progress and has made good improvements to the planning and assessment procedures, as well as to the individual educational plans for pupils with special educational needs. Inspection now shows that, as a result, the work is better matched to the needs and abilities of all

pupils. Staff ensure that pupils clearly understand the behaviour policy, which provides a solid foundation for the excellent behaviour observed during the inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents' views of the school are very positive. They enjoy a constructive and purposeful relationship with the school and speak well of its work. Parents value the very positive ethos of the school and the very high standards of behaviour, which are encouraged and achieved by pupils. Parents' suggestions and concerns are fully addressed and this creates a mutual caring and trusting environment. The inspection team is in full agreement with the parents' very positive views of the school and its work.
50. The school has very good links with parents of pupils with special educational needs. Liaison takes place on a regular basis both formally and on an informal basis.
51. A small minority of parents responding to the questionnaire felt that the information they received could be better but the inspection shows that, in general, the information parents receive is of a good standard. Parents are pleased with the very good quality information they receive through the school prospectus, the home-school agreement and the annual report from governors. These school documents are written in an accessible style and comply with statutory requirements. The pupils' end-of-year report also provides good quality information about pupils' achievement, attainment, and attitudes to their learning and their personal development. All parents are provided with a regular newsletter, which enables them to follow the topics being undertaken in the classroom and celebrate the achievements of pupils. Parents particularly appreciate the information they receive at parents' evenings, which are complemented by regular workshops. They perceive parents' evenings and workshops as helpful, constructive, and particularly informative. This is due to the headteacher and teachers' positive attitudes to parents. During the inspection, a significant number of parents were observed with the headteacher and class teachers, exchanging information and building positive relationships, which contribute to the work of the school.
52. During the inspection, a number of parents and governors came to the school to support activities in lessons, which helped to raise standards and contributed constructively to the pupils' personal development.
53. Many parents value and appreciate the work of the parents and teachers association. The hard work and effort of the association facilitates the work of the school and supports learning, as well as providing substantial funds, which help to support standards of education in the school.

54. Parents make an invaluable contribution to pupils' learning in the home by supporting reading, financing school visits and ensuring their children attend school regularly and on time, complete homework and arrive with a good attitude to learning. The school ensures that both parents and staff meet the requirements of the home-school agreement. The school continues to flourish in a friendly and harmonious environment.
55. Since the last report, the school has improved the information it provides about what is taught in the school and is building on the effective and constructive relationships reported in the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The aims and mission statement of the school stress commitment to all children. This commitment permeates the life and work of the school and is reflected in the leadership of the governors, headteacher and the dedication of the staff of the school.
57. The headteacher provides excellent leadership for the school. Her vision for achieving high standards, through strong teamwork and very good teaching has been very effective. Since the last inspection the school has made very good progress in tackling the issues raised and in raising standards significantly. Her leadership style has won her the confidence of teacher colleagues who work hard to follow her lead and meet her high expectations.
58. There is clear educational direction to the work of the school. Staff with responsibilities carry out their tasks conscientiously. The headteacher has been ably supported by the deputy headteacher and the Key Stage 1 co-ordinator who set an excellent example for colleagues, in the high quality of their teaching and in the discharge of their management responsibilities. The subject co-ordinators for English, mathematics and science, monitor teachers' planning and the standards of work in those subjects. Co-ordinators for the foundation curriculum have revised curriculum plans, monitor planning and the standards of pupils' work. All staff work very well together, with the shared goal of raising standards in their school. All these factors have contributed significantly to the improvements in standards in the National Curriculum tests and the improvements in the management of the school since the previous inspection.
59. The school provides high quality education for pupils with special educational needs. The special educational needs co-ordinator manages and organises the provision to a high standard. The previous report identified, as a Key Issue, the need to improve planning and assessment procedures with reference to pupils with special educational needs. These have been addressed rigorously and effectively. The school ensures that pupils with English as an additional language receive their full entitlement. Governors are kept well informed about policies and practices. Individual education plans are in place and are of a very high quality. They contain well-focused targets in literacy and numeracy, which are sequenced into small manageable steps. The development of pupils' personal and social skills is given a high priority.
60. The school has a good match of teachers and support staff to the demands of the curriculum and uses training effectively to increase their expertise in areas of particular relevance to the school. The support staff are deployed very well across the school.

61. The adequacy of the accommodation is good overall, although some teaching areas and the headteacher's office are on the small side. Governors have planned carefully to enable several improvements to be undertaken. These include the cloakroom area and a large room where pupils can participate in art and design and design and technology. These have greatly improved the provision. The school uses every part of the building to full advantage. The site manager ensures everywhere is kept clean and tidy. Pupils and staff are also proud of their school. The impressive displays reflect the hard work of the staff and their commitment to providing a welcoming and pleasant learning environment for the pupils to work in.
62. Resources are generally good in quality and quantity. As recognised in the school development plan there is a need to enhance software provision in information and communication technology at Key Stage 2.
63. The effectiveness of the schools use of new technology is good. The school secretary, who is both efficient and competent, is experienced in the use of information and computer technology.
64. The chairperson of the governors provides strong leadership. All members of the governing body have good knowledge of the school's strengths and weaknesses. Between them the governors bring a wide variety of experience to the running of the school, this means that the composition of the governor committees is strong and has enabled the school to move forward. The governors, are supportive of the school, they share the headteacher's commitment to high standards, they want the best for the school and work hard on its behalf. They meet regularly and make sure that they are kept well informed about issues such as the monitoring and evaluation of teaching and the curriculum. The fulfilment of statutory responsibilities is very good. The governors work conscientiously in partnership with school staff, acting as a critical friend. This partnership has enabled the very good improvements that have been made on the issues identified in the previous report.
65. The schools finances are very carefully controlled. Administrative tasks are carried out to a very good standard. The headteacher and the school secretary have established very effective systems to manage and monitor spending. They provide governors with regular updates so that they can monitor their budgets. In conjunction with the headteacher the finance committee set a yearly budget plan. This plan is then approved by the full governing body. The finance committee meets on a regular basis and it receives budget reports that are used well to monitor spending.
66. The school development plan is a very useful working document. Appropriately both staff and governors contribute to this and priorities are clearly identified. Spending is carefully linked to the priorities identified in this plan.

