

INSPECTION REPORT

**OSWALDTWISTLE MOOR END PRIMARY
SCHOOL**

Oswaldtwistle

LEA area: Lancashire

Unique reference number: 119187

Headteacher: Mr S Isherwood

Reporting inspector: Mr D Twist
OIN 1492

Dates of inspection: 5th – 8th February 2001

Inspection number: 196260

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Hughes
Date of previous inspection:	May 1997

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3624	Mr P Snelling	Team inspector	History Music Religious education	Teaching and learning
18370	Mr K Johnson	Team inspector	Science Information technology Geography	
30954	Mr B Ashcroft	Team inspector	Mathematics Physical education Equal opportunities	The quality and range of opportunities for learning
8738	Mrs P Hughes	Team inspector	English The foundation stage Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moor End School is a larger than average primary school for 360 boys and girls aged 3 to 11. Fifty-two children attend part time in the nursery, which admits children firstly on the basis of special educational or social needs and secondly on the basis of proximity to the school. No pupils have English as an additional language. The percentage of pupils eligible for free school meals (28 per cent) is above the national average, as is the percentage of pupils on the special needs register (31 per cent). Twenty pupils have statements of special educational need, which is well above average. The school has a Special Education Resource Facility, which provides 11 places for Key Stage 1 children with statements for speech and language difficulties. Pupils' attainment on entry to school is well below average.

HOW GOOD THE SCHOOL IS

Moor End Primary is an improving school which has developed well from a low baseline but still has some way to go. Its overall effectiveness is satisfactory. The school is very successful in ensuring that pupils achieve good standards of behaviour and personal development within a very caring community. Standards at 11 remain well below average in English, mathematics and science, although improvements are working their way through the school. Teaching is satisfactory in Key Stage 2, but good in Key Stage 1 and the Foundation stage. The headteacher provides clear direction for the school's work, but there are aspects of management that need to be sharpened up to drive standards up more quickly. The school provides satisfactory value for money.

What the school does well

- The school provides very well for pupils with special educational needs.
- Pupils make good progress through effective teaching in Reception and Key Stage 1.
- The special educational resource facility is very successful in raising pupils' language skills.
- Pupils' personal development and relationships are very good.
- The school takes good care of its pupils and promotes their good behaviour.
- The school has established strong links with parents, who value what it does for their children.
- The headteacher sets clear direction for the school's work and is moving it along the right path.

What could be improved

- Standards in English, mathematics and science at the end of Key Stage 2.
- The overall quality of teaching could be further raised in Key Stage 2, particularly for higher attainers.
- Systems for checking the quality of pupils work need to be more effective.
- Some parts of the curriculum for information technology, music and art need to be more fully implemented in Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Since then it has made satisfactory progress in addressing most of the weaknesses identified in the last inspection, but some areas still need further improvement. Attainment at 11 in science is still below average as it is in music, but the rate of progress at Key Stage 2 is increasing. Geography and design technology have both improved. At Key Stage 1, standards are significantly higher in English, mathematics and

science. Teaching quality has improved substantially. There is more good and very good teaching and much less unsatisfactory teaching. However, expectations, particularly for higher achieving pupils still need to be higher in some lessons. The quality of the curriculum is now much better in most subjects because schemes of work have helped teachers to plan work of steadily increasing challenge. Improvement is still needed here in information technology (ICT), music and art. Assessment of pupils' achievements has moved forward well in English and mathematics, but has some way to go in science and ICT. The role of those with responsibility for leading subjects has been made clearer, but there needs to be more effective involvement in checking standards across the school. The school's system for tracking children's progress and evaluating its overall performance is now much better.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	D	E	E	well above average A above average B
mathematics	E	D	E	E	Average C below average D
science	E	E	E	E	well below average E

Last year's results represent a dip in the overall trend of the last four years, which has been upward and broadly in line with the national trend. The Year 6 cohort which sat these tests was unusual in that 42 per cent of the pupils were on the special needs register. In Key Stage 1, standards have been steadily improving over the last four years. In 1997 they were well below average in reading, writing and mathematics, but in 2000, writing and mathematics were in line with the national average and reading was just below. In comparison with similar schools, Key Stage 1 results were above average across the board.

Work seen during the inspection indicates that on entry to the school, pupils' attainment is very low. Their achievement is satisfactory in the nursery and good in Reception, but standards are still below average in most areas of learning on entry to Key Stage 1. Here they achieve very well so that by 7 they are in line with expected levels in reading, writing, mathematics and science. Achievement across Key Stage 2 is satisfactory overall. Although the current Year 6 are unlikely to attain the national average in English, mathematics and science, they are online to do better than last year's cohort. Pupils in Years 3, 4 and 5 are shaping up to do better, and continue the upward trend. It is likely that the current Year 5 will exceed national expectations. Targets for the next two years are appropriately demanding and likely to be met. In other subjects, standards at Key Stage 1 are average. At Key Stage 2, they are average in geography, history, physical education and design technology. In art and music they are below average because pupils don't get a wide enough experience. In ICT, standards by 11 are below average, but improvements are quickly working their way through the key stage. Lower attainers and pupils with special educational needs achieve better than higher attainers, who are not always stretched enough in some lessons and make slower progress. Given the low level of attainment on entry, pupils' overall achievement is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. They enjoy coming to school, settle quickly to their activities and concentrate on their work.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They respond well in lessons and the vast majority are polite and courteous in class and around the school.
Personal development and relationships	Relationships between all members of the school community are very good. Children show respect for each other and are always keen to take responsibility. Extra curricular activity and charity work are well supported. They are not as good at directing their own learning through research work.
Attendance	Attendance is satisfactory and most pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 6 years	aged 6-7 years	aged 7-11 years
Lessons seen overall	good	good	satisfactory

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.

Across the school, 2 per cent of the teaching is excellent, 18 per cent is very good, 31 per cent is good, 43 per cent is satisfactory and 6 per cent is unsatisfactory. Teaching is strongest in the reception, Year 2 and Year 5/6 classes where much of it is of high quality. In the Speech and Language unit, teaching is also very strong and well focussed as is that for children who are withdrawn for support. A high proportion of adult support helps these children to make good progress in lessons. Higher attainers are not always given enough challenge to fully stretch their learning. In the nursery, children are given plenty of adult help and activities, which interest and engage them. These activities are not always fully exploited to draw out maximum learning. In reception, high expectations of behaviour and learning and good use of supporting adults lead to fast progress. Teaching in Key Stage 1 enables pupils to make good progress. Most lessons are well planned to meet a range of abilities and build on what children already know. The majority of lessons move at a good pace, but occasionally teachers' introductions last too long and children do not have enough time at their tasks. In Key Stage 2, there is a wider range of teaching quality. In the best lessons, teachers set very clear learning goals, which they share with pupils. They set high expectations and motivate the children to reach them. This is often the case in the Year 5/6 class. In the Year 6 class, some lessons are pitched at too low a level of expectation. This slows pupils' progress as they complete worksheets that they find too easy. Teachers manage behaviour well and develop good relationships. Teaching of reading, writing and number is satisfactory overall, with some good practice in both key stages.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and meets requirements. The best range of activity is in the foundation stage. There is a strong emphasis on literacy and numeracy. This has been at the expense of other subjects, but the balance is being gradually restored. In Key Stage 2, expectations of what higher attaining pupils might achieve need to be clarified. Extra curricular provision is good.
Provision for pupils with special educational needs	Provision for these pupils in their class work is good across the school and very good in withdrawal groups and in the language unit. Needs are clearly identified in individual plans and their progress is closely followed.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The school makes very good provision for pupils' personal development. Provision for moral and social development is good. For spiritual and cultural development it is satisfactory.
How well the school cares for its pupils	The school takes good care of its pupils and staff know their individual circumstances very well. There are good procedures for ensuring their welfare, health and safety and child protection arrangements are good. Procedures for tracking pupils' levels of attainment are very good but systems for pinpointing exactly what they need to do to improve are not effective enough.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall leadership is satisfactory. The headteacher sets a clear direction for the work of the school, has tackled some important areas for improvement and has a clear view of its development priorities. The management of special educational needs is very good, but subject leaders need to have a stronger view of the quality of work across the school.
How well the governors fulfil their responsibilities	The governors fulfil their statutory responsibilities well. They rely heavily on the school's leadership to provide strategic direction but are well informed about the work of the school and its performance.
The school's evaluation of its performance	The school analyses its overall performance extremely well. Understanding of its strength and weaknesses based on the data it collects is good, but it needs to keep a sharper eye on the quality of pupils' current work to be able to take more immediate action to raise standards.
The strategic use of resources	The school makes good use of most of the resources it has and takes care to get best value from the money it spends. There are a few shortages of resources in some subjects. Staffing levels are deliberately generous but the deputy head's role could be improved to better match the school's needs. Accommodation is adequate and well maintained but the playgrounds offer few amenities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy coming to school and make good progress • Children with special needs are well supported • Children behave well and are becoming mature • The teaching is good and children are expected to work hard • The school works closely with parents and the headteacher and staff are very approachable • The school is well led and managed 	<ul style="list-style-type: none"> • A few parents do not think the school provides a wide enough range of extra curricular activities • Some parents do not think their children get the right amount of homework.

The school has a very effective partnership with parents. The inspection team endorses most of the parents' very positive views, although not always completely. The quality of teaching and children's overall progress is good in the foundation stage and Key Stage 1, but satisfactory in Key Stage 2. Children are expected to work hard in most classes, but expectations are not always equally high for pupils of the same age in different classes. The amount of homework set is broadly in line with recommended levels, although there is some variation across classes. The school provides a good range of extra curricular activity, particularly for those with sporting interests.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. For pupils aged 11, the trend in results over the last four years has been broadly in line with the upward national trend, although they have been below or well below average when compared to other schools. Over the period from 1996, the gap between the school's performance and the national average has narrowed considerably. For example, in 1996 only 19 per cent of pupils attained the expected level in science but this figure had risen to 74 per cent in 2000. The overall trend of the school's results has not been helped by the performance of the 2000 Year 6 cohort, which dipped in comparison with the previous year. There was very little attainment above the expected level in any subject for this group. The group was unusual in that a large percentage (42 per cent) were on the special needs register, and despite making reasonable progress, some did not reach the expected level. This adversely affected the school's performance even in comparison with similar schools.
2. This year's oldest pupils are in line to do slightly better than last year's but not by much. Some of the teaching they receive is not demanding enough to drive standards up at a fast enough rate. Work seen during the inspection shows that progress is weaker in the Year 6 class than elsewhere in the key stage. Pupils' speaking skills are below average and their reading, whilst accurate, lacks the more advanced features such as expression. Writing is reasonably presented by most pupils, but there is little evidence of varied sentence structure or interesting use of vocabulary. There is also insufficient range in the purposes for which they write. In mathematics, pupils are reaching a reasonable level in their basic number work. They can manipulate large numbers accurately, but awareness of decimal place value is weak as is knowledge of units of measurement. In science, pupils can make accurate observations when they undertake investigations, but reporting skills are not up to standard, largely because pupils do not have a secure knowledge of the correct terminology to use. Again, work in Year 6 is not building sufficiently on what has been achieved in Year 5. Improvements in standards across the board lower down the key stage are working steadily upwards. Better teaching and higher expectations, particularly in the Year 5/6 class have raised achievement so that these pupils are well on line to meet or exceed national expectations in 2002. Much of the work in Year 5 is of higher quality than that of the Year 6 class. Younger pupils in Years 3 and 4 are also progressing well and should continue this strong upward trend.
3. When children start in the nursery, assessments show that the majority have skills which are low in most areas of learning in comparison with average levels. They make satisfactory progress in the nursery, largely because they are given interesting activities that capture their attention. However, at times more demands could be made of them to further speed their progress. They are still well below average when they enter reception, but here they make good progress through high expectations and suitably challenging tasks, particularly in their social, language and number development. Creative development is weaker. Despite this progress, only a small percentage of children are meeting the expected level in all their areas of learning when they enter Key Stage 1.
4. For pupils aged 7, standards in reading have improved significantly over the last four years from a position where they were well below average. In 1999 they were in line with expectations and in 2000 they were just below. Whilst a good proportion attained high levels in the tests, over a quarter only just managed to reach the expected level. In

writing and mathematics, standards have also risen significantly and now meet national averages. In comparison with similar schools, standards are above average in all three areas and work seen during the inspection also indicates that standards in Year 2 are on line to meet national expectations. Standards in speaking, however, are still below average. In science, fewer than average pupils were judged by teachers to have reached the expected level, but the proportion exceeding it was well above average. Their current work shows that overall standards are in line with the national average.