67. Monies for special educational needs and funds for specific grants are used appropriately. The latest auditor's report showed that financial control was of a good standard. The governors have a very good understanding of the impact of numbers of pupils on the budget and future planning. The governing body applies the principles of best value to its spending decisions. Taking account of the attainment of pupils on entry, the high quality of education provided and the very good standards that pupils achieve by the end of Key Stage 2, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to raise standards further in both key stages the school should, in line with the initiative it has begun:
- (i) define a systematic approach to the teaching and marking of spelling across the school.
(see paragraphs 9, 23, 90, 92, 100, 109, 124, 127)

In addition to the issue above the governing body should consider the following when drawing up its action plan:

- (ii) improving the information and communication technology software for pupils in Key Stage 2.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
20	26	37	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	211
Number of full-time pupils eligible for free school meals	-	2 (two)

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	4
Number of pupils on the school's special educational needs register	-	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	14	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	15	15	15
	Total	28	28	28
Percentage of pupils at NC level 2 or above	School	93 (97)	93 (94)	93 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	11
	Girls	15	15	15
	Total	28	28	26
Percentage of pupils at NC level 2 or above	School	93 (97)	93 (100)	87 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	12	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	10	11
	Girls	15	16	16
	Total	26	26	27
Percentage of pupils at NC level 4 or above	School	87 (90)	87 (90)	90 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	12
	Girls	14	16	15
	Total	25	28	27
Percentage of pupils at NC level 4 or above	School	86 (90)	93 (97)	90 (97)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	177
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	23.2
Average class size	30.1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	104

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-

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

Number of pupils per FTE adult	-
--------------------------------	---

FTE means full-time equivalent.

Financial information

Financial year	99/2000
----------------	---------

	£
Total income	355,186
Total expenditure	353,974
Expenditure per pupil	1,632
Balance brought forward from previous year	44,862
Balance carried forward to next year	46,074

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	126

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	1	1	0
My child is making good progress in school.	48	50	2	0	0
Behaviour in the school is good.	55	44	1	0	0
My child gets the right amount of work to do at home.	37	48	11	2	1
The teaching is good.	47	52	2	0	0
I am kept well informed about how my child is getting on.	29	58	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	65	34	1	0	0
The school expects my child to work hard and achieve his or her best.	60	37	1	0	2
The school works closely with parents.	33	56	10	0	2
The school is well led and managed.	58	39	1	0	2
The school is helping my child become mature and responsible.	56	44	0	0	0
The school provides an interesting range of activities outside lessons.	30	43	15	0	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. The provision for children in the Foundation Stage is very good and has improved since the time of the last inspection. The reception class provides a safe and secure environment in which children can learn. There is one teacher and one nursery nurse. In addition there is some part time teaching.
70. Children enter the reception class when they are four years old. A carefully planned induction programme helps the children to settle with ease into school life. The nursery nurse visits the nurseries in order to meet the children and learn about their needs. Each June, parents are invited to school in order to meet staff and to learn about how the children are taught and how they can support the work of the school. During the first few weeks, staff assess children's learning. These assessments show that when children first enter the school their attainment is broadly average. They quickly settle into school routines. By the end of the Foundation Stage children have made very good progress. When they enter Key Stage 1, most are above average in listening, speaking and mathematical development and knowledge and understanding of the world. They are well above average in their personal, social, creative and physical development.
71. Planning in the Foundation Stage is of a high quality and covers the nationally agreed areas of learning well. The quality of teaching is very good overall and was excellent in many of the lessons observed. Very effective use is made of support staff and voluntary workers who make a positive contribution to children's progress.

Personal, social and emotional development

72. Children make very good progress in the time they are in the reception class. They are already achieving the early learning goals. When children enter school, their skills in personal and social development are not fully developed. This area is given high priority, and by the time they leave the reception class, children have made very good progress in working as part of a group or class. They play and work together well. They are eager to learn. They respond well to expectations to sit quietly on the carpet. Many children happily engage in activities of their own, for example participating in role-play in the caterpillar café. They respond well to the teacher's instructions to tidy up after themselves, and remember to say 'please' and 'thank you'. They listen carefully to their teachers and do as they are told. They demonstrate growing independence in their dressing skills and in personal hygiene.
73. Teaching in this area is skilful. The staff ensure that children feel secure, encourage and support them and have high expectation of what they can achieve. There are clear expectations of children to grow in independence and to behave well.

Communication, Language and literacy

74. Children's development in communication, language and literacy is good. The majority of children are already working towards the early level of the National Curriculum. The children listen attentively and talk about their experiences. They use a developing vocabulary with increasing fluency and express their thoughts well. Children enjoy having stories read to them and know that stories follow a sequence of events. The role-play experiences enable children to use their initiative. They communicate with each other and adults, and develop their writing skills. Children hold their pencils correctly, are beginning to form their letters and to write their name,

simple words and sentences. They retell stories and enjoy sharing books. They certainly know the main characters in their rhymes and, when they talk about their work, they speak clearly in an interesting manner.

75. This area of learning is particularly well taught. Therefore children make very good progress. When children are playing, staff engage them in discussion. Very effective questioning is used to challenge children to think carefully and to talk about what they are doing. A good example of this was seen when children were planting seeds. When children are singing they are encouraged to join in repetitive phrases as in the song 'When Goldilocks went to the house of the bears'. There is constant reinforcement of letter sounds and how to write letters and words. When children are not sure how to write a letter they are encouraged to look at the letter charts and to practise writing on their white boards. This helps them to work independently. When in the café, children write down orders for food, they talk confidently with each other and adults. Very good use is made of a wide range of visits, events and resources to promote discussion. The staff keep detailed records of the progress children make. Children are encouraged to take books home. Parents and carers are kept well informed about how to assist the children with their listening, speaking and reading skills. The good quality displays and the good quality script in teachers' captions, together with the great care taken to display children's own work, promote good standards in speaking, listening, reading and writing skills.

Mathematical development

76. Children make very good progress in their mathematical development. Most children in the present class have already achieved the early learning goals. Lower attaining children easily count everyday objects to 10 and can recognise numerals 1 to 9. Most children briskly count to 30, count backward from 20 recognise and write numbers to 20. The higher attaining children go beyond that. They use appropriate mathematical language such as 'more' and 'less'. They compare size and name shapes, and are able to group their dinosaurs according to colour and size.
77. This is an area where teaching is excellent. The teacher, nursery nurse and classroom assistant, who work closely as a team, demonstrate a secure knowledge and understanding of how children learn mathematics. There are carefully planned opportunities for children to develop their mathematical language and understanding of number through practical activities and daily routines. A good example of this is the matching of counting cards to the number of children present. The high quality displays as well as the use of well-prepared teaching aids, assist children during counting activities. The lower as well as the higher attaining children receive specially planned work to ensure that they are appropriately challenged, and that the work builds on their previous knowledge. Every opportunity is taken to support their mathematical development. This includes counting money in the café, the number of legs on play dough mini beasts, spots on the ladybird, the number of wheels on the go carts and tricycles and clicking on the correct number when using the computer. The excellent quality teaching and non teaching support enables all children including those with English as an additional language to be fully included in activities and to make very good progress in their mathematical development.

Knowledge and understanding of the world

78. Children make very good progress in their knowledge and understanding of the world. Staff challenge and inspire children through carefully planned activities, which encourage children to find out about and identify features of living things and to investigate and question why things happen. Children are involved in planting seeds and in observing stages of growth. Good use is made of spontaneous talk to extend the children's knowledge, for example when one child found a ladybird. The teacher's planning and earlier records show that children learn about their local area and grow in knowledge and understanding about festivals and celebrations. They are beginning to recognise that things can be changed, for example during the baking of cakes. They experiment with things that will float and sink and are developing the appropriate language.
79. Teaching in this area is very good. Staff ensure that the investigative area contains exciting items for observation and exploration, such as the seeds they are growing. The children are taught how to use the computer. Children are provided with very good opportunities to talk about and to record their observations. Excellent use is made of visitors and visits. These include Blackpool Zoo, the policeman and the fireman. The visit to the village post office brings good knowledge of their local culture.

Creative development

80. Children make good progress in their creative skills and are already achieving the recommended learning goals by the time they leave the reception class. They explore colour through their painting. The detail in their paintings of daffodils shows that children have thought carefully about their work before recording what they have seen. They sing well in class and in assemblies, remember the words to songs and hymns, and accompany their singing with actions and musical instruments.
81. Teaching is of a very high standard. Children are provided with carefully planned opportunities to explore colour and shape and to use their imagination through art, music, stories dance and imaginative play. When experimenting with paint, children are taught how to hold the paint brush correctly. When using play-dough and construction toys for example the felt shapes when learning about flowers, they are challenged to think about their work through skilful discussion and questioning about what they are doing and what they should do next. Their class teacher is musically talented. Children are encouraged to sing songs to reinforce everything they learn, be it counting through rhymes, such as 'ten green bottles' or letter sounds, for example, 'a chair that was big', 'a chair that was small' when learning the 'ch' sound. Very good opportunities are provided for pupils to investigate the sounds that musical instruments make. Children learn how to behave when acting as an audience for the older children, who play their guitars so beautifully.

Physical development

82. Children are already achieving the early learning goals in this area. A wide variety of learning opportunities is provided. Children use small play equipment when they play in the playground each day. They pedal their tricycles with good control and varying speed avoiding the obstacle course designed for them. Their skills in cutting, modelling and building with construction toys and bricks are developing well. Children also participate in physical education lessons in the school hall. They show a good awareness of space when warming up prior to their lesson and in throwing and catching a beanbag. They work hard, practise their skills, watch their teacher and each other carefully and as a result improve their skills and make very good

progress. They particularly enjoy playing the bean game where they pretend to be baked beans, runner beans and French beans. Teaching is of a high standard. The staff make learning fun. As in all the other lessons children are encouraged to participate. When French beans they all quietly say, "OOH LA LA!" Teaching staff set clear rules for behaviour, which the children understand. This enables them to work in safety whilst in the hall.

ENGLISH

83. The results of national tests in English at the end of Key Stage 2 for pupils aged 11 in 2000 were above the national average. The proportion of pupils gaining Level 4 and the higher Level 5 was above the national average. Their results were close to the average for schools of similar intake. Taken across the period 1996 to 2000 standards have fluctuated, being just above average in 1999 and rising to above average in 2000. In tests in 2000 boys outperformed girls, which was contrary to the national trend. They also exceeded the national average score for girls. This is the only year that this has happened but the very high scores of the boys in 2000 have produced average figures that show their performance over time to be better than that of girls. Inspection shows that both boys and girls are being taught, and are making progress, at levels that are commensurate with their ability and attainment. Evidence from the inspection indicates that pupils in the present Year 6 are likely to attain standards well above the national average, with a large majority of pupils at the expected Level 4 and a considerable proportion within Level 5.
84. The results of national tests for seven year old pupils in 2000 were well above the national average. Performance in reading was well above the national average and in writing it was above the national average. Performance, when compared with schools of similar intake, was well above the average.
85. The school has set targets that are based on the good progress by the current Year 6 pupils. It has also analysed previous data relating to Key Stage 1. The baseline assessment shows that pupils entering the school have a generally average level of attainment in language and literacy, with a small minority being above this level. The target for 2001 is for 83 per cent of eleven year olds to achieve the expected level. Inspection findings indicate that the boys and girls in the present Year 6 pupils are well on line to meet this target. There is a clear tracking system in place to achieve these targets and there is a clear focus to improving standards. This is a very good improvement from the last inspection, where standards of attainment were judged to be in line with national average at the end of both key stages. The reasons for this improvement include the strong commitment of the governors and staff to raising standards, and the high quality teaching.
86. By the end of both key stages, attainment in listening and speaking is above the national average. Pupils are interested in what their teachers have to say. The majority of pupils speak clearly and confidently. They listen attentively and remember points that interest them. Their spoken responses are well thought out. They give explanations and ask questions with confidence in order to understand what it is they are to learn and do. A small minority of pupils, including those pupils with special educational needs, receives very good additional support, which enables them to explain their thoughts and feelings. Pupils with English as an additional language are well planned for to enable them to be fully included in discussion. The higher attaining pupils use interesting vocabulary in response to their teachers' questions and also when discussing what they are doing with their classmates or visitors.

87. By the end of Key Stage 2, pupils contribute very well to whole class and group discussions. They are eager to answer questions and to talk, and evaluate their work. In all lessons across the curriculum, the range of vocabulary pupils use includes appropriate technical terms. A very good example of this was seen in Year 5, when pupils discussed the source of a river. At the end of the key stage pupils are able to use reasoned discussion. They listen intently to each other's views. Conversational skills are very well developed, with many pupils using extended sentences and interesting vocabulary, for example when discussing how the author Alan Gibbons created tension in his writing in 'Shadow of the Minotaur'.
88. By the end of Key Stage 1, standards in reading are good. The majority of pupils are attaining the national average and a significant minority attain above this level. The small number of lower attaining pupils, who are very well supported during lessons, demonstrate growing knowledge of the alphabet and how to use phonic and picture clues to establish meaning. All pupils, including those with special educational needs make very good progress in their reading skills. They are becoming confident readers. Throughout the key stage, pupils show good awareness of authors, illustrators and can identify the main characters in their favourite books. The higher attaining pupils read aloud with confidence and know how to work out unfamiliar words, an example of this being the word 'venomous'. In their challenging work about the coral reef, pupils demonstrate very good knowledge of the difference between fact and fiction. They know how to use the contents page to find information from a book. Pupils take books home regularly to read and a reading record is well maintained by pupils, parents and carers.
89. By the end of Key Stage 2, pupils' attainment in reading is well above the national standard. They accurately read a good range of fiction and non-fiction. Most pupils read with good expression, show that they are very interested in books and can use reference books successfully to find out information for themselves. They are developing good independent research skills, making good use of the school and public libraries. They are also beginning to use information and computer technology competently when researching their mountain topic.
90. By the end of Key Stage 1, standards in writing are above the national average. All pupils make good progress, including those with English as an additional language and those with special educational needs. Their work includes, stories, poetry letters plays instructions and lists. The lower attaining pupils write over and under the teacher's script but the majority writes without assistance. The higher attaining pupils are beginning to join their writing and the content of their work is imaginative. However although pupils spell words using their letter sounds to assist them, too often there are spelling mistakes in their work. The school has recently introduced a more structured approach to assist pupils in their spelling skills but this has not yet had a sufficient impact on the quality of their work. In Year 1, the pupils take it in turns to take a toy sunflower home. Their work is well supported by their parents who as well as the pupil responsible, record how the toy sunflower spent the evening in their homes. The next day individual pupils share their work with the rest

of the class. By the end of the Year 2, many write their news stories or poems, independently. They use complete sentences and capital letters and full stops.