5. Test results indicate that boys have performed slightly better than girls across the board, but they start from a slightly higher base and progress over time is similar for both groups. During the inspection, no significant difference was observed between the work of boys and girls.
6. In information technology, standards are average in Key Stage 1, but below at the end of Key Stage 2. Standards are improving quickly from a low base and pupils' progress is satisfactory. Improved resources are having a big impact but have not been in place long enough to bring the oldest pupils up to the expected level. In religious education, work in both key stages meets the requirements of the locally agreed syllabus. In geography, history, physical education and design and technology, standards across both key stages are typical of those found in other schools. In art and music whilst they are satisfactory at Key Stage 1, they are below at Key Stage 2, largely because pupils undertake too narrow a range of activity.

Pupils' attitudes, values and personal development

7. Overall, pupils' attitudes to learning are good, they like school and this positive approach makes a significant contribution to the progress they make.
8. Children's attitudes in the nursery are satisfactory because it takes a while for them to develop more positive attitudes as their personal and social development is only just beginning to flourish as they start school. Many find it difficult to concentrate for long on one activity and often move from a task before gaining the maximum from the learning experience. The majority are eager to participate in activities and listen carefully to adults when engaged in an adult-led task. A good example of this was seen during a music activity where children tried very hard to follow the teacher's beat when tapping wooden sticks together and singing along. By the end of the Foundation Stage, children are much more settled and respond well to teachers' high expectations.
9. Standards of behaviour in the nursery are also satisfactory and this ensures a pleasant learning environment for these young children. Most are beginning to understand the difference between right and wrong although there are rare instances of unsatisfactory behaviour, usually when there is no direct adult supervision of an area, such as in the book corner where books were thrown on the floor rather than being placed carefully back on the shelf.
10. Children's personal development is also satisfactory and they respond well to any opportunities to take responsibility for a task. For example, at snack time, 2 children carefully put the straws into the cartons of milk and handed these round the group. However, staff miss some opportunities to extend such activities further. In this instance, there was no insistence that children said 'thank you' for their milk. By the end of the Foundation Stage, children are more self-controlled and are fully trustworthy when working in groups. Children transfer without difficulty from nursery to reception mainly, as a result of the careful programme of visits arranged by teachers where children gradually become familiar with the expectations of reception staff.

11. By the end of the Foundation Stage, relationships are very good. Children are very tolerant of each other and learn to accept the differences between individuals. The programme of visits to the local special school where they practise physical development exercises together helps with this understanding. Children benefit from the caring approach of staff and learn to compromise in order to help one another.
12. Pupils' attitudes in Key Stage 1 and 2 are good. They are courteous, lively and enjoy coming to school and this has a positive impact on their learning. Pupils in Year 6 have a keen understanding of what it means to be part of the school community and are eager to accept responsibility when it is offered. Pupils settle well to their class work . For example, Year 4 pupils worked very well together in a mathematics lesson. They shared resources well and worked collaboratively when finding co-ordinates. Pupils make the most of the varied extra-curricular programme, enjoying both the sports and musical activities. Pupils in the special language unit and those with other special educational needs have very positive attitudes to learning. They listen carefully to their teachers and try very hard to complete tasks. They are very aware of the standards set by their peers and work hard to emulate them. Pupils work conscientiously to complete any homework set.
13. Behaviour is good overall and this ensures a focused and purposeful atmosphere in which pupils make steady progress. In lessons pupils follow instructions and complete tasks set without fuss. They behave very well in the playground, some enjoying skipping and other traditional games. Pupils are courteous and respectful to staff and visitors and take good care of one another. They are very trustworthy as was evident during the persistently wet inspection week when they behaved very well in classrooms during wet playtimes indoors. There is no evidence of any bullying and parents comment very favourably on this aspect of the school. There have been no exclusions from school.
14. Pupils' personal development is very good. They respond well to any responsibilities offered by staff although they are not given enough opportunities for independent research or study. They carry out duties such as milk distribution and prefect duties very well and repay the trust staff offer them. The newly formed School Council is an effective addition to pupils' personal development and has already proved successful in changing some aspects of the school that pupils did not like very much, such as the layout of tables in the dining hall. Pupils now eat in smaller groups than previously, which they find more sociable. Pupils enjoyed the election process and the Year 6 representatives are very conscientious in fulfilling their duties. Older pupils happily help the youngest in the nursery to tidy away and some read to them which adds to the personal development of both age groups.
15. Relationships throughout the school community are very strong and are a reflection of the very positive school ethos. Mutual tolerance and support are evident at all levels of school life and pupils follow the very good role models set for them by adults working in the school.
16. The school is an extremely orderly community, which enables pupils to make good progress in their learning. Pupils' positive attitudes and behaviour, coupled with the very good relationships that exist, are a real strength of the school and have a very positive effect on pupils' learning and on their personal development.
17. Levels of attendance are satisfactory. Most pupils are punctual and there is a prompt start to the school day. Younger children are brought to school on time and attend

regularly. Unauthorised absence is below the national average. Attendance levels are similar to those reported previously.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching has improved since the previous inspection and is now mainly satisfactory overall. Teaching in the Foundation Stage is good, though stronger in the reception class than in the nursery. Teaching in Key Stage 1 is also mainly good. Teaching in Key Stage 2 is mostly satisfactory. The small amount of unsatisfactory teaching was seen in this key stage.
19. Pupils get off to a sound start in the nursery because the teacher and other adults give a lot of attention to settling the pupils in and building their confidence. The classroom environment is interesting and stimulating for the children so it engages their interests. However, whilst there are many stimulating activities for the children and good supervision of them, at times too little attention is given to teaching particular skills or knowledge; for example, when pupils play in the sand or the role play area. As they move into reception, more is expected of the pupils both in their behaviour and learning. They respond well to these higher demands. They are stretched in reception by the way the support staff work with them. Their literacy skills are extended; for example through the provision of carefully graded phonics games for children at different stages in their language development.
20. Teachers in Key Stage 1 manage the pupils well so that classrooms are purposeful and good use is made of time. They have good subject knowledge and this leads to valuable activities for pupils in most lessons. For example, in a science lesson seen in Year 2, pupils were learning how to record. The learning was meaningful because the class teacher linked the task very well to the children's own ideas and experiences as they used toy cars to test forces. Support staff are used effectively both to work closely with small groups, and to assess how well pupils are achieving. Teachers make good use of resources in introducing lessons to capture pupils' interests, such as videos or visitors giving demonstrations. Most lessons in Key Stage 1 are pacy but now and again the impetus is lost when children are kept sitting too long for a lesson introduction. They then lose concentration and the time left for them to undertake activities is squeezed.
21. Teachers in Key Stage 2 also manage the pupils very well. They are skilled, for example, at dealing with the interruptions sometimes posed by special needs pupils without allowing the learning of other pupils to be disrupted. Relationships with pupils are good and this results in most pupils working hard. The best teaching was seen in the Year 5/6 class. These children are left in no doubt about what is expected of them in terms of their concentration and work rate and they are constantly challenged to their limits. Their written work is consequently of a high standard and rigorously marked. Although they are pushed hard, there is still time for humour. In the Y3/4 class, a strong feature of the teaching, seen for example in science, is good challenge brought about by work well matched to the abilities of both high and low achievers. In the unsatisfactory lessons seen, mainly in Year 6, insufficient account was taken of the previous attainment of the pupils and their differing abilities when planning lessons. As a result, too many pupils were not challenged by much of the work they were given and made little progress. For example, in a literacy lesson, a high proportion of activity time was given over to copying out sentences from a work sheet before pupils could get to the main task. This asked them to rework the ideas given into a coherent argument, but only five minutes was available and few were able to get into the task. At times, in the lower junior classes, a quieter working atmosphere when children are undertaking tasks would help their concentration.

22. In some classes across both key stages, teachers do not set out clearly and simply for pupils at the beginning of the lesson what they should know or be able to do by the end. Sometimes they share objectives with pupils, but often in complex language or without displaying them for the class and checking them at the end of the lesson. As a result, pupils are not always as clear as they should be about the purpose of the activities they are doing.
23. Teaching of literacy and numeracy are both satisfactory overall and some good lessons were seen at both key stages. Teachers have a good grasp of how to teach children to read and they introduce them successfully to the use of phonics to tackle unfamiliar words, by breaking them into individual letter sounds or blends of sounds. In most classes, children are effectively taught the conventions of writing, including correct letter formation and strategies to spell difficult words. However, Year 6 pupils need to have higher expectations set for the quality of their narrative writing. Although mental arithmetic sessions are often short, teachers are successful in developing pupils' abilities to manipulate numbers with accuracy and understanding.
24. Teaching of pupils with special needs is good, including that in the special language unit. A key reason is the close knowledge that teachers have of the individual pupil's levels of ability and particular problems. Teachers' planning of activities and discussions with the children reflect this close knowledge and detailed records are kept. Teachers make particularly good use of praise, and that given to one child often spurs on others. When pupils are withdrawn from class to work in small groups, care is taken to ensure that they are not disadvantaged in other ways. For example a small group of Year 2 children who were withdrawn at the start of a music lesson were fully brought into the activities when they returned half way through. Groups are rotated to ensure that they do not always miss part of the same lesson. Clear targets are set for special needs pupils and the teacher responsible keeps a close eye on their progress so that their learning is reinforced at each stage. Teachers are less skilled at extending more able pupils beyond what is expected of the majority. Although they often set additional tasks, these too frequently involve pupils in doing more of the same level of work as opposed to really making them think at a higher level.

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

25. The school meets its statutory requirements and teaches all the subjects of the National Curriculum, including Religious Education. The curriculum is generally broad, balanced and relevant to the needs of the pupils. Schemes of work are in place in all subjects but in Science the scheme is still being developed. This leads to some areas not being covered as well as others. In art, although the scheme has been agreed, it is not yet fully implemented and this is reflected in the work seen during the inspection, which is sparse at Key Stage 2. In ICT, there is still some work to be done to fully implement the curriculum plans in areas such as the use of control technology. The scheme of work is being steadily tackled but some teachers cover more ground than others.
26. The school has successfully implemented the Literacy and Numeracy Strategies. The curriculum in these subjects is of good quality and has been adapted to meet the needs of most pupils. However, in some lessons higher attaining pupils are not always stretched. Although some additional tasks are set, these are not always challenging enough.