91. Standards in writing are well above average at the end of Key Stage 2. Pupils' writing is well organised. They use paragraphs appropriately. They show good knowledge of the techniques to use, for example how the length of sentences and their punctuation can increase the tension in their written work. They work with quick pace. Presentation of their work is of a high standard. All pupils have a well developed individual style of handwriting. Many pupils have a good vocabulary range, which they use well in their writing. They are beginning to use word processing successfully as an alternative form of recording. Pupils use their writing skills well in other areas of the curriculum. Throughout the key stage many pupils are still having difficulty in their spelling. This is obvious in their recorded work across all the curriculum areas.
92. The quality of teaching is very good overall. This is an improvement on the previous report. At the end of both key stages there is some excellent teaching which has a huge impact on the quality of the pupils' work and the standards they achieve. Teachers have a very good knowledge of the National Literacy Strategy which is implemented in an interesting, challenging and often inspiring way. There is enthusiastic and exciting teaching which promotes very high standards. Very good opportunities are provided for discussion. The close team work between the teachers and non-teaching staff enables all pupils to make very good progress in their learning by the age of eleven. The staff use skilful questioning, which extends pupils language skills and increases their understanding of the vocabulary they are not sure of in the comprehension of challenging texts. They use resources well to motivate the pupils. Marking of work is usually of a high standard. There are some inconsistencies in the quality of teachers' own writing in pupils' books and also in the constructive remarks that assist pupils in their knowledge of how to improve their work. The guidance on grammatical construction and use of punctuation is good. Sometimes however, insufficient attention is given to pupils' spelling mistakes. Pupils' work is valued and included in the high quality displays throughout the school. The opportunities for pupils to extend their knowledge, through carefully planned educational visits are effective in enriching pupils' knowledge and in extending their understanding. A visit to Manchester museum, was used extremely effectively to motivate pupils to research information and to speak and write about what they had learned. Drama is also used well to reinforce knowledge and to instil confidence and self-esteem. Relationships between teachers and the pupils are very good. Teachers work very hard and pupils model this commitment. They also have a good sense of humour, which they use to make learning enjoyable. There was plenty of laughter heard during the inspection week.
93. The highly effective leadership has ensured that all the recommendations made in the last inspection have been implemented. Staff receive the appropriate training to enable them to teach with confidence and competence. Through the careful analysis of pupils' progress and the monitoring of teaching and learning the co-ordinator now has a good understanding of the areas for further development in order to raise standards further. The link governor for literacy, who takes an active part in supporting the work of the school, ensures that all members of the governing body are kept well informed about teaching, pupils' work and standards in English.

MATHEMATICS

94. Results of national tests in the summer of 2000 show that pupils age seven achieved well above average standards in mathematics when compared with schools nationally, and above average compared with similar schools. At the age of 11, in 2000 pupils achieved above average standards when compared to schools nationally and below average standards in comparison with those in similar circumstances.
95. Inspection findings are that standards at the ages of seven and 11 are well above average. All pupils, including those with special educational needs, make very good progress. The previous inspection judged that pupils' attainment at ages seven and 11 to be average when compared with national standards. The school has made very good progress since then.
96. The last inspection found that higher attaining pupils were underachieving in both key stages. This is not now the case. This inspection shows that good teaching and setting in Key Stage 2 is effectively used to secure all pupils' mathematical knowledge and to extend the knowledge of the more able. Inspection evidence indicates that the school has high, but realistic, expectations.
97. Work seen during the inspection shows that a well above average percentage of pupils at the end of both key stages are attaining the expected standards. This is despite the fact that, in the current Year 6, class there is a higher number of pupils with special educational needs than in previous years. Higher attaining pupils make very good progress and the percentage of pupils expected to achieve higher levels is well above that normally found. There is no significant difference between the performance of girls and boys.
98. By the end of Key Stage 1, almost all pupils add and subtract accurately and many understand multiplication and division. They recognise odd and even numbers and have very good knowledge of number facts. They can identify tens and units and can arrange numbers to 100 in order, with many able to go beyond that. Most pupils can count in fives and tens forwards and backwards to one hundred. They have a good understanding that addition can be done in any order but not subtraction. Higher attainers recognise simple number patterns and relationships between numbers and use this understanding when carrying out calculations. For example, a pupil quickly worked out $51-25=26$ because he knew that $25+25=50$, showing clear understanding that subtraction reverses addition. They are developing the confidence to predict simple number relationships. In problem solving standards vary. The higher attainers are beginning to use mental strategies in solving problems for example, they can quickly tell you what coins are needed to make £3.25. They are able to read simple problems and use appropriate number operations. Most pupils recognise and describe the names of common shapes, such as rectangles, circles and triangles. The higher attainers are able to identify the more complex shapes, such as cylinders, pyramids and cuboids. They have a very good understanding of symmetry and most are able to recognise and sketch in lines of symmetry in letters of the alphabet. Mathematical skills are used well in other subjects. In information and communication technology, pupils use their knowledge of line symmetry to complete symmetrical pattern by drawing the other half using the computer. They can tell the time and discuss their reasoning when giving an answer. Pupils' mathematical vocabulary is well developed.
99. By the end of Key Stage 2, pupils have a very good understanding of place value, including work with numbers of 1,000 and more. They can multiply whole numbers by

10 and multiples of 10. Most pupils use all four number operations to two decimal places and are able to calculate fractions and percentages of numbers and quantities. They understand that multiplication is the inverse of division and use this to check results. Pupils are able to carry out calculations involving multiplying with two-digit numbers, showing a real facility in multiplication, ably demonstrating skills in partitioning numbers. For example, pupils in Year 6 multiplied three-digit numbers together correctly by a process of breaking these numbers down into sets for easier calculations. They work with positive and negative numbers and create co-ordinates that they record on four quadrants. In data handling they are able to interpret accurately 'pie chart' information and record their results in fractions and decimal fractions. They are developing strategies for solving problems, identifying the important parts of the information, using approximation and rounding to estimate the answer. They use a variety of ways to present mathematical information, for example using pictograms and frequency tables to represent word counts, and in science, using tables to present data on forces. A key strength in mathematics is the pupils' ability to explain how they have arrived at an answer using correct technical language. For example, most Year 5 pupils used their secure understanding of fractions to find percentages by using halving and quartering, having a good understanding of what numerators and denominators are. Throughout the key stage, information and communications technology is used to consolidate mathematical learning. In Year 3, they collect and organise simple data on personal details to find answer questions or solve problems. Year 6 pupils, working on laptops, apply their measuring skills to making plans of their classroom.

100. Pupils work hard, are confident and willing to explain their reasoning, persevere with challenging tasks, and many demonstrate pride in their work. However, there are examples in some classes of work not being well presented and misspellings of mathematical vocabulary. During the week of the inspection very good examples were seen of pupils taking responsibility for their own learning when using information and communication technology.
101. The quality of teaching is good overall in both key stages with examples of excellent teaching being observed during the week of the inspection. Where the teaching was of a high quality, as in a lesson with Year 6 pupils, the teacher provided the pupils with thinking time and involved pupils in mathematical dialogue, allowing them to explain their methods of working. For example, when plotting co-ordinates pupils were pushed to plot rectangles diagonally across all four quadrants. They enjoyed this activity and many were successful. In a very good lesson in Year 2, on symmetry, to consolidate their learning and further improve their understanding of lines of symmetry pupils were asked to make a note of symmetrical patterns that they saw on their way home. Common features of the better teaching were good subject knowledge, high expectations, for example, involving pupils in assessing their work through effective questioning and good use of the plenary session. These features contribute to pupils' very good progress and very good behaviour. Where teaching has weaknesses, the learning objectives are not always shared or evaluated with the pupils, which reduces the quality of their learning.

102. Informative displays of mathematical work have a high profile in the school. They are present in most classes. Pupils are provided with good opportunities to develop their skills of numeracy in other subjects. There are examples of work on data handling in science and sequencing in literacy and history.
103. The planning of the mathematics curriculum has improved since the last inspection. The school has successfully implemented government recommended guidelines to support planning. Comprehensive long, medium and short-term planning ensures that pupils make very good progress as they move through the school. The co-ordinator is knowledgeable and leads the subject well. There is a comprehensive mathematics development plan with a strong focus on raising the attainment of the more able pupils. There is a good range of resources, which are well organised and accessible to staff.

SCIENCE

104. The performance of pupils in national tests at age eleven in 2000 showed that attainment was average when compared with schools nationally. This performance was well below a group of schools deemed similar on the basis of pupils' eligibility for free school meals. It was also well below that of pupils who attained similar standards in teacher assessments at the end of Key Stage 1 in 1996. When taken over time, results have been average, with the exception of 1999 when they were below average. Analysis of the 2000 results shows that the proportion of pupils gaining the expected level (Level 4) was above the national average but the proportion of pupils who attained the higher level (Level 5) was below the national average. There was a marked increase in results nationally in 1999 and this masks the fact that attainment in science has been rising each year since 1997.
105. In contrast to this, the results of teacher assessment for science for pupils aged seven at the end of Key Stage 1 in 2000 was below the national average at the expected level (Level 2) but was better at the higher level (Level 3) where it was average.
106. Standards have risen because improving standards in science was given high prioritisation in the school development plan, and there was good work done as a result. Inspection shows that attainment in science at the end of Key Stage 1 is now above average and that attainment in science at the end of Key Stage 2 is well above average. The proportion of pupils attaining the higher level is also higher. All pupils are making good progress including those with special educational needs and those for whom English is a second language.
107. The previous inspection report pointed to a lack of opportunity for pupils to work practically, with differences in the quality of planning at both key stages. Reference was also made to pupils' lack of ability to record aspects of their work. Since 1997, when the last inspection report was produced, the subject has seen very good improvements in the way it is taught and managed.
108. Pupils at the end of Key Stage 1 show that they are able to identify similarities and differences in themselves and others in the class. They can define four categories for hair colour for example. They use their mathematics and information and communication technology skills to find and represent data. They are able to hypothesise about experiments and they can undertake these experiments in a fair way so as to produce reliable results. They have had a good experience of all

elements of the curriculum so that they have had, for example experience of growing seeds in varying conditions and of how materials can be changed. Pupils at the end of Key Stage 2, revising for national tests, show that they are able to set up and evaluate a number of different experiments to do with solubility and miscibility. They perform detailed investigations into their physiology and record results of tests of strength. They have dissected flowers and recorded their findings. They have good knowledge of forms of electricity and electrical circuits. They have carried out experiments in good style, making and recording their observations over a prolonged period. They have drawn accurate conclusions from their results, as was the case in their experiment to test the effects of depriving grass of sunlight.

109. The quality of teaching is good. There has been an improvement in teaching since the last inspection, when some unsatisfactory teaching was reported. A particular strength of the teaching now lies in the emphasis that teachers place on investigation. This is successfully incorporated into lessons, making them more interesting and accessible to pupils. Lessons are always well planned and good care is taken to provide good resources. Pupils are provided with work that challenges them at their level of attainment and classroom assistants work very well in support of pupils with special educational needs. Attention is always paid to safety. Teachers have the support of a good co-ordinator and a sound scheme based on national guidelines. They combine this effectively with their own good personal knowledge of the subject. Relationships are a major strength and it is evident that a common sense of purpose exists. A minor weakness in teaching concerns pupils' use of spelling where, in some cases, common words and technical vocabulary that is misspelled go unchallenged. However, because pupils can see that care is taken to provide them with quality experiences, they respond in a sensible and mature manner. Pupils enjoy science. They work in a relaxed and purposeful manner. They show respect for one another in the way in which they listen and contribute. They co-operate very well together.
110. The subject has seen major improvement since the last inspection. There is now a much more effective emphasis on investigation. Assessment procedures have improved so that teachers are able to measure progress more effectively. The scheme of work has been revised. The co-ordinator is well qualified for the job and has made a good contribution, through her role, to the improved standards. The subject makes a good contribution to the school environment in the careful and effective way pupils' work is displayed. It makes very obvious contributions to pupils' spiritual, moral, social and cultural education in the way it provides exciting experiences and raises important issues. All pupils, including those with special needs and those who speak English as an additional language, make similar progress. The subject provides a good vehicle for supporting many other areas of the curriculum, such as English, mathematics and art and design.

ART AND DESIGN

111. The previous inspection report noted that the attainment of pupils at the end of both key stages was above expectation. Inspection shows that this position has been maintained and consolidated with the improvements that have taken place in the organisation and management of the subject. Pupils are given opportunities to develop skills and knowledge in a systematic way through a well developed curriculum that provides them with a wide range of experiences. The school successfully aims to maintain a rich, wide curriculum, and the teaching and learning of art and design makes a valuable contribution to this aim. It is also a powerful vehicle for meeting the school's wider aims of being involved in the community and for

giving pupils a sense of culture.

112. Scrutiny of work and observation of teaching shows that pupils at the end of Key Stage 1 have experience of the works of recognised artists. They have looked at pattern, have made observational drawings using a range of media, including charcoal, and have represented their ideas in different ways, such as through the use of collage. During the inspection they showed boldness in making large drawings based on the style of Georgia O'Keefe and that they had understood the essential elements behind the originals. They were also able to demonstrate their ability to research the artist using the internet. They could then develop their ideas through different media such as painting on silk. Pupils at the end of Key Stage 2 show good levels of maturity and skill in their approach to art and design. They are able to arrange a set of resources, based around a sea shore, into a display which they will then draw or paint. The quality of arrangement showed high levels of creativity and reflected the maturity and understanding they had. The final work showed good representational skills in different media were common.
113. Only two lessons were observed, one of which was good, the other being excellent. It is clear (from scrutiny) that art and design is valued and taught well. The lessons showed a strong commitment to the subject on the part of both teachers, and that pupils were able to enjoy their work. Lessons were typified by high quality planning and preparation which included the use of aural as well as visual stimuli. The response of pupils to art and design is similar to that found across the curriculum. They are actively engaged in the learning process, take pleasure in it and derive satisfaction from the high standards of work they produce. A particularly effective aspect of the lessons that were seen was that the teachers had the skills and knowledge to assess the work and were able to encourage the pupils to develop and improve it.
114. The co-ordinator has been responsible for overseeing good improvements since the last inspection. Most notable has been the development of the school's art and design/technology room, which is very well equipped and very well used. Art work is displayed most effectively in school. This is not only to show pupils how much their work is valued but contributes to the attractiveness of the learning environment. The subject has made a major contribution to pupils' spiritual, moral, social and cultural development, an excellent example of which can be seen in the school's millennium banner project. This impressive piece of work, which can be modified to match the seasons, showed pupils that there are valuable artistic and social skills and experiences that they could gain from the community and from industry.