27. The curriculum for the Foundation stage is satisfactory in the nursery but is good in reception. There is a wide range of activities on offer in both with plenty of opportunities for language development. However, adults exploit these better in reception than in the nursery as they spend more time engaging children in conversations to develop their vocabulary. Literacy and numeracy tasks for these young children are carefully set to match their needs. Role playing activities are set in familiar contexts, such as the 'pizza café'. This enables children to get fully involved because they have personal experience of situations which they act out with the help of adults.
28. The provision for pupils with special educational needs is good. Teachers and support staff understand the pupils' needs well and give plenty of support and guidance. Pupils who need them are provided with individual education plans which provide guidance for teachers. These set out the next small steps for their learning and ensure that work is always closely matched to the pupils' needs.
29. Equality of access and opportunity for the children is satisfactory. Both boys and girls including those with special educational needs are encouraged to be involved in all types of both classroom and extra curricular activities. Any withdrawal of pupils for extra support is organised so that they do not regularly miss other activities in class.
30. The school offers a good range of additional learning opportunities for pupils through its interesting programme of extra-curricular activities. Many pupils attend a variety of sports and music clubs and the lunchtime chess club is also popular. An unusual feature of the school is the large proportion of boys who take part in the school choir. A large number of pupils sing in the choir and obviously enjoy the experience very much.
31. Although there is no programme specifically planned for personal, social and health education (PHSE), some recent initiatives have improved the provision for pupils throughout the school. All members of staff have received training in running 'Circle Time' where pupils discuss issues which are important to them. Pupils are beginning to become familiar with the conventions and benefits of these sessions. A good example of this was seen in Year 1 when pupils took turns to throw beanbags around the circle in order to practise working collaboratively in pairs. These increased opportunities for pupils to speak and listen to each other make a positive contribution to their learning and personal development. Sex education is integral to the science curriculum and good arrangements are in place to provide additional information for older pupils. There is no specific policy which gives attention to drugs misuse but this is in preparation and staff do include discussions on the dangers of smoking and alcohol in some lessons.
32. Good use is made of links with the local community and these contribute to pupils' learning and development. The choir sings to elderly residents and, last year, participated in a Millennium concert with the Accrington Male Voice Choir. Pupils enjoy joining with other local schools for sports competitions; the school regularly participates in the Hyndburn Schools' Cross Country Championships. Particularly effective links are established with local football clubs. Pupils visit their grounds and staff also come into school to coach pupils and improve their physical skills. Invitations are extended to a number of organisations to come into school to work with pupils on a variety of projects. The local branch of the Groundwork Trust provided a useful session on tree fossils, for example, and helped to extend pupils' knowledge and understanding of the natural world.
33. The school maintains good relationships with its partner institutions and pupils' benefit from their involvement in school life. A valuable link exists with a local special school whereby reception children participate in a weekly physical education session with

some of the special school's children. All the children benefit from this arrangement. The visitors become used to new surroundings and following instructions from a different teacher and reception pupils learn to collaborate very well with their peers at the special school. There are productive links with local colleges of further education and a number of students come into school to work with pupils.

34. There are effective transfer arrangements in place with the local secondary schools. Staff liaise well and ensure pupils have a good understanding of what to expect when they join Year 7. Some pupils with particular learning needs attend regular morning sessions at their new school during the summer holidays. This is a very effective initiative and ensures these pupils have improved their skills and at the same time established friendships before the start of the new school year.
35. The headteacher and staff cultivate a positive work ethos that makes a strong contribution to pupils' personal, including their spiritual, moral, social and cultural development. The provision for pupils' spiritual development is satisfactory overall. Much of the spiritual dimension of the school's work is found in discussions during religious education lessons and from aspects of collective worship. Prayers in assembly and in some classrooms encourage pupils to reflect upon the wonders of God's work and on their own experiences. The sense of community in the school is strong and pupils learn to value friendship and to care for each other's feelings.
36. Staff create a strong moral culture for pupils which is rooted in very high expectations and a sense of justice and fair play. Pupils respond very well to the firm but fair system of behaviour management that is consistently implemented by all staff. Pupils are taught the difference between right and wrong and they understand how to behave. Reception children, for example, made a list of emotions they would feel if someone spoiled their work. They used words like 'cross', 'angry' and 'mad'. They wrote 'if it was an accident we wouldn't feel as mad, just very sad'. Collective worship makes a particularly strong contribution to pupils' moral development. The headteacher and deputy headteacher are skilled in lending their own personal experiences to emphasise a particular message and this helps pupils to remember the moral of the story. Messages such as 'the material things do not matter – it's how people are and behave that is important' encourage pupils to be considerate to each other. The school also encourages pupils to think about less fortunate members of society and they raise large sums of money for charities. Staff are good role models for pupils – one member of staff ran the London Marathon and raised over £1300 for 'Whizz Kids' with support from pupils and parents.
37. Good provision also exists to ensure pupils' good social development, including the wide range of extra-curricular activities which is appreciated and well supported by pupils. The residential trip for older pupils has proved particularly beneficial and provides them with an opportunity to extend their personal and social development in a variety of new environments. Parents feel that the school promotes good relationships between children and that they learn to value each other. The quality of relationships between all members of the school community is highly valued and successfully fostered by the headteacher and staff.
38. The school's provision for pupils' cultural development is satisfactory overall. There are a number of visits to museums and theatres and pupils experience elements of their own cultural heritage through work undertaken in history and geography that is linked to their local environment. An interesting project on the Accrington Pals of 1914 -1918 provided Year 4 pupils with a close insight into how local people felt at the time, and the devastating effects of war on a community. As well as singing in the choir, some pupils also experience maypole dancing and country dance. Pupils in all classes have

enjoyed looking at the Toy Museum in Class 4. This allowed pupils to discuss a variety of toys from years gone by. Some discussion was prompted by the paperback books that included one telling the story of 'Sambo'. Pupils discussed if this should be on display and decided it should remain as it illustrates opinion of the time. Opportunities for pupils to extend their knowledge of the multicultural diversity of society are not as good and mainly focus on different religious buildings and festivals such as Eid and Chinese New Year.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school takes good care of its pupils. Staff are caring and committed to their personal needs and this has a very positive impact on their attitudes to school and the progress they make. The headteacher and staff know individual pupils very well and there are good systems in place to ensure their well-being.
40. Secure procedures are in place to ensure all staff, under the direction of the headteacher and the co-ordinator designated responsible for this area, are familiar with the child protection arrangements. The school works closely with outside support agencies to ensure the best possible support is offered to those pupils with special educational needs.
41. Health and safety arrangements are well considered by the headteacher, governors and site supervisor and pupils benefit from a secure and welcoming learning environment. First aid procedures are effective and many staff regularly undertake training in this area. The school reviews its systems regularly and is quick to adopt new systems should any areas of concern be found. A very recent example of this is the change to the way the school records pupils' absence for part of the school day due to medical or other reasons.
42. Satisfactory procedures are in place to monitor and promote good attendance among pupils. Although attendance levels do not quite reach the national average, the school encourages parents to send their children to school regularly and on time. Posters near the office remind parents of the importance of regular attendance and they are discouraged from taking their children out of school during examination periods although a minority still persist in taking holidays in school time.
43. There are very effective procedures to monitor and promote good behaviour and to eliminate bullying. The detailed behaviour management policy is communicated to parents and is consistently applied by adults working in school. Staff make sure pupils understand what are the consequences of unacceptable behaviour and pupils who do end up with crosses against their names are invariably upset about it and try to be more self-controlled. Weekly rewards in 'Good Work' assemblies are prized by pupils, and staff take other opportunities throughout the week to draw pupils' attention to particular instances of outstanding effort and behaviour. Such positive reinforcement of the school's high expectations leads to great loyalty from most pupils who like their teachers and try hard to please them. Lunchtime staff also form positive relationships with pupils and lunchtimes are pleasant social occasions.
44. Procedures for assessing pupils' attainment and progress are good overall. Much data is collected and analysed by the school about the performance of all its pupils. Information gathered in English and mathematics is comprehensive but science assessment still requires further work to make it useful. Assessment arrangements in the other subjects are still at an early stage of development.

45. The school is good at measuring the levels of attainment reached by pupils and at tracking their progress from year to year. It is not as effective at monitoring the quality of the work they are currently producing, in order to make immediate adjustments to their programme of work when necessary. Pupils who have underachieved are identified effectively and some are included in booster groups to raise their attainment. Gifted and talented pupils however are not formally identified. The use of assessment to raise standards for pupils with special educational needs is very good. Extensive records are kept on each pupil and individual targets are set. The quality of the individual education plans for these pupils is also good; they provide clearly achievable targets for development within a realistic time frame. Pupils with special educational needs are very well supported by teachers and support staff who understand their individual needs and ensure they make good academic and personal progress.
46. Pupils in Year 6 set their own targets and this system helps them to become more self-evaluative about their work and personal development. Most of the written reports to parents also contain useful targets for each pupil to aim towards during the following year. Guidance from the school's marking policy is having a visible effect on the standards of presentation and work throughout the school. The benefits of clear and well directed developmental marking are very evident in the books of pupils in the Year 5/6 class. Pupils respond very well to the comments made by their classteacher and often a written exchange of comments can be tracked through the books, showing effective communication which leads to an improvement in the standard of work produced by pupils.
47. Parents are very happy with the levels of care and support offered to their children. The headteacher and staff are readily accessible to help resolve any personal issues and parents report that their children like coming to school.
48. Standards of pastoral care have been maintained at the high level reported previously. Assessment procedures are better than those seen at the time of the last inspection but more work still needs to be done to check the quality of pupils' on going work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents and carers have very positive views of the school. They are very happy with what the school achieves and the partnership which now exists between home and school. In particular, they like having access to the headteacher in the playground each morning. They now feel able to voice any concerns directly to him and find the accessibility of all the staff reassuring. They know the school will act upon any justifiable concerns they may have and they appreciate this responsiveness that was initiated by the headteacher.
50. The school maintains very good links with parents. The headteacher places a high priority on establishing and improving home school partnership; the numerous initiatives he has put in place since taking up his post have proved very successful. His appointment of a home-school partnership co-ordinator was well considered and the co-ordinator has worked very successfully to establish a strong partnership. Parents are invited into the staff room when they come to help and are made to feel comfortable in school and very much part of the team, as they help to support their children's learning.
51. Regular written communication between school and home is clear and detailed. Both the prospectus and the governors' annual report to parents are informative and give a good flavour of school life. Newsletters provide parents with a raft of regular information about events in school. The school constantly seeks to find out more about

what parents want or like about the school through questionnaires. The home-school agreement was in place years before it became a requirement for all schools and this shows the importance the headteacher and staff place on the role of parents in the education of their children. More specific curriculum information now needs to be made available to further encourage parents from all year groups (but particularly for nursery parents) to become more involved in their children's learning.