DESIGN AND TECHNOLOGY

115. Standards at the age of seven and 11 are well above levels expected nationally. Pupils make very good progress overall. Standards have improved considerably since the last inspection because staff have received training that has improved their confidence in teaching the subject.
116. By the age of seven, the quality of the pupils' learning is very good, and they make very good progress. They work on tasks based on the government's recommended guidelines for the subject. Year 1 pupils made a variety of waistcoats, first drawing what they proposed to make. They work competently with a range of materials. They can use tools safely to cut and join. The standards are high because the teachers' expectations are high and the pupils' knowledge and understanding of design process

is very good. Also, there is careful attention given to detail in the making of their products. By the end of Year 2, the very good progress is maintained. Pupils plan and make model cars, following a careful design process that includes selecting the materials and deciding on the techniques required, such as cutting and pasting.

117. Pupils make very good progress during Key Stage 2 and achieve standards that are well above average. By the age of eleven, they have very good knowledge of the use and properties of different materials. Pupils can make products that accurately reflect their original design. For example, they have designed wallet books based on Wallace and Gromitt characters in 'Chicken Run'. There is detailed sequence of movements, which includes a variety of facial gestures; evidence of pupils building effectively on earlier learning. Throughout the other classes the pupils' skills are being well developed. In Year 3, they are planning and designing purses to very high standards. In Year 5, pupils carried out a product analysis, including strengths and weaknesses and designed their own slippers. They produced well labelled drawings including details of construction and materials used. On completion, they produce a written evaluation giving sensible reasons why they would or would not change their design. Good links are made with other subjects, such as information and communication technology, which is used throughout both key stages to support the design aspect of the subject very effectively.
118. Pupils with special educational needs and those for whom English is an additional language receive very good support and, as a result, are able to take a full part in the activities. They make similar progress to their peers.
119. Teaching is very good. Lessons are planned carefully. Teachers' knowledge and understanding of the subject is secure. Effective use is made of discussion to help pupils evaluate their own designs and models. For example, in Year 1 pupils discussed their waistcoat designs and the importance of patterns and variety of fasteners. Teachers use opportunities to reinforce the use of appropriate technical vocabulary. The pupils are taught skills effectively and opportunities are provided for them to experiment using a range of tools and techniques. Pupils' learning is effective because most teachers' knowledge of the subject is now very secure, ensuring a safe and well ordered learning environment, an improvement since the last inspection. Pupils take care of the resources they use. Good relationships with pupils and encouragement of pupils to evaluate their work were significant features of the lessons observed. Homework is used effectively to reinforce learning.
120. There is high quality leadership. The strong commitment of the co-ordinator is a key feature in raising levels of achievement in this subject, whereas before it was below expectations at Key Stage 2 and a key issue in the previous inspection. There is now a good policy for the subject and the school has adopted the nationally recommended guidelines as its scheme of work. There is an excellent portfolio of work which outlines in great detail the full process of design and technology activities. This resource is well used by the staff and is instrumental in raising standards. The comprehensive audit indicates a good understanding of strengths and weaknesses in this subject. Good use is made of the art and design/design and technology room, with a wide range of resources ready available.

GEOGRAPHY

121. By the end of both key stages, standards in geography are above the national expectation. Pupils make good progress in the development of geographical knowledge, understanding and skills. Pupils with special educational needs and

those with English as an additional language are well supported to enable them to make similar good progress. Standards have improved since the last inspection. This can be accounted for by the commitment of staff to raising standards and the increase in pupils' language and literacy skills, which enable them to read for information and to record their work in greater detail.

122. Pupils in Key Stage 1 are developing skills in geographical enquiry. They identify features that can be found in their locality. They show growing knowledge of the local weather conditions. Discussion with pupils about their own travels and those of 'Jeremy Bear', shows that they are well aware that the world extends beyond their own locality. Many of the children have travelled abroad. They show satisfactory awareness of Malaysia, Japan, Africa, America and Spain. Their work on rainforests is detailed and shows that they have been involved in research. With assistance, they are beginning to understand where these are situated on a map of the world. Pupils are able to describe what is found in a typical seaside destination and to make comparisons with where they live. They are beginning to use the correct vocabulary when talking about their locality.
123. Pupils in Key Stage 2 have a deeper knowledge of the locality. In Year 3, pupils compare old photographs with recent ones. They investigate the changes that have taken place to the hairdressers and to Clover Brook Mill. They recognise the reasons for change, for example why there is no longer a baker in the village. Year 5 pupils have studied the River Ribble. Pupils know that the estuary is where the river enters the sea. They use appropriate geographical vocabulary when explaining the journey of the river. They clearly know what is meant by 'source' and use terms such as 'tributaries' and 'meander' with good understanding. The higher attaining pupils are knowledgeable about the association of time to the tides. All pupils are growing in their knowledge of map reading. They quickly identify eight rivers in the British Isles' including the River Ouse in York and the River Thames in London. Pupils in Year 6 have a good knowledge of physical geography. They use geographical vocabulary well when discussing their information leaflets that are based on a mountain of their choice. Two pupils in the role play base camp use the computer to explore the atlas and to research information. Others complete a temperature graph to indicate weather variation around Snowdon according to the month and those who have chosen the Alps to study, use a key to identify ski routes.
124. The quality of teaching in both key stages is very good and is excellent at the end of Key Stage 2. Pupils are given very good opportunities to carry out enquiries and seek explanations. Lessons are carefully planned and the activities correctly matched to the different ability levels within the class. Resources are used very effectively to further develop the knowledge, understanding and geographical skills of the pupils. The pupils made very good progress in all lessons seen because the pace of learning was lively, with pupils being carried along by the teachers' knowledge and enthusiasm. Teachers ensure that the subject is made relevant to the pupils. Pupils are presented with appropriate information. Opportunities are provided for recording and communicating ideas about places and for using maps. Pupils are encouraged to use appropriate geographical language. Educational visits, including the field study week in the Yorkshire Dales, are used well to increase pupils' geographical knowledge and understanding. Pupils with special educational needs are very well supported throughout the school to enable them to have equality of access to the geography curriculum. There is some excellent special educational needs support in the Year 5 class. This enabled very good gains in learning about the view from the London Eye and in knowledge of the River Dee in Scotland. Pupils for whom English is an additional language are very well supported to ensure that they understand the

geographical language being used. There is good promotion of speaking, listening, reading and writing skills. At times however, there could be greater rigour in the checking of the pupils' spelling. All teachers provide very good opportunities for supporting mathematical skills, through the use of grids scales of various sizes and graphs.