52. Good quality written reports to parents provide a detailed summary of what their children can do and most contain targets for improvement. The reports contain all the required information. Parents also attend parents' evenings when they have formal discussions with teachers about the progress their children are making.
53. Good parental involvement in the work of the school is a direct result of the successful communication which has built up over time. Parents have a clear understanding of the school's aims and philosophy and are very supportive of the headteacher and staff. A small number of parents successfully completed the very first Parents as Educators course and most of them now work as paid support workers in the school. Interest is shown in other courses the school is running such as the 'Better reading partners' course aimed at improving parents' contribution to their children's literacy progress. This helps those who participate to develop their children's reading skills. There is a solid foundation of parental interest from which to work. Parents are conscientious in upholding their part of the home school agreement and most are supportive of homework activities. They attend school activities when invited and some accompany pupils on educational trips. Extended family members such as grandparents also help in school to good effect. Successful fundraising by the parent organisation 'FAME' ensures school resources are regularly supplemented by additional funding raised directly by parents and these make a positive contribution to pupils' learning. Some parents are still reticent about coming into school to help but the school is as persuasive as possible and gradually more and more are coming to realise how welcome they are in school.
54. Some fathers have made a substantial commitment to their children's education recently through their participation in a locally run initiative called 'Lads and Dads'. The aim of the scheme was to improve pupils' literacy and motor skills. Ten boys and their fathers worked with individual pieces of small sports equipment and read books on a related topic at home. Schools around the region participated in a quiz at the end of the ten-week course, and the Moor End team was victorious. This scheme improved children's physical and literacy skills and further cemented parent links.
55. Parents of children with special educational needs are very pleased with the levels of home school co-operation that exist. Parents are involved in pupil reviews and are given copies of their children's individual education plans. They are encouraged to support their children's learning at home. One parent is currently working successfully with the school to reintegrate her child into mainstream education.
56. Home school partnership is a strong area of the school's provision and the very positive views expressed by parents are well justified. Provision has improved since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. Since the last inspection report, the headteacher has shown good leadership in focusing the work of the school on the right areas for attention. He has targeted for improvement the quality of teaching, pupils' behaviour and links with parents as being

the key ingredients in raising standards. Action in all three areas has brought about improvement over the last four years. As a result, the overall quality of teaching had been raised significantly and the proportion of unsatisfactory teaching has been reduced by two thirds. Also pupils' behaviour has further improved through the consistent and long-term application by staff of the school's agreed approach. Parents now hold the school in high regard, supporting its work when they can and feeling able to approach the head or staff to discuss children's progress.

58. The introduction by the headteacher of a system of regular school self-evaluation has helped to create a climate in which the school is much better aware of the bigger picture of its performance than at the time of the last inspection. The school can now demonstrate through the senior management's analysis of data, that it is adding value to the pupils' attainment at a satisfactory rate. This process also shapes the school development plan, which highlights the right priorities for attention.
59. Some aspects of the school's management are not as strong. Whilst the school knows its overall strengths and weaknesses and can track the levels of attainment of its pupils and classes, it is not effective enough in monitoring the quality of pupils' current work so that immediate action can be taken to raise standards. For example, systems for sampling pupils' work are not sharp enough to pinpoint where particular skills are lacking or where there are excessive variations in teachers' expectations of pupils of the same age.
60. Leadership by teachers with responsibility for leading subjects is not as well developed as it should be. They have had a positive impact on the quality of the curriculum through introducing new schemes of work and sharing their training and subject expertise with colleagues. However, an aspect of their leadership role that has not improved sufficiently since the last inspection is their awareness of what colleagues are achieving in their subjects, particularly in the 'opposite' key stage to which they work. Provision for those pupils with special educational needs is very well managed, as is the Special Educational Resource Facility housed in the school. Pupils' individual needs are very carefully analysed and the support they are offered matches those needs closely.
61. The governing body fulfils its responsibilities and is well informed about the school's performance through detailed and accessible reports from the headteacher. Relevant committees contribute to discussion on all major decisions and the school's finances are closely monitored. The governing body's role is one of supporting and consulting when needed and keeping a watching brief over the school. Much of the strategic planning as well as the day-to-day administration is left to the school's senior management.
62. The school spends its funding in line with its identified priorities and the budget has been well managed in most respects and has enabled the school to steadily improve resources. For example, although more equipment is still needed, the investment in information technology is beginning to pay dividends. There are still some areas where more resources are needed; notably the number of computers, a wider range of up to date reading books in classrooms, and materials to support pupils' knowledge of other artists. Appropriate consultation takes place over long term spending decisions and the school seeks to get best value through its clear purchasing procedures. The school's staffing level remains generous in comparison with the average. This is deliberate, and enables a high degree of support to be given to pupils with special educational needs, with good results. The current deployment of the deputy headteacher however, is not linked closely enough to the school's main priorities to ensure best value.

63. Overall the quality of the headteachers' leadership has been maintained since the last inspection and his view of the big picture is accurate and perceptive. However, there are aspects of the school's management that still need to be sharpened up if the overall trend of school improvement is to be maintained at a sufficient rate. The school is on target to achieve the targets agreed with governors and the local authority, which are appropriate.
64. Given the pupils' level of attainment on entry and the overall progress that they make, the school is judged to be giving satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The headteacher, staff and governors should now address the following issues:

(1) Raise standards in English, mathematics and science at the end of Key Stage 2.

(Paragraphs 1, 98, 100, 105, 106, 108, 117, 125, 128)

(2) Further raise the quality of teaching by:

- ensuring that all teachers clearly identify what pupils are expected to learn in their lessons and share this with them
- ensuring that lessons offer sufficient challenge to all groups of pupils and provide activities which build upon pupils' previous achievement.

(Paragraphs 2, 19, 20, 21, 22, 23, 24, 74, 85, 112, 114, 121, 123, 126, 131)

(3) Improve the systems for checking the quality of pupils' current work so that any aspects needing attention can be pinpointed and immediate action taken.

(Paragraphs 45, 59, 60, 115, 133, 143, 175)

(4) Ensure that the newly developed schemes for information technology, music and art are fully implemented, particularly in Key Stage 2

(Paragraphs 6, 25, 134, 138, 158, 161, 162, 165)

The following issues, whilst not key issues for action, should be considered for inclusion in the action plan:

- increase the level of challenge in activities for nursery children so that they develop personal, social and language skills at a faster pace;

(Paragraphs 3, 10, 19, 27, 76, 83, 95)

- improve facilities for outdoor play in the foundation stage.

(Paragraphs 91, 93)

SPECIAL EDUCATION RESOURCES FACILITY (SERF)

66. The SERF provides 11 places for pupils with ages ranging from 4 to 7 who have statements of special educational needs for speech and language difficulties. It continues to be a strength of the school. The leader of the unit has a very good awareness of the pupils' needs and provides a very appropriate and challenging curriculum. This meets the requirements of the national curriculum, but is modified in line with their individual education plans, which are well written and include measurable targets.
67. Pupils make good progress in their learning, particularly in their speaking and listening skills, through teaching which is never less than good and is often very good. There is one class teacher, two part-time speech and language therapists and a nursery nurse. Pupils benefit from the very close and experienced support they get. Teaching draws on effective strategies to develop pupils' expressive language. For example, when answering the register, pupils are required to give their address as well as acknowledge their presence in the class. For some, speech is difficult to understand at first. However, when working with the teacher and/or speech therapist their speech becomes much clearer as the adult models the correct mouth movements and pronunciation and sensitively encourages the pupils.
68. Praise is used very effectively, and this helps the children to become confident in responding to questions and to be prepared to repeat words and sentences which are not clear. During literacy sessions a number of games are skilfully used to develop vocabulary and word skills. Much of the successful teaching relies upon staff having a very close knowledge of the pupils in the unit. There are good links with parents, which support the progress children make. For example, an effective home-school diary in which parents make notes on their children's activities over the weekend helps to prompt the staff for useful 'circle time' discussions. These help the pupils to develop the confidence to engage in simple conversations.
69. Pupils' attainment is below average in comparison with national standards at the end of Key Stage 1 but several pupils are working at the first level of the national curriculum and it is anticipated that two pupils might attain the expected Level 2. Scrutiny of pupils' records clearly indicates that this represents significant progress.
70. The vast majority of pupils behave well and have good attitudes towards their work. They are willing to listen patiently and carefully to other pupils as they repeat words for example. This mutual support helps even the most hesitant children to make plenty of contributions.
71. The leader of the facility has a clear vision for what is to be achieved and clear aims have been drawn up which are fully met. The work of this unit is linked closely to the commitment the school has for pupils with special educational needs. As in the mainstream part of the school, individuals are valued and respected by pupils and staff. This is most clearly summed up by the confident gaze and involvement of one of the SERF pupils, whose initial photographs show her shy and withdrawn.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	18	31	44	6	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)	26	296
Number of full-time pupils known to be eligible for free school meals	0	72

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	20
Number of pupils on the school's special educational needs register	3	94

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	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	28	20	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	22	26
	Girls	17	13	18
	Total	41	35	44
Percentage of pupils at NC level 2 or above	School	85 (87)	73 (84)	92 (84)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	24
	Girls	16	16	16
	Total	40	40	40
Percentage of pupils at NC level 2 or above	School	83 (87)	83 (89)	83 (89)
	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	22	26	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	17
	Girls	16	11	18
	Total	27	24	35
Percentage of pupils at NC level 4 or above	School	56 (59)	50 (63)	73 (68)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	15
	Girls	17	15	17
	Total	28	28	32
Percentage of pupils at NC level 4 or above	School	58 (61)	58 (66)	67 (68)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	5
Bangladeshi	0
Chinese	0
White	247
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	27.7
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	254

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52

Total number of education support staff	2
Total aggregate hours worked per week	41

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.

Financial information

Financial year	2000
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	£
Total income	617431
Total expenditure	620541
Expenditure per pupil	1858
Balance brought forward from previous year	39643
Balance carried forward to next year	36533

Number of pupils per FTE adult	17
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	360
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	20	1	0	0
My child is making good progress in school.	77	23	0	0	0
Behaviour in the school is good.	62	31	3	0	3
My child gets the right amount of work to do at home.	49	40	5	3	2
The teaching is good.	82	15	0	0	3
I am kept well informed about how my child is getting on.	72	22	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	13	2	2	0
The school expects my child to work hard and achieve his or her best.	82	16	2	0	0
The school works closely with parents.	72	24	1	0	3
The school is well led and managed.	78	17	0	0	4
The school is helping my child become mature and responsible.	78	18	2	0	1
The school provides an interesting range of activities outside lessons.	49	30	9	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

72. Provision for children under six continues to be good. The nursery has 52 children who attend for half-day sessions. There is one reception class with 27 children and a mixed Year 1 and reception class with 10 children of reception age. The school admissions policy gives a priority to children with special educational and social needs.
73. Children are assessed on entry to both the nursery and reception classes. On entry to the nursery their attainment is low compared to that found nationally. They are assessed again on a different test when they enter the reception class and most are still well below the levels found nationally. By the end of the foundation stage approximately one sixth of the children are at the expected level. Although still below the national picture by the end of the stage, when the low starting point is taken into consideration, all groups of pupils make significant progress, particularly in the reception class. Teaching in the reception class is mostly good and sometimes very good. In the nursery and in the joint Year 1 and reception class, it is mostly satisfactory but occasionally good or very good. The effectiveness of the teaching and learning is closely linked to the quality of the planning. Good quality half-termly plans are drawn up jointly between reception and nursery and are closely linked to what the children are expected to achieve in all areas of learning. Weekly plans are written on an individual class basis and are more varied in quality. In the reception class, plans are particularly effective in the way they include the specific learning to be drawn from all the resource areas such as sand and water play. This gives support workers and students a clear idea of the purpose of the activity they are supervising and indicates ways in which children's learning can be developed.
74. The good adult / child ratio helps encourage children to keep on task and in the reception classes, it provides very good stimulation and support in play and work situations. On occasions, however, in both the nursery and the reception / Year 1 classes some of the adult support is limited to supervising behaviour and opportunities are missed for language and social development. For example, a nursery nurse was allocated to a simple pasting exercise but children who drew 'bs' incorrectly in sand and paint nearby were working alone and their mistakes were not picked up.
75. Work with children with special educational needs is very good and they are well supported in small groups and in whole class situations. The very tight supervisory teaching sessions sometimes inhibit opportunities for independent learning among higher attainers.