125. Co-ordination of the subject is very effective. The co-ordinator is knowledgeable and experienced. She has a clear commitment to raising standards, which is evident in the detailed action plan that has been prepared. This includes further development of the use of information and computer technology in the teaching of geography.

HISTORY

126. By the end of both key stages, pupils attain standards in history that are above the national expectation. In Year 1, pupils learn how to find out about the past. They use common words and phrases relating to the passing of time, for example, before when I was little, long ago. They are beginning to show good understanding of the differences between ways of life at different times. They are given good opportunity to find out about the past from a good range of sources. In Year 1, the display in the room is used effectively to enable pupils to grow in understanding of the passing of time and the changes that have taken place in their own lives. In Year 2, pupils continue to identify differences between their ways of life and different times. They study the lives of famous people, such as Florence Nightingale, Louis Braille, Mary Seacole, Elizabeth I and George Stephenson. Through these studies, pupils recognise that life was different in those times when compared with life today and, through the sequencing of events and objects, they develop a sound sense of chronology. Pupils use a good vocabulary for talking about the past. In their work about Neil Armstrong, pupils use words such as 'old', 'past', 'present'. They have been asked, and answered, questions and selected and recorded information relevant to the topic.
127. In Key Stage 2, the Year 3 pupils have been studying the Egyptians. They are able to demonstrate good knowledge of how to use different sources of information to find out about Anglo Saxon life. They use the library, computers, diagrams and photographs effectively. They devise questions that they would like the answers for and then search for information. Pupils record information relevant to their enquiry, for example in their work on the finds at Sutton Hoo. There has been some good use of archaeological evidence. Pupils show growing knowledge of how the Romans changed Britain. They explore the reason for Boudica's revolt and its consequences. Their accounts support their work in English. However, at times, pupils' spelling is not accurate. When presenting their findings to the class they demonstrate that they are able to select and organise information well, using dates and historical vocabulary to describe the period studied. Their work demonstrates growing understanding that the past is represented and interpreted in different ways.
128. No teaching was observed in Key Stage 1, therefore no judgement could be made on the standard of teaching. However, a scrutiny of teachers' planning shows that it is detailed and demonstrates that teachers have a good knowledge of the subject. The work in books and displays in classrooms clearly shows that great care is taken to ensure that work is appropriately matched to pupils' learning needs, including those with special educational needs and those who speak English as an additional language. In the lessons observed at Key Stage 2 the quality of teaching is very good. Clear objectives are shared with the pupils to enable them to have a clear understanding of the learning intentions. Good use is made of technical language

during discussion about the photographs of artefacts. Displays of work about the Romans contain interesting items that promote discussion and increase understanding. The use of role play about Victorian schooling enabled pupils to make very good progress in their understanding of schooling in those days and promoted discussion about comparisons with schooling today. Skilful questioning is used to assess what pupils know, can do and have learned.

129. The co-ordinator is enthusiastic and committed to raising standards in teaching and learning in the subject. She ensures that teachers and pupils have access to a good range of appropriate resources. The scheme of work, which has recently been rewritten, ensures all the requirements are met and assists teachers in their planning. Very good use is made of resources. Excellent opportunities for pupils to visit museums generates enthusiasm for learning about life in Roman and Ancient Egyptian times. The excavation experience of pupils in Year 3 has supported the pupils class work. A visit to Townley, to learn about historical houses, as well as good use of photographic displays, drama and craft activities, reinforces pupils' historical knowledge and skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. Standards at age seven and 11 match the levels expected nationally. The previous inspection found that the school was not teaching the National Curriculum in sufficient depth, resulting in unsatisfactory progress. This is not now the case. An examination of all teachers' planning, and discussions held with the co-ordinator show that the subject is now taught in sufficient depth. Pupils in both key stages make satisfactory progress including those who have special educational needs and those for whom English is an additional language.
131. A key strength of the subject is the way that teachers provide good opportunities for pupils to use their skills in other subjects. For example, in mathematics in Year 2 pupils located reflective symmetrical shapes, showing good skills with the mouse. In art and design, in Year 3, pupils confidently used a program in designing birthday cards. Year 6 pupils used their word processing skills in writing 'blurbs' and designing high quality book covers for the novels they had studied in literacy. The work they produce in both key stages is of a good quality. An improvement since the last inspection.
132. By the age of seven, pupils are competent in using the mouse and are beginning to develop typing skills using the keyboard. They identify letters, use the space bar, capitalise, delete and insert. Pupils save their work, use the computer to generate pictures and are able to 'log on' and 'log off' in order to start and finish their work. They produce pie and bar charts of data and use 'cut' and 'paste' techniques. They control the directions of a programmable device.
133. By the age of 11, pupils use word processors very skilfully to organise and present their work. They draft and re-draft their writing well. Pupils' keyboard and mouse skills are good. Pupils have the ability to experiment with letters; their font, style and size. Their research skills are well developed through use of CD-Roms and logging on to the Internet to search for and display specific information. For example, in a Year 5 design and technology lesson on slippers, pupils searched the Internet for information on types of slippers, eventually producing hard copy information on moccasins. Pupils are currently developing their skills in data handling and modelling and control technology procedures, and have reached a satisfactory standard.

134. Attitudes to information and communication technology are good. Pupils are keen to demonstrate their skills and talk confidently about their work. Pupils help each other very well. Those with special educational needs benefit from the support of other pupils as well as support from adults. They carefully follow the laid-down procedures for operating the computers and take their work seriously.
135. Teaching is satisfactory. It is effective in helping pupils develop their skills. Good use is made of time, with teachers introducing new skills in their lessons. Planning the use of information and communication technology in the curriculum is good. Throughout the school, relevant software is identified to support work within literacy and numeracy, including number work, reading and writing. Information and communication technology has a secure place in the curriculum of all classes, a significant improvement since the previous inspection. The most successful teaching occurs in these lessons where the teacher spends time ensuring pupils understand the programs, and demonstrates how to use them.
136. The quality of learning is good in the communicating and data handling strands of information and communication technology because pupils are given regular opportunities to use their skills and have access to up-to-date equipment. Pupils take responsibility for their own learning because teachers expect them to work out solutions to problems for themselves. As a result, they have confidence to try out new skills for themselves. However, in control and monitoring, skills are less well developed particularly at Key Stage 2. There are limited resources for this aspect of information and communication technology but opportunities are missed for pupils to use the technology available in the school, and this is a weakness. The school is aware of this and professional training is planned to acquaint teachers with usage and develop expertise.
137. The subject is well managed and provision is generally good. It is well led by a knowledgeable and enthusiastic co-ordinator. Successful in-service training has raised the expertise and confidence of the staff. There is good planning, based on the local authority's scheme of work. Assessment is a new feature and time is required for this provision to be used in a systematic way to inform future practice. The school has successfully addressed the key Issues raised in the previous inspection relating to planning and resources.