Personal and social development

76. This is recognized by the teachers and support staff as a key area of focus for their work. Attainment on entry to both the nursery and reception classes is very low for some children. In the nursery, children are encouraged to work together as a group and the majority can sit and listen to instructions and story telling. The majority choose to play independently, even when working alongside other children. Several children show little concern or interest in other children or adults and are engaged in solitary play or playing alongside others without talking. Support staff and students tend to over manage some simple self-care tasks on occasions, such as putting on coats or aprons. When they do this for the children, progress is slower than when they teach the simple skills and expect the children to do it for themselves.

77. In the reception classes, children are given more responsibility and individual personal and social skills are further developed. They are becoming better at taking turns. Children work more independently and are confident in their ability to attempt new tasks. They build on routines learnt in the nursery and the vast majority are ready to sit still and take part in whole class teaching sessions. The good adult/child ratio allows a very good oversight of children's progress, particularly for children with special educational needs who may need additional help.
78. Good progress is made in the Foundation Stage from a very low base and the vast majority of children enter Key Stage 1 with many of the personal and social skills needed to engage in whole class work. They are weaker in sustaining concentration on an activity without the supervision of an adult, but are keen to learn when working in small and large groups with adult support.

Communication, language and literacy

79. Children enter the nursery with levels of attainment well below average expectations for children of this age. The admissions policy and school practice encourage a higher than average number of children with limited language development and the nursery and reception teachers are particularly sensitive in identifying any other children who might be finding difficulty in acquiring early language skills.
80. Children in the nursery are encouraged to sit and listen to stories, rhymes and whole class inputs. The opportunities for responses are sometimes limited by other children becoming restless. However, by the time children enter the reception class, the majority have become confident about responding to adult questions, but few will initiate their own conversation and many have difficulty discussing even very simple topics. For example a group of reception children found it hard to recount the story of Cinderella and struggled to describe feelings she might have had when the ugly sisters went to the ball without her. They found it difficult to use the illustrations provided in the Big Book, to do more than suggest happy and sad, to questions related to feelings. This difficulty in communication slows down the pace at which whole class sessions can move.
81. The small number of more articulate children communicate well with each other and with adults. Again the good adult to child ratio, means that they have plenty opportunity to initiate conversations although many do not do so readily. Students on long-term placements in the nursery need more guidance about the specific vocabulary and language structures to be developed through the activities that are planned.
82. Teaching quality is satisfactory in the nursery but good in reception. Children in the nursery are read to in large groups and the teacher uses stories such as 'The Very Hungry Caterpillar' skilfully to develop wider skills such as counting or to promote awareness nature. No observations were noted of children being read to in small groups, where they would have more opportunities to respond. They are encouraged to use the attractive library area and use books on display, but some need more guidance on how to handle them. In the reception area, children are given encouragement to read and placed on a reading scheme. Books on display are well used and linked carefully with topic work. Both the nursery and reception classes use a phonics scheme to help them teach letter sounds. Children enjoy this and in the reception class they use it to help them spell out simple words. Children in the reception class are excited about their growing knowledge and the use of resources such as an 'ee' mouse (a teacher's puppet) encourages them to respond to the sounds written on cards. In whole class sessions and individually, children can point

out the title of a book and basic front cover details, but only a few know the words author or illustrator.

83. Role play areas such as the 'Grocer's' in both the nursery and reception classes provide good opportunities for children to consolidate learning from whole class sessions. In the nursery, children sometimes need more support for this in order to develop their speaking skills more fully. The writing area in the reception class gives children an opportunity to choose to write, but very few children enter the class able to write their own names or digits. Opportunities to let children experiment with writing their own names and develop independent mark making skills are not always fully promoted in the nursery when support staff automatically write names on children's work. However, children are able to do this by the time they leave the reception class.

Mathematical development

84. Children's awareness of number is well below that expected of children of this age when they enter the nursery. Some can count, but do not recognize numbers or have an understanding of what they mean. They take part in a number of useful mathematical activities to promote understanding of number, shape and space. For example, in their artwork they make paint prints with simple shapes on paper which is cut into squares, triangles and circles. They count as they print and adults ask them to name the basic shapes and make a note of which ones they recognise. Most are confident with rectangles and triangles. Displaying the finished products, as well as three-dimensional boxes with shape patterns helps children to remember these early mathematical concepts.
85. The quality of teaching is good in reception but more ordinary in the nursery. The teacher in the nursery is good at taking opportunities in whole class sessions to develop number awareness. For example, children count the different fruits eaten by the Hungry Caterpillar during the class story. Opportunities for promoting number awareness through other activities are not always planned for. For example, in role play, sand or play dough activity, there are too few challenges offered. Sometimes opportunities are lost to develop children's awareness of number at the quickest pace. For example, some children singing the song 'Five currant buns' were not encouraged to build on their obvious understanding of 'five' to move on to six, seven or eight. A rich mathematical environment has been created in the reception class, where the 'fruit' number display reminds children of basic numbers in a context they can all understand. The use of 'Spot' cut outs also does this and activities linked to this, such as finding Spot's bones in the sand and number bingo helps develop children's familiarity with numbers. Weak language skills result in many children struggling to use vocabulary such as 'more' and 'less' in the correct context, although children can do this with more confidence when supported in whole class or group sessions.
86. In shape work, children have developed more confidence by the time they are in reception and can recreate patterns and describe the shapes within the patterns.

Knowledge and understanding of the world.

87. Overall attainment in this area is well below the level expected of children of this age. There are, however, some areas, such as computer work, where children are more assured and this is directly related to improved provision since the last inspection.
88. Good use is made of the computers in both the nursery and reception classes. They are always on and in use. Children are provided with opportunities to 'play' on it, as well as working with guided support. A computer sign in book in the reception class, encourages children to register their use of the computer. Their competency varies considerably. One nursery child was able to set up the program needed from the main menu and describe the process as he did it. A number of children can follow the program, but a considerable number are still learning the effects of the mouse on movements over the screen. All children observed are confident users and this is built on in the reception class, where the computers are regularly used by individuals and very small groups with a visible increase in skills as a result.
89. The quality of teaching is satisfactory in the nursery and good in reception. Knowledge and understanding about the world is largely taught through science based topics and children's poor language development again makes it difficult for them to express their understanding of themselves in time and place. In their current topic on fruit, most children can recognise basic fruits, but struggle with more unusual examples such as pineapples. A few even have difficulty with more basic fruits such as oranges. Very few children could discuss going to the shops and buying fruit, although the role play area in the nursery makes provision for them to practise this. Reception children are more confident about 'playing' at cafes and adults who prompt conversations about what to order, or how much change to give help them to extend their awareness of the role play setting. Many children lack the language and out of school experience to extend the basic role play independently. The role play pizza parlour is closely linked to the local fast food outlets in the area and children have visited the local co-op as an initial stimulus for their topic. They are still heavily dependent on the adults to make links between these visits and their own experiences of shopping.
90. Good use is made of photographs, so that children can see themselves now and in the past and get a sense of how changes and growth take place over time.

Physical development

91. Attainment is well below the levels expected in the nursery class but progress is satisfactory overall and by the time children are in the reception class it is closer to the average. The provision for outdoor play is poor. Although a number of plastic toys are placed on the grassed area of the quadrangle, this holds the water and is too wet to play on for much of the year. Consequently even when it is not raining, children in the nursery do not always have sufficient, regular opportunity for constructive outdoor play. The school is aware of this and is seeking ways to improve facilities. The accommodation is limited inside the nursery, but the small climbing frame enables children to have some opportunity to take part in large-scale movements such as climbing. Their opportunity to develop vocabulary such as 'under', 'over' and 'through' is restricted by the lack of usable outdoor equipment. Children in the reception class join the children in Key Stage 1 on the playground and opportunities are made, particularly at lunchtime, for activities such as circle games.
92. Reception children are taken to the local special school for an additional physical education session. This provides them with a genuinely enjoyable opportunity to take

part in more physical exercise. As one boy said on the coach, 'This is fun.' In this lesson attainment was satisfactory and the vast majority of children, including those with special educational needs, showed that they can follow instructions, work together and achieve the movements required.

93. Teaching is mostly good within the constraints of the limited resources for large scale physical activity. A good range of experiences is offered particularly in developing manipulative skills, and children's achievements are closely observed. Children are encouraged for example, to play with constructional equipment and their skills are also developed through activities with scissors, paste and play dough. On occasions, however, more challenge could be injected into these activities, particularly in the nursery, by directing the children to achieve key tasks as well as by allowing them to explore possibilities.
94. The role play areas in both the nursery and reception classes are successful in helping children to use a range of small equipment and develop fine movement skills. This is done more successfully in the reception class, where other adults play alongside the children encouraging them to make use of the resources provided.

Creative development

95. Attainment is below the levels expected of children of this age in both the nursery and reception class. This is directly related to limited opportunities for personal choice and over supervision of some activities. All creative activities seen were very closely supervised by an adult. Although the results look very attractive as a wall display, or mobile, they do not allow children to discover, explore and express their own creativity. Children are presented with a very limited choice of materials and told exactly what to do. They all follow these instructions well, albeit with differing levels of skill, but even when they have completed the activity, they have not made a significant creative contribution to the outcome. In music, they sing songs, but there are no musical instruments in regular use or on display to provide children with a richer musical diet.
96. Teaching is weaker in this area, because it does not challenge children to think creatively for themselves by making their own choices. Children need more opportunities to explore a wider range of media with less prescription over what colours shapes or materials they are able to use.

ENGLISH

97. The school's results in the statutory tests, in both reading and writing, for pupils aged 7 have shown a steady rise since the last inspection. During this period the results have climbed faster than the national rate and last year's writing results are in line with the national average. In 1997 results were well below average. The reading results are below the national average but this too marks an improvement since 1997, when they were well below. In both reading and writing results are above those in similar schools. Unusually, the performance of boys exceeded national averages, while that of girls was below. The school are aware of this, but records of the progress being made by boys and girls shows there to be no significant difference between the groups at either key stage. This is borne out by the inspection findings.
98. The results for pupils in Key Stage 2 are not as good. Until 1999, they showed a steady improvement and like the Key Stage 1 results this improvement was at a faster rate than the national average. However the results for 2000 cohort showed a considerable

drop, placing the school well below the national average and that of similar schools. The school had expected this as 42 per cent of the cohort was on the Special Educational Needs Register. As with pupils in Key Stage 1, Key Stage 2 boys are out performing girls.