MUSIC

138. In the previous inspection, standards of attainment were judged to be above national expectations at Key Stage 2. Although the school has continued to give appropriate attention to music, due to the increased demands of the National Curriculum, the school has not been able to maintain the standards noted in the last report. Currently, attainment at the end of both key stages matches national expectations. Pupils with special educational needs and those for whom English is an additional language make similar progress to others in their year groups.
139. By the time pupils are seven, they sing clearly and in tune. They perform well together in singing practice. By Year 2, pupils are able to sing simple songs with changes in pitch and tempo. For example, in their singing practice they sang a range of songs, from memory, keeping good time, and remembering that the chorus is repeated after each verse. They are developing an awareness of patterns in music. The majority of pupils can remember and repeat a simple pattern by clapping correctly and keeping to the beat. Using untuned percussion instruments they make up their own short rhythm and sound patterns. For example, in a Year 2 lesson they created a range of contrasting sounds using untuned percussion instruments and designed symbols to represent their sounds. However, composing is at an early stage of development. Pupils listen to a wide variety of music, which includes music of other cultures and times. They are able to talk in simple terms about the sounds they hear.
140. Pupils in Key Stage 2, listen to and respond to music from different times and places. They are introduced to western classical composers, such as Mozart, Beethoven and Mascagni, and experience Afro-Caribbean and music from other traditions. Pupils develop satisfactory listening skills, being able to identify some of the instruments being played in an orchestral arrangement. They are able to perform their own rhythmic patterns using a range of percussion instruments, but the quality of this element of the curriculum is inconsistent across the age range. Creative music skills are a developing feature and most pupils are able to use a mixture of graphic and formal notation to support their creative work. For example, pupils in Year 3, using pictures by Munch, Turner and Constable, produced satisfactory musical interpretations of these pictures. In singing, progress is consistently good. Pupils sing clearly and in tune. By Year 6, pupils sing with good expression, clear diction and improved voice control.
141. A significant minority of boys and girls, from Years 3 to 6, learn to play instruments. Their attainment is generally good. They can sight read formal notation skillfully and confidently play their chosen instrument with a degree of competence. There is extra-curricular recorder playing opportunities for Year 4 pupils. They participate annually in an inter-schools music festival and perform at assemblies. These experiences play a valuable part in the development of the pupils' personal and social skills. Also they provide excellent learning opportunities for the musically gifted, and other pupils who flourish in this environment. Some pupils achieve high standards in performing. This is evident in their experiences of playing music in the Pendle Arts Festival. These skills, which are developed in their instrumental lessons, have a positive impact on their performances in class lessons. Pupils from Year 4, who play instruments, influenced standards achieved in the Year 4 music lesson, where they demonstrated skills in playing guitars and recorders.
142. The quality of teaching is satisfactory overall at both key stages. Lessons are well planned. Pupils' previous knowledge and understanding are used to extend and develop skills. Performing skills, in particular singing, are well taught. There is a sound

pace to the lessons and practical opportunities for pupil involvement. Some teachers evaluate skillfully what the pupils are able to do and ensure that they improve on their earlier performances. For example, pupils in a Year 2 lesson improved their graphic notation by simplifying their musical symbols, resulting in an improvement in the group's performances. However, evaluation, particularly self-evaluation, is an under-developed feature.

143. Pupils' attitudes and enjoyment of the lessons is generally good. This is often a consequence of the teachers' own knowledge and enthusiasm for the subject. They are well behaved and generally attentive, and persevere to improve both their individual and group performances. The pupils are confident when performing in front of an audience, knowing that their contribution is valued. For example, in a Key Stage 1 singing practice, they sang a range of hymns with competence and real enjoyment. They generally select and handle instruments with care.
144. The subject is well managed. There is a policy, effective guidelines and a development plan. The co-ordinator is clear about subject practice. However, there is no formal assessment and evaluation of pupils' work in music.

PHYSICAL EDUCATION

145. The previous inspection reported that standards in physical education were above national expectations for pupils in both key stages and that pupils were making good progress. The present inspection confirms that pupils are still achieving standards that are higher than expected and that they continue to make good progress. The school rightly emphasises a broad and interesting curriculum. Physical education is recognised as being an important element of that curriculum. Pupils are given a wide range of experiences and this brings benefits to them as individuals and as members of teams.
146. The youngest pupils in Year 1 work well in the school's hall to improve their balancing skills. They show that they are aware of the need to complete an exercise in good style and that they can work safely in somewhat restricted spaces. At Year 2, pupils are able to rehearse and produce elements of a dance about the rainbow fish. They eagerly volunteer to demonstrate and, in so doing, show that they are able to incorporate imaginative movements at different levels. Through use of different parts of the body, they convey the character of the fish they are representing. Pupils in Year 3 are, almost without exception, meeting the National Curriculum target for competence in swimming. A good many exceed it by far because they are skilful and adept at swimming and water safety. Pupils have developed their dance skills so that by Year 4 they are able to plan responses to music in their warm up session and that they can lead the class in their aerobic exercise. Their response to music is very good when they elect either to work together or alone to create good dance sequences that in some cases include a sense of symmetry as well as meeting the other specifications of the exercise. The oldest pupils take advantage of the skilful assistance of the site manager in practising cricket. Boys and girls are equally involved, as is the case in all activities. They play well together and show good levels of team spirit. The older pupils are also very successful, and have been for a long period, in a wide range of inter-school team competitions. The oldest pupils also benefit from an activity week away from school in which they tackle adventurous activities of the most demanding nature, such as abseiling and potholing. Were these pupils not so confident and able these activities would be beyond their physical and mental reach.

147. The teaching of physical education is good. Pupils not only benefit from high quality teaching but also from the contribution of parents and other visitors who, in some cases, bring expertise at professional level. Teachers are effective in showing pupils the value of games and sports. Through their work with local teams, they manage to incorporate and develop the pupils' sense of community which is very strong. Lessons are always well planned and there is good attention given to aspects of health and safety. Lessons are preceded by stretching and other warming up exercises and pupils are reminded of the beneficial effects of exercise. Teachers show high levels of commitment to the subject in the way in which they set good examples in participation and interest. Equal opportunities are very evident. For example, a rugby session after school which is taken by a parent volunteer includes both boys and girls. Pupils enjoy physical education lessons and realise that they are able to achieve high standards. This gives them an increasing sense of belonging to and representing the school. They work hard in lessons and are always sensible and safe. They put in hard physical effort for sustained periods of time and are active participants in learning and evaluation.
148. The subject is well resourced and well organised. Facilities are adequate and commitment is high. The subject makes a powerful contribution to the ethos of the school and powerfully reflects that ethos. A very good contribution is made to the development of pupils' spiritual, moral, social and cultural development by pupils' participation in physical education. The school is to be commended for the balanced approach it has to the subject.