99. Standards of work for the current Year 6 pupils seen during the inspection were slightly better than those indicated by the 2000 test results.
100. Work in other Key Stage 2 classes shows steady improvement and the lower year groups are firmly on line to do well, but the standard falls at the end of the Key Stage. Oral, written work and reading was of a higher standard in Year 5, than in Year 6.
101. Despite good provision in the Foundation Stage, many children enter Key Stage 1 with speaking and listening skills, which are well below average. They can sit still and listen carefully, but pupils in Year 1 have difficulty recounting details of a fairy story, despite reading it together and having illustrations from a Big Book as a prompt to their memory. The majority have a very limited vocabulary and answer most questions with one or two word answers. This improves as they move into Year 2 where a larger number of pupils are able to answer questions with longer sentences and initiate conversations with adults. The vast majority of pupils, including those with special educational needs, are confident about putting up their hands to answer questions and respond well to the sensitive teaching which values their oral answers
102. At the age of 7, standards in reading are broadly in line with those expected of children of this age. Pupils can cope well with the vocabulary from their reading scheme books and can answer questions about the text. When reading with the whole class the majority can follow the script and describe the plot. Pupils, including those with special educational needs, are also able to use different strategies if they do not know how to read a word. Many pupils' reading experience is limited to the books provided by school. Only more able pupils could identify specific authors they enjoyed and discuss books they had been given at home. Nearly all pupils are heard reading at home however, and are confident and happy to read aloud to adults.
103. Pupils in the Year 2 class have made good progress in writing. They are proud of the way their writing has developed since the start of the school year and are confident about showing their work to others. They can use full stops and capital letters and several have mastered the basics of joined writing. Targets at the end of their books remind them of the features they are aiming for in their writing. The range of purpose for which they write is quite limited and there is limited evidence of imaginative and creative thought in their work. Standards of spelling are average and pupils are able to suggest strategies for spelling unknown words such as sounding out letters and using simple dictionaries.
104. Good use is made of computers to aid pupils' writing in Key Stage 1, where pupils gain familiarity with the keyboard in basic word processing work. Other information technology such as audio cassettes is used to improve listening skills. This marks an improvement from the last inspection.
105. Year 6 pupils are keen and confident talkers, but the majority lack the necessary vocabulary and experience to develop their speaking in a wide range of contexts. In a discussion about the countryside for example, only about half of the pupils could explain the meaning of words such as leisure and recreation. Opinions expressed about the countryside came entirely from the written text and pupils found difficulty expanding on these initial ideas.

106. The majority of Year 6 pupils are still reading from books in the school reading scheme and there is little independent choice. Some are having difficulty with unfamiliar words such as arithmetic. Only higher attaining pupils are able to name a favourite author and explain confidently how they would find information from a non-fiction book. This is related to the limited opportunities to use the school library regularly. During shared reading of a Big Book, the majority of pupils can join in and read along with quite challenging text. This type of reading experience, however, does little to help their comprehension and some have difficulty in recalling the concepts covered.
107. Reading in other Key Stage 2 classes is better because pupils are more motivated to extend their reading experience. Whilst only eight of the Year 6 class say they are members of the local library, and only one pupil had a book out, this contrasts with readers in Year 5, where pupils say they borrow regularly from the public library and are keen to discuss the 'Acorn Club' run by the library to encourage reading. These pupils can identify what makes a good reader and how readers find key information in books.
108. Pupils' writing at the end of the key stage is well below the levels expected of pupils of this age. A key reason for this is that too much emphasis is put upon the use of supporting frameworks for their writing at the expense of sufficient independent work. The heavy use of photocopied work sheets, which are sometimes of poor quality, results in pupils completing tasks which are more suitable for younger pupils. These are often undemanding writing tasks, involving one or two word answers. There is insufficient opportunity in Year 6 for pupils to analyse writing which can be found in daily life or to create texts for a wide range of distinct purposes. The problem of writing in response to questions on photocopied sheets is also reflected in other subject areas, so that the opportunities for extended writing are not exploited across the curriculum. Again, this contrasts with work in the Year 5 / 6 class, where more demanding written tasks are set, which results in more extended and exciting writing.
109. Computers are seen in regular use in the lower end of Key Stage 2, but less so in Years 5 and 6 and there is limited use of the computer in the library. The information technology co-ordinator has identified how computers can be used to enhance English teaching throughout the Key Stage, but these ideas have not yet had sufficient impact on older pupils' progress. The regular and effective use of computers in Years 3 and 4 shows improvement from the last inspection, particularly in word processing and editing of text.
110. Throughout both key stages, pupils with special educational needs, are given very positive and useful support. Some pupils in Key Stage 1 are withdrawn from the whole class input because they require more individual support. This works extremely well. These out of class sessions are skilfully led, so that pupils benefit from tightly structured reinforcement of basic skills. The groups are then able to rejoin the rest of the class for group work. In the majority of classes, good use is made of the support staff during the whole class input. For example, after organising the books to be taken home, they monitor and support pupils during the shared reading and writing sessions, identifying those pupils who may need additional help.
111. The quality of teaching in Key Stage 1 is good. This marks an improvement from the last inspection and is directly related to an improved understanding of how the subject can be taught effectively and the use of different strategies to capture pupils' interest. In the Year 2 class, the text from the 'Big Book' was used very effectively to focus pupils' attention as they were given some challenging phonic work. Later, the nursery

nurse supported a small group of special needs pupils with a very practical exercise to reinforce what the whole class had done. Other pupils worked independently on a similar task. By the end of the lesson, all pupils had consolidated their previous learning and extended their experience to cope with new blends of sounds, each at their own level.

112. In Key Stage 2, teaching is satisfactory overall, but within this picture there is some very good teaching in the Year 3 and the Year 5/6 class. There is also some unsatisfactory teaching in the Year 6 class. Where unsatisfactory teaching occurs, there is less adult support provided, so that pupils with learning difficulties do not have as much support as offered elsewhere in the school. This is coupled with lower overall expectations for the class, so that work carried out elsewhere in the key stage is sometimes more demanding. Teachers challenge pupils very effectively in some lessons, when literacy is linked directly to their own experiences and interests. For example, in a Year 3 class, the teacher used both a flip chart and writing boards to model good writing and provide pupils with a quick opportunity to base their own writing on her example. In the Year 5/6 class, pupils were motivated to write an explanatory text, when the teacher brought in a bull's heart for discussion. Pupils showed real curiosity and asked lively questions about how the heart worked. Their practical experience of looking at and later labelling a real heart encouraged them to talk about what they had learnt as well as write about it. This lesson successfully demonstrated how the literacy hour can be adapted by a skilled and effective teacher to have maximum impact on pupils' learning.
113. Overall, progress for pupils is good in Key Stage 1 and satisfactory in Key Stage 2. This marks an improvement since the last inspection and is directly linked to the quality of teaching which has risen in most classes. Some classroom displays help support pupils' work by creating an attractive literary environment which creates an interest in words, celebrates pupils' writing, and provides them with ideas. The school library area has limited impact on pupils' progress in literacy because it is not seen as inviting by pupils. As many pupils at the end of Key Stage 2, do not visit the local library, they are heavily dependent on the school providing a stimulating literary environment in order to encourage them to use books for enjoyment and research. The last inspection report identified books in the classroom as being of poor quality. Although this has improved, the range of fiction and non-fiction is still too narrow. This impacts particularly on high attaining pupils, who do not have the opportunities and resources to explore their reading and writing at a higher level. A few are tied unnecessarily to the school's reading scheme after they have become fluent and independent readers.
114. Teachers at both key stages are planning effectively for the literacy hour on their weekly planning sheets. Some of the lesson plans, however, fail to focus on sufficiently specific learning outcomes for that lesson. This makes it harder for support staff and pupils to understand exactly what the teacher is expecting the pupils to learn.
115. Leadership of the subject is satisfactory. The school is aware of the challenge it faces in raising standards in English. A very comprehensive analysis of its intake over the last few years has been undertaken and pupil progress is monitored carefully. This data collection is an excellent starting point for identifying strengths and weaknesses and putting strategies into place to improve pupil progress. The school is aware that there are variations in the quality of planning and teaching, but over the past year there has been little systematic lesson observation and work scrutiny taking place. This means that specific weaknesses in individual teaching of English can be missed.

116. The school now needs to build on the examples of good and very good practice which are already taking place in teaching English in the school. This includes that in the special language unit.

MATHEMATICS

117. The standards reached by the pupils aged 7 in the tests taken in the year 2000, indicate that the results were close to those found nationally and above those reached in similar schools. The children's work seen during the inspection indicates that the results should be maintained this year with some children obtaining a higher than average level. However, activities for the more able pupils are not always challenging enough and do not extend their learning sufficiently in some lessons. The standards reached by children aged eleven in the tests taken in the year 2000, indicate that the results were well below those found nationally and in similar schools. The children's work seen during the inspection indicates that, although standards should improve from last year, they will still be below those expected nationally. The proportion of pupils achieving a higher level (Level 5) was well below those found nationally but, again, some improvement on this should be seen this year. Levels of challenge are not always high enough at the top end of the school and the work which has been learned by the end of Year 5 is not being built upon in Year 6.
118. Since the time of the last inspection the standards achieved by the infant children have shown great improvement. The standards for the junior children have not risen as much but improvements are working their way steadily through Key Stage 2 and standards of work in Years 3, 4 and 5 are on track to meet national expectations.
119. There is no significant difference in the performance of boys and girls. Pupils with special educational needs are supported very effectively by their class teachers, special educational needs teachers and classroom assistants. They make good progress in developing their basic skills in relation to their ability. The curriculum for mathematics is well balanced. During the inspection there was evidence of work being undertaken successfully in all aspects of mathematics including using and applying mathematics.
120. By the end of Key Stage 1, pupils have a satisfactory knowledge of basic number skills such as counting and ordering numbers and of addition and subtracting to 20. They can recognise two-dimensional shapes and know o'clock and half past times using analogue and digital clocks. In Key Stage 2, pupils make steady progress in their knowledge and understanding of number. Most pupils can add and subtract large numbers accurately and understand negative numbers. In a lesson in Year 6, they were able to apply these skills when they were plotting co-ordinates on a grid. However, they are less secure in their knowledge of place value of decimals and whole numbers and of metric measures.
121. In most classes throughout the school, the pupils achieve well. They enjoy mathematics because interesting activities are planned for them. Occasionally the progress of the higher attaining pupils is not as good because they complete similar work to the rest of the class. In Key Stage 1, there is sometimes too much reliance placed on the published workbooks in which all the children complete the same page. In the best lessons teachers plan for all ages and abilities within the class. For example, in a Year 3/4 class where the children were completing tasks on co-ordinates, the teacher had planned four different activities for the children. These were all related to the abilities of the children and so good progress was made during the lesson.

122. The quality of teaching is good overall in Key Stage 1 and satisfactory at Key Stage 2. There is no unsatisfactory teaching. The best lesson was seen in the Year 5/6 class, where the children were very well motivated to work hard by the good relationship the teacher had with the class. The tasks provided for the children were suitably challenging to all levels of ability. A strong feature of the teaching is the good subject knowledge of the teachers. They ask challenging and open-ended questions which help to consolidate the pupils' previous knowledge and develop their learning. Teachers manage the pupils well and this results in the children behaving well and sustaining concentration throughout the lessons. Most of the lessons have good pace but, occasionally, too much time is spent on the introduction to the lesson. For example, in a Year 2 class, the children had very little time to complete any of the written tasks because they had been sitting on the carpet for too long. Teachers encourage pupils to use the correct range of mathematical vocabulary and to explain how they arrive at their answers. For example, in a Year 1 class the teacher gives the children the opportunity to work out subtraction sums by using words such as difference, minus or less than.
123. The Numeracy Strategy has been successfully implemented throughout the school. The teachers have received training and their knowledge of the strategy is sound. There is a consistent approach to the teaching of number skills but sometimes the mental arithmetic part of the lesson can be too short to allow pupils to consolidate new skills. In most lessons, teachers are good at identifying what they want children to learn. However, a weakness in some lessons is that this is not always shared with the pupils at the beginning of the lesson in terms they can understand. Where this is done, for example in the Year 3/4 class, it is done well. This helps to build up the children's confidence and understanding of what they are doing and why they are doing it.
124. The subject is managed effectively by the co-ordinator. The quality of the teaching and the progress made by the pupils is carefully monitored and test results are systematically analysed. This is resulting in steady improvements in standards in the subject. Resources are used well to support pupils' learning but some opportunities to extend the use of mathematical skills are lost because the subject is seldom incorporated into work in other subjects.

SCIENCE

125. Standards at Key Stage 1, as assessed by teachers, have improved since the previous inspection and now meet with expectations for seven year olds. Standards of work seen at the end of Key Stage 2, however, are below the expected level. This reflects the most recent national curriculum test results for eleven year olds, which showed that too few pupils reached higher than average levels and too great a proportion attained lower than expected. When compared with those schools in a similar context, standards at the end of Key Stage 2 are well below average.
126. Looking at attainment over time, there has been a steady improvement, in line with the national trend. Pupils' current rate of achievement suggests that this trend will continue but not sufficiently to bring attainment in line with national averages by the 2001 tests. This is largely due to pupils not being challenged enough in Year 6 so that they do not successfully build on what they have achieved by Year 5.
127. Pupils in Year 6 know how to construct electrical circuits to make a bulb or switch work. They are unable, however to explain precisely why a circuit will not work, because they are not secure with scientific terminology. Statements such as 'electricity is good because it gives us a bath' illustrates the lack of depth in pupils'

knowledge of the underlying concept and a lack of clear expectations in the teaching. There is also some uncertainty in the learning of the oldest pupils in other aspects of science. For example, although they can undertake accurate observations in practical activities, Year 6 pupils do not fully understand the process of dissolving substances, and are unable to apply terms such as 'evaporation' or 'solution' when describing their work. There are currently too few opportunities for pupils to engage in scientific enquiry through which scientific language can be learned within a context to which pupils can relate.

128. These standards are in stark contrast to those seen in the Year 5/6 class where pupils are well practised in planning and carrying out their own investigations, and are expected to use terms such as 'filtration' or 'absorption' during class discussions.
129. Pupils in Year 2 can distinguish between living and non-living things, recognising amongst other features that living things grow. To set their learning in a context they understand, they are asked to use photographs to show growth from the infant to the childhood stage. When studying materials they accurately investigate and record the warmest and coolest places in the classroom by observing effects on melting ice cubes. Pupils learn that forces can involve 'pushing' and 'pulling' and some have the opportunity to develop early writing skills effectively by describing what happens when such forces are applied to a lump of dough.
130. The overall quality of teaching and learning is satisfactory, based upon the standards of pupils' work seen throughout the school. In the lessons observed, teaching is more variable, ranging from highly effective to unsatisfactory teaching in Key Stage 2. In Key Stage 1, teaching is good. In the most effective lessons, such as seen in Year 5/6, pupils know what they are expected to learn because the teacher makes it clear to them at the outset. Learning builds well on what pupils already know because the teacher questions them and probes their understanding before moving on. Expectations are very high and as a result, pupils show that they are active and independent learners. Pupils' enthusiasm and motivation is reflected in the quality of their well-presented work. The teacher assesses and marks work well, challenging pupils to improve on what they do. Good teaching was also seen in a Year 2 lesson where the teacher questioned pupils skilfully in order to make them think for themselves. Consequently they contributed good ideas about how they might improve and record their investigation of forces. The teacher was careful to include less able pupils in order to give them the opportunity to contribute ideas.
131. Unsatisfactory teaching seen in Year 6 results in pupils not making the progress they should. The pace of the lesson seen during the inspection was very slow because what pupils were expected to know as a result of the teaching was not made clear by the teacher. This meant that teaching and learning were less focused than they might be. Pupils were not challenged sufficiently to use the skills they already had. For example, they were not expected to plan for themselves how to conduct an investigation and record their conclusions even though they have already learned these skills in Year 5.
132. Subject management is satisfactory. The headteacher and co-ordinator recognise the need to raise standards and have prioritised areas for development. Strategies such as whole school in-service training have improved teaching quality overall since the previous inspection and a new co-ordinator has been appointed.
133. Although some monitoring of teaching quality has taken place the resulting action has not been rigorous enough to address all weaknesses. Assessment of pupils' work is

not systematic enough to provide useful information. There are no systems for checking the quality of pupils' work for example, to identify strengths and weaknesses in order to improve curriculum planning. Resources to support learning are adequate.

ART AND DESIGN

134. Standards in art are average in Key Stage 1 but in Key Stage 2 they are below average, although the quality and range of work is better in some classes than others in line with teachers' levels of expertise and confidence. Overall, standards are not judged to be as high as at the time of the last inspection, reflecting the school's emphasis on developing the English and mathematics curriculum, which has been done at the expense of subject development in art, particularly in the juniors.
135. In Key Stage 1, all groups of pupils make satisfactory progress overall. Paintings of cross sections of fruit show bold use of colour and pupils have plenty of experience in using paper and fabrics in their collage work. Skills in observational drawing are beginning to develop, particularly in the area of line and proportion. For example, pupils' sketches of the sculptures in Oswaldtwistle have good outline, although techniques of shading and tone have not yet been introduced. A representation of a prayer mat, using fabric pens is a good example of what can be achieved by younger pupils working together.
136. In Key Stage 2, pupils' experience is too patchy for them to develop the full range of skills needed to reach a good standard. Although their attainment was judged to be good in the one art lesson observed, this level of work is not typical of that on display, which lacks both quality and variety in most classes. There are occasional examples of work in three dimensions such as the Year 6 'ship pictures' using 'art straws' but these show limited skill or individuality. Pupils have little knowledge of the work of other artists.
137. Teaching in the Year 5/6 lesson observed was very good. Pupils were highly motivated to work quickly but carefully in either paints or pencil as they added a colour scheme to their own paisley patterns. They were challenged to mix the colours they needed from a choice of only two primary colours and the teachers' praise and encouragement for their efforts helped maintain their enthusiasm. The teacher skilfully introduced the next stage of their work by asking the pupils how a blind person would be able to appreciate artworks. A blindfolded volunteer demonstrated that adding texture (next week's task) would allow her to 'feel' the pattern.
138. Leadership of the subject is satisfactory overall. The teacher with responsibility for leading the subject has established a broad scheme of work based on national guidelines, but this is not yet fully up and running as some staff have not yet introduced the suggested units for their class. The teacher offers support to colleagues with ideas for their planning, but examples of what they should be trying to achieve are not yet available to guide those with less confidence in the subject. More effective monitoring of the quality of pupils' work across the classes is needed to direct improvement in standards.

DESIGN AND TECHNOLOGY

139. As at the time of the last inspection, standards in design and technology are average at Key Stage 1, where all groups of pupils make satisfactory progress. Standards have improved at Key Stage 2, where they are now average. Progress for these pupils is satisfactory overall, but there are variations in the amount of work they undertake in

different classes. This leads to variations in the pace of their learning as pupils pass through the key stage.

140. In Key Stage 1, pupils are steadily building their skills of designing and making. Year 1 pupils for example, investigate how everyday materials can be used to create models of a playground after experimenting with small-scale construction sets as they set out their designs. They discuss what works well and what doesn't with the support staff who prompts them to consider whether their products are fit for their purpose. Open questions such as 'Tell us how this will work' encourage the pupils to think carefully about the strengths and weaknesses of their designs. Specific making skills are practised by Year 2 pupils. For example, they make card hinges, as they figure out the best way to make doors for their model buildings. Photographs of previous work show that pupils have used a range of appropriate methods to join materials together, as they make products such as puppets and vehicles with simple axles.
141. In Key Stage 2, pupils' work on food technology helps them to understand the importance of following a recipe to achieve balanced ingredients. Adults who take small groups for this activity, help pupils to consider the function of each ingredient, as they talk about which might add flavour or which will bind other elements together. Some design technology work is closely linked to science, such as when Year 4 pupils were asked to create a range of switch mechanisms as part of their work on understanding electrical circuits. Although there was limited opportunity for design in the activity, their tasks were challenging to complete and required a good level of collaboration. They also helped them to explore how everyday materials such as film cases, paper clips or matchboxes can be put to different uses. Their previous investigation into torches and how their various components operate, had prepared them with enough knowledge to approach the switch-making task confidently.
142. The quality of teaching in the two lessons seen ranged from satisfactory to good. Both lessons were well prepared and resourced and the pupils' interest was captured by the lively presentation of the topic. The features that separated the good from the ordinary were the way in which the teacher in the Year 3/4 class encouraged the pupils to experiment with their equipment for five minutes in order to raise their confidence and extend their knowledge. The teacher had also allocated tasks of differing levels of difficulty to match the ability of the groups. This ensured that all had to work hard but had a chance to achieve success.
143. Leadership of the subject is satisfactory in the organisation of the curriculum, but not in the monitoring of the work being done. The teacher with responsibility for the subject has organised a suitable programme of work for all year groups to follow, but more guidance is still needed for those staff who lack confidence in teaching practical skills. There has not been sufficient opportunity to develop a clear picture of the quality and quantity of work being undertaken across the school. This makes it difficult to direct support to where it is most needed.

GEOGRAPHY

144. At the end of both key stages, standards are average for the ages of pupils. This shows an improvement since the last inspection.
145. By the age of seven, pupils gain an awareness of places beyond the United Kingdom, by collecting pictures and information about Australia and African countries and by following the travels of 'Barnaby Bear', a teddy bear taken on holiday by pupils. They develop early mapping skills effectively by drawing simple plans of the classroom, or following a route around the school. Most are able to match a picture of a building for

example to a 'birds eye' view of the same feature. In Year 1 pupils learn about the environment close to the school. They observe the differences in buildings for example, and the photographs they take help later with work in art and design technology.

146. In Years 3 and 4, pupils look in more detail at the local area and compare that with a contrasting place such as Kenya. Pupils were able to use the very good classroom displays of maps and photographs, which results from their field study to identify residential areas, industrial sites and retail outlets using a colour key to mark those features on a map. By Year 6, pupils learn about specific environmental issues such as the effects of traffic pollution, and significance of the rivers and their effects on landscape and lives of people.
147. Good use is made of the locality and study centres such as Tinker Brook to make learning more meaningful.
148. The quality of teaching and learning in the lessons seen is satisfactory overall. Teachers have secure subject knowledge and plan lessons well so pupils learn appropriate skills and geographical language systematically. Literacy skills are promoted well. In Year 4 for example, pupils wrote all they knew about Oswaldtwistle before they began the study of the area. This helped the teacher to assess and to build on their previous knowledge. There was good learning in the Year 3/4 class as a result of the teacher's clear learning objectives and effective questioning to reinforce pupils' knowledge and understanding. By the end of the lesson pupils could identify features of the locality using aerial photographs.
149. The subject is managed satisfactorily. Positive action has been taken by the co-ordinator to bring about improvements. The scheme of work addresses national curriculum requirements and effectively supports teachers' planning. In-service training enables the co-ordinator to support and advise colleagues appropriately.
150. Assessment of pupils' attainment and monitoring of standards on a regular basis are weaknesses which have not been addressed properly since the last inspection.

HISTORY

151. Standards in history are average in both key stages and have been maintained since the previous inspection. Pupils across the school make satisfactory progress. Teachers' planning is better than it was, with the subject co-ordinator ensuring that the work to be covered is set out clearly for each year group. More opportunities for pupils to research information have been created through the school gaining access to the Internet. Assessment of pupils' work has improved though there is still more to be done. At the beginning and end of some topics, teachers now give pupils simple assessment exercises to measure their learning.
152. By the age of 7, pupils develop a good understanding of life in the past. This is shown, for example, when they talk about how life differed then from now. A highly impressive 'Toy Museum' in the Year 2 classroom had clearly grabbed the imagination of the pupils and created a number of very valuable opportunities to extend their learning. For example, a visitor came into school to give a live demonstration of a steam traction engine which had been a toy in his youth and the caretaker demonstrated how a wind up gramophone works. Other parents contributed a wide range of interesting toys that had been carefully displayed. The class teacher had appointed a 'museum curator' and 'guides', thus extending pupils personal development through giving them responsibility. Their knowledge of how real museums are organised and their

vocabulary were similarly extended. Speaking opportunities were created for the guides when showing round visitors, and pupils showed great respect for the items they were handling.

153. By the age of eleven, pupils have further deepened their knowledge. Year 5/6 pupils, for example, can talk about life in the time of Charles Dickens and recount many facts about his work. Pupils build up a good knowledge about their local area; for example lower junior pupils through their study of the 'Accrington Pals' in the First World War. Opportunities such as the school becoming 70 years old last year are seized to extend learning about the town. A weaker area in some classes is development of pupils' historical skills, such as their ability to evaluate the importance and reliability of different sources of evidence. Not enough emphasis is put on this during teachers' explanations and class discussions.
154. The teaching seen in history ranged from good to unsatisfactory. In a successful Year 5/6 lesson, the teacher held the pupils' attention well in the pacy introduction, with lively reading of a poem. The learning sought from the lesson was clearly explained to the pupils, though not set out for them to refer back to later. The activities that pupils moved on to were matched to their abilities with, for example, different levels of challenge in the text which pupils were required to read. In contrast, in a Year 6 lesson, the task given to the pupils was not well thought out. It did not offer the right level of challenge to most of the pupils nor was it varied sufficiently to match different levels of ability. Some pupils had inappropriate books in which to seek information and lacked the skills to find out without more help. Most therefore made little progress in the lesson. Pupils' written work shows that a good variety of opportunities to record in different ways are given in most classes, though now and again there are too many tasks based on printed worksheets that offer little challenge to higher achievers.
155. The subject is managed soundly by the headteacher as co-ordinator. Through looking at pupils work and end of unit assessments of what pupils have learned he maintains an overview of the standards achieved.

INFORMATION AND COMMUNICATION TECHNOLOGY

156. Standards seen in school are average at the end of Key Stage 1 but below average at the end of Key Stage 2. Throughout the school progress is improving and pupils achieve as well as can be expected. The headteacher has implemented a clear development plan for the subject, following the recent enhancement of resources. With the support of the National Grid for Learning initiative, pupils have recently gained access to the Internet. Appropriate software is now available which will enable pupils to follow national subject guidance. Consequently, early skills are being achieved by most pupils in Key Stage 1, but those at the top of the school still have some way to go to meet the level of skills expected of eleven year olds, because the resources have not been in place long enough.
157. Year 2 pupils make satisfactory progress with word processing skills. They select different styles of print and letter size to make labels and amend text for example by deleting and inserting words. They control the mouse well when using art packages to design pictures and they print out their own work. Pupils use the computer to support work in mathematics. Simple databases are used effectively to enter and retrieve information.
158. Pupils build successfully on early skills because of the systematic approach identified in the adapted subject guidance. Year 3 pupils, for example, use the computer confidently to help their learning in mathematics and literacy and are beginning to use

facilities such as 'spellcheck' when re-drafting work. By Year 6 pupils are beginning to use the Internet for research. A good example is the extensive information sought about the 'Accrington Pals', a World War 1 battalion. Pupils enhanced the presentation of this work by using the scanner to add pictures to the text. They enter text, edit and re-draft demonstrating appropriate keyboard skills. Pupils are beginning to develop skills in the use of databases to enter, store and retrieve information, but have not yet used spreadsheets to construct models or explore all possible variations. The use of information technology to control events, such as gathering data has not yet been developed.

159. Subject management is satisfactory. There is a clear strategic approach to the development of ICT, which includes specific training to raise the levels of expertise of all staff. The development plan identifies the need for more computers to enable greater access for pupils. This is currently limited. Although standards previously reported were satisfactory the school has managed significant developments since the previous inspection in its endeavour to keep pace with expectations.
160. No direct teaching was observed. On the evidence of pupils' work displayed around the school and the levels of competence demonstrated by individuals and small groups of pupils, teaching overall is satisfactory.

MUSIC

161. The last time the school was inspected, standards in music were below average in both key stages. Since then they have improved to average in Key Stage 1 but are still below average in Key Stage 2. This is because a significant previous weakness – not giving pupils enough opportunities to compose and record music or play instruments – has been tackled in Key Stage 1, but not sufficiently in Key Stage 2 for the oldest pupils to reach the expected level.
162. Pupils' progress in Key Stage 1 is better than it was. Year 2 pupils show familiarity with a range of percussion instruments and are able to keep a steady beat when clapping rhythmically to symbols on a score. They show a good understanding of pitch when trying to make high and low sounds to reflect story characters. They handle instruments confidently and know the names of them. Pupils in the Year 3 class welcomed children from a neighbouring special school into their music lesson, adding an element of social development to the musical focus of exploring sounds on tuned percussion. However the older junior pupils still have too little experience of playing instruments or of writing down music they have composed to enable them to reach the standard expected at 11. They have a below average knowledge of musical terms and of composers and their work.
163. Pupils sing well. Year 6 pupils can sing in unison with clear words and when appropriate, sing softly with good control. One higher achieving pupil was able to recognise when a song moved up a key. When all the pupils sing in assembly the sound is at times joyful, tuneful and full of energy. Musically talented boys and girls, and others who are keen to be involved from Years 4 to 6, are given further support through a choir of about 40 pupils. They take part each year in a major festival in the town. Membership of the choir extends their musical achievement.
164. The teaching seen during the inspection was satisfactory or better. Pupils gained the most where they were actively involved in the enjoyment of making music. Teachers prepared well for lessons, providing for example, taped music, scores or instruments as needed. Where the particular skills to be developed - for example pitching high and low notes in the Year 2 lesson – were clear in planning, this helped give the lesson

direction. There is as yet no school wide system for regularly assessing and recording pupils' progress in music. However, the class teacher was assessing pupils' skills during the Year 2 lesson. Such information needs to be fully used to ensure that more able musicians are challenged to a higher level.

165. Developing music has not been a priority for the school since the previous inspection and thus weaknesses in standards remain. The co-ordinator's leadership has only been partially satisfactory. It has had some impact on standards lower down the school through the implementation of an improved scheme of work and support for teachers. However there is no programme for monitoring the effectiveness with which the scheme and lesson plans are implemented across the school. There is still underachievement in Key Stage 2 because some aspects of the curriculum are given too little attention

PHYSICAL EDUCATION

166. No gymnastic lessons were observed during the inspection, but children were observed in dance and games lessons. These lessons, together with evidence gained from looking at teachers' planning, speaking to teachers and pupils, indicate that standards in physical education are broadly average. These standards have been maintained since the last inspection.
167. Pupils undertake swimming lessons in Years 4 and 5 and by the time they leave the school they achieve the national standard of being able to swim 25m.
168. In Key Stage 1 pupils enjoy the lessons and their attitude to the work is good. They behave well, take part enthusiastically and follow instructions promptly. They plan and perform simple skills safely. When listening to music, they respond appropriately with different movements, expressing their feelings, moods and ideas. At Key Stage 2 pupils practice and improve their own performances in games and dance. Throughout the school they collaborate well in paired activities and in sharing and using space. They are keen to demonstrate their skills to others and practice routines to enhance their overall performance. In the lessons observed the teaching was mainly satisfactory, but one lesson in Year 3 was unsatisfactory. This was because there was insufficient planning and the pupils spent too much time standing still waiting to begin an activity. This resulted in some inappropriate behaviour from some of the class and, consequently, insufficient progress was made in the lesson.
169. There is a wide range of out of school activities including, football, cricket, netball, tennis and cross-country running. These activities support the learning in the subject well and both boys and girls join in. This provision has been developed well since the last inspection.
170. Leadership of the subject is satisfactory overall. The co-ordinator advises staff and monitors planning as well as doing some specialist physical education teaching in Key Stage 2. He has developed a scheme of work which ensures continuity and progression for the skills taught. However, there is no assessment of pupils' achievement except in swimming.

RELIGIOUS EDUCATION

171. At both seven and eleven pupils reach the standards set out in the Lancashire locally agreed syllabus. Pupils make satisfactory progress across both key stages, completing the most written work in Years 2, 3 and 4. Although the volume is small, the highest standard of written work is found in Year 5.
172. In line with the school's policy, Christianity is given more emphasis than the study of other religions though the pupils' knowledge and understanding of other faiths is also satisfactory. For example, by Year 2, pupils know that the Bible and the Qur'an are holy books that are treated with reverence by Christians and Moslems. They link the messages from the stories they hear to their daily lives, showing understanding of the feelings of others. For example, when talking about the Creation and how God might feel about damage to the environment, they make connections with their own behaviour. By Year 6, pupils know of the signs and symbols of Christianity, such as the significance of the bread and wine in the communion service. They have a good knowledge of the Israelites' time in Egypt, the plagues and the leadership of Moses. They have built up a deeper understanding of the meaning of the Bible and Torah to their respective faiths. Through their study of Judaism they show understanding of historical events such as the holocaust and the meaning of persecution.
173. The quality of teaching seen in lessons was mainly satisfactory. Teachers read and explain stories well to the pupils, holding their attention and deepening their knowledge. They ask carefully chosen questions to see if pupils have understood key points or to raise issues for discussion. They are good at identifying religious messages and relating them to the pupils' own lives. Their explanations to pupils are interesting and reflect good subject knowledge, as seen when the Year 5/6 teacher explained to pupils how kosher food is produced. At such times, pupils listen with rapt attention. However opportunities are sometimes missed to build on the strong introduction to a lesson because the activities given to pupils are dull and fail to challenge them appropriately. Worksheets that require little thought, or simple colouring tasks, are examples of this. The school's policy for religious education reminds teachers that work in lessons should be 'tailored to different abilities'. This does not happen when all pupils undertake the same worksheet though lower attaining pupils are often given adult additional support, which helps them achieve better outcomes. Higher attaining pupils are not sufficiently stretched. Where activities are more imaginative, such as Year 3 pupils making clay tablets or Year 5/6 pupils writing a kosher menu, pupils' initial learning is better reinforced.
174. Pupils make some visits to local churches and other places of worship such as a Mosque. There are also visitors, for example parents, who come into school and talk about the customs of festivals such as Eid. Such opportunities might be extended. Whilst teachers make good links with literacy through reading stories they do not fully use opportunities to extend pupils writing through the tasks pupils are given. Similarly more use needs to be made of information and communication technology.
175. The management of the subject has been satisfactory overall. Although standards have been maintained since the previous inspection, there has been little development in the subject as it has not been a priority. The subject co-ordinator continues to provide support for the staff through keeping resource materials up to date and helping teachers plan lessons. However, the co-ordinator has not been influential in further improving standards because the role does not extend to closely examining teaching, learning or work done by the children across the school. Teachers' assessment of pupils work has not improved much since the last inspection; it is still very much left to individual teachers how they go about it.